

## INSTRUCTIONS: SECTION I

*"You need info and a plan early enough to make a difference."*

*Jason Wilkie*

Jason and Bill Wilkie have developed this workbook and divided it into 6 sections. We encourage you to complete one section each week for the next few weeks. We encourage you to complete as best you can each section during the current week because we will build on that work. This week you should:

- **Ask a parent, family friend, assistant coach, mentor, etc., to work with you for 1 hour over five weeks**
- **Read all eleven pages first.**
- **Go back to each page. In the right hand margin write down questions or notes on what you have read on each page.**

We know a high school football coach in the Midwest who over the last twenty years has told every freshman football player that if they want to play college football and will follow his training program for the next four years, he guarantees that they will play college football someplace. It may not be in the Big Ten. It may be at a smaller private liberal arts, NAIA college or a community college. In twenty years he has never failed to deliver on his promise. With accurate information and high motivation plus help from coaches and mentors, you too can increase the chances of playing college football.

Also keep in mind that many talented high school football players have not played college football but have gone on to be a well known sports writer, broadcaster, high school or college coach, athletic director, etc.

### Recruiter's Job

This is serious business for a college football recruiter. If he is unable to successfully recruit the best high school football players in his region, his job may be in jeopardy. He will conduct several hundred interviews a year. How many interviews have you conducted to practice for interviews with recruiters where a great deal is at stake? What is really at stake for me except playing college football? This is a \$60,000 to \$125,000 decision for you & your family. Take it seriously!

Are you nervous about asking your coach, "What does it take to play college athletics?" We think that is a valid question for all high school football players. Each one deserves an answer. We also want all younger high school football players to have this information.







# INTELLIGENCE

*“Pay no attention to what the critics say.  
A statue has never been erected in honor of a critic.”  
Jean Sibelius*

When recruiters talk about an intelligent player, they mean three different things.

- **INTUITION FOR PLAYING THE GAME**
- **HIGH SCHOOL GRADES**
- **COLLEGE ENTRANCE TEST SCORES**

Grades are the best indicator of your potential to succeed in college academically. The following charts are general guidelines for normal admission to these conferences. It is to your advantage as an athlete to be admitted normally. Infrequent exceptions are made to the NCAA minimums but only to non-qualifiers who cannot practice or compete their first year. To walk-on at your favorite football power, you need to be admitted as a normal student.

## Normal Admissions Criteria

	GPA	ACT	SAT
ATLANTIC COAST	3.00	18	900
BIG EAST	2.75+	18	900
BIG TEN	3.00+	18+	900+
BIG TWELVE	3.00	18	900
IVY LEAGUE**	3.50+	27+	1200+
MAC	2.75+	18+	900
PAC TEN	3.00+	18+	900+
SOUTHWEST	3.00	18	900
SOUTHEASTERN	3.00	18	900
WESTERN	2.75+	18	900
INDEPENDENTS	2.75+	18+	900+

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# ATHLETIC ABILITY

*“Discipline is the refining fire by which talent becomes ability.”*

*Roy Smith*

Natural athletic ability is a catch word for something you cannot develop according to most college coaches. At the same time, they will encourage you to play in other sports in high school to develop your athletic abilities.

Clearly, a certain amount of ability is in-born, but a lot is developed by playing your best sport and other sports which relate to the skills you need. For example, a linebacker in football could play basketball to develop quickness, conditioning and explosiveness. Most recruiters will encourage you to play sports other than football.

As college recruiters evaluate athletic ability, they will look at a number of different characteristics.

- **ATHLETIC ABILITY**
- **QUICKNESS, AGILITY AND BALANCE**
- **COMPETITIVENESS**
- **MENTAL ALERTNESS**
- **CHARACTER**
- **STRENGTH AND EXPLOSIVENESS**
- **LATERAL MOVEMENT—QUICK FEET**

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# SPEED

*“Some men are bigger, faster, stronger and smarter than others, but not a single man has a corner on dreams, desire or ambition.”*

*Duffy Daugherty*

Speed is a difficult quality to develop. But it is essential. The forty yard dash is the measuring stick for football speed. For example, a Division I college football linebacker must have at least a 4.5 to 4.8 speed in the 40 yard dash. If he doesn't, he cannot catch a back running outside with 4.3 speed no matter how experienced, intuitive or strong he happens to be.

## SPEED IN 40 YARD DASH

### DIVISION I POSITIONS

DEFENSIVE:	BACKS	LINE BACKERS	CORNERS	LINEMEN
	4.2-4.6	4.5-4.8	4.2-4.6	4.8-5.0
OFFENSIVE:	BACKS	SPLIT ENDS	TIGHT ENDS	LINEMEN
	4.4-4.8	4.2-4.6	4.6-4.8	4.6-5.2

Quickness and explosiveness over a one yard distance is as important for linemen as speed in a 40 yard dash. There are other criteria which will be applied in the recruiting process.

## SIZE

*“The real measure of an athlete is not what he is...,  
but what he can become.”*

All freshmen and sophomores in high school are small. All of you will grow. However, most college coaches are concerned that you grow naturally. If you put on too much weight and loose speed, you have disadvantaged your playing ability. The chart below is based on size for the top scholarship winners. Many good college players enter college at less weight and bulk up naturally over a two year period.

## SIZE BY POSITION

	<u>HEIGHT</u>	<u>WEIGHT</u>
<b>OFFENSIVE BACK</b>	5'10" to 6'2"	190 to 235
<b>DEFENSIVE BACK</b>	5'10" to 6'2"	185 to 210
<b>WIDE RECEIVER</b>	5'9" to 6'3"	185 to 220
<b>TIGHT END</b>	6'0" to 6'4"	225 to 240
<b>OFFENSIVE LINE</b>	6'4" to 6'7"	275 to 310
<b>DEFENSIVE LINE</b>	6'3" to 6'7"	260 to 300
<b>LINEBACKER</b>	6'0" to 6'4"	220 to 240

These are the average range for each position. There are always exceptions both up and down.

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## COACHES AGREE

Most college level coaches agree on some fundamentals:

- A high school coach must position you where you can help the team. Your college level position may be different, for example, many high school quarterbacks are great college defensive backs.
- Demonstrate that you have discipline. You are really preparing for the next eight years so set your goals accordingly.
- Play one or two other high school sports. It tells the college recruiter about your athletic ability and allows him to observe you in another sport. It also teaches you to compete successfully. The one exception may be when you are trying to put on some weight and playing another sport. It could limit your weight gain.
- All freshmen, sophomores and even juniors in high school feel small or slow. And sometimes, they are. Don't be in too much of a hurry to put on weight.
- Eat right but don't radically change your diet. Increase the volume of good foods in order to gain appropriate weight. Many athletes find themselves eating five normal meals a day rather than increasing the consumption at three meals.
- Weight lifting for strength requires a well balanced program and proper technique. Otherwise it can lead to injuries which can disqualify you. There is a growing concern about this problem at the high school level.
- There is life after football. It may end after high school, college or professional ball. But it ends for everyone. Keep your options open. Plan for them now.

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### Athlete's Point-of-View

Our manuals are written from the perspective of the football player and their parents' point of view not the college recruiter's. Until you have read this material, it is difficult to judge its value to a football player and their family.

By stating the facts from the athlete's and parent's point of view, we are sometimes perceived as critical of the recruiting process. We believe the process improves regularly. Jason Wilkie was a member of the NCAA Student Athletes Advisory Committee and actually influenced the process from 1992-1996. However, the process is still subject to abuses and you need to protect yourself as a student-athlete as well as gather the best information possible for the first major decision of your life.

**"Setting a goal is the first major step in creating an effective plan that could produce a college football scholarship someplace."**

## INSTRUCTIONS: SECTION II

### COLLEGE FOOTBALL WORKSHEETS

Jason and Bill Wilkie have developed a series of worksheets that will build up to a summary worksheet that we call an Action Plan. Take your time and complete as much as you can during your first and second work session. Then during your session with a parent, family friend or assistant coach, you should review your answers. They will help you complete the form. You may have to brainstorm how to get some questions answered from another resource during the week. This week you should:

- **Complete as much as you can on each form.**
- **Ask a parent, family friend, assistant coach, mentor, etc., to review your answers and brainstorm.**
- **Talk about your dreams with your adult mentor.**
- **Brainstorm what you might do to improve your score.**

If you are starting this as a freshman, you have three or four years to make the changes. We want you to make copies of the original form so that each year you can update the form and compare it to the first form you completed. You should end up with two to four forms. You will be encouraged by the number and quality of the changes over a two to four year period.

This process is called benchmarking. Many professionals and even corporations benchmark periodically how far they have improved. Life, when lived well, is a process of learning and growth. However, it helps a little if you know what people are looking for in a college football player physically, emotionally and as a leader. When a college coach is choosing between a follower and a leader guess who he might choose? Do you know what an impact player looks like?

## SECTION II

# SETTING MY PERSONAL GOALS

## HOW DO I BEGIN?

*"To complete a journey you must take the first step."*

You should **START SMALL AND START NOW**. If you are asking the question, then you are ready to begin a quest which will change your life.

As you turn this page, you will discover a series of forms which are basically very simple to use. There is seldom a right answer. You can change your answers later if you like. There are directions for each form.

These forms will basically help you outline a plan to become all you can be as a high school football player. Having completed this section you need to share these ideas with your coach, mentor and parents. These people must provide the support systems to accomplish your goals.

Habits are hard to break. Researchers know that it will take at least three weeks of concentrated effort to establish a new habit. Find a buddy! Habits are easier to build if you have someone else supporting you.

Why are you doing this? Why are you interested in playing college football? Is it because of friends? Is it because of you father? The answer should be, "for me!" You will not complete these goals for someone else. Do it for yourself. Do it because it right for you.

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# GOAL SETTING

*"True greatness consists of being great  
in the little things."*

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## DIRECTIONS

1. The first step in goal setting is to dream a little.
2. Write down some ideas on a separate piece of page. One word is enough. This word should remind you of your dream.
3. Go to the list below. Fill in the blanks.
4. After you are finished, add to the list of goals. This list is not complete. You are the only person who can complete it.
5. When the goal setting form and the other forms are completed, share them with your coach, mentor and parents.
6. When other student-athletes laugh or tell you it is impossible, remind yourself of the success stories. You may be success story which everyone will talk about in five years.

## EXAMPLES OF GOALS

1. I want to play \_\_\_\_\_ position in the Fall, .
- 2.. I want to pay first string varsity in my \_\_\_\_\_ year.
3. I want to weigh \_\_\_\_\_ lb. by the fall, \_\_\_\_\_.
4. I want to run the 40 year dash in \_\_\_\_\_ seconds by \_\_\_\_\_.
5. I want to design a conditioning program for the summer with my coach by \_\_\_\_\_ .
6. I want to attend a football camp at \_\_\_\_\_ in my \_\_\_\_\_ year.
7. I will design my academic program by \_\_\_\_\_ .
8. I will target for a \_\_\_\_\_ cumulative GPA.
9. I will contact all of my teachers for extra credit work by the end of the \_\_\_\_\_ week of classes.
10. I will contact one college recruiter during my \_\_\_\_\_ year.
11. I will \_\_\_\_\_ .
12. I will \_\_\_\_\_ .

## GOALS FOR SIZE AND SPEED

*“Champions must have the desire for perfection  
and the will to persevere”*

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### DIRECTIONS

1. Set realistic goals based on the long term criteria for college football. Don't try and accomplish your goals in one year.
2. Recognize that a big jump in progress may occur initially. There will be plateaus later. These are long periods when you appear not to be making any progress at all. Do not become discouraged, you will probably have another big gain again.
3. Discuss your program and progress periodically with your coach, mentor and parents.

Name: \_\_\_\_\_

High School: \_\_\_\_\_

	<u>SPEED</u>	<u>WEIGHT</u>
<b>FRESHMAN</b>	_____	_____
<b>SOPHOMORE</b>	_____	_____
<b>JUNIOR</b>	_____	_____
<b>SENIOR</b>	_____	_____

# BASIC ATTITUDES

*“Successful people discipline themselves to do those things that they do not especially care to do.”*

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## DIRECTIONS

1. Examine each characteristic listed below.
2. Put a star by three characteristics that college recruiters will look for in students in your opinion.
3. When you have finished the entire list, go back to the top of the list and rate yourself on a scale of 1 to 10 in pencil.
4. Go back to the beginning again. Examine each category carefully and ask yourself whether you want to change.
5. If you want to change in every category, something is wrong. Pick one or two categories at the most to work on at one time.
6. Share your conclusions with your coach or mentor. Ask for help in organizing a program to change that particular trait.

<u>CHARACTERISTIC</u>	<u>RATING</u>
COACHABLE	_____
MOTIVATED	_____
LISTENS WELL	_____
SUPPORTS OTHERS	_____
ENTHUSIASTIC	_____
KNOWS WHEN TO HAVE FUN	_____
DISCIPLINED	_____
BALANCED PERSPECTIVE	_____
DISTINCTIVE	_____
DEALS WELL WITH FAILURE	_____

## CLASS PREPARATION

*"Some people are confident they could move mountains if only somebody would just clear the foothills out of the way."*

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### DIRECTIONS

1. For many high school athletes, the foothills are not easy to climb. Often we hear the statement, "But I thought I knew what the teachers wanted!"
2. As a "C" student would you like to improve your grade by one entire point? Usually, if you talk to each teacher privately at the beginning of every course and fill out the class preparation form for on the next page each class, it will improve your performance.
3. Share with teachers your goals and the program to reach them.
4. Ask for their help.
  - Use the class preparation form as a guide. (Copy one per class)
  - Write a term paper on a topic you are passionate about (see a list of topics on page 18)
  - Ask if you can do extra credit.
5. When you discover you are not getting the grades you need for college, talk with the teacher quickly. If you wait too long, it will be too late. Teachers don't change grades often after the completion of a course and giving the final grade.

## High School Course Planning

After the class preparation blank form you will find a blank document that you can copy and complete to plan carefully your four year schedule to make sure that you complete and track your progress to match the NCAA core course requirements found at [www.ncaa.org](http://www.ncaa.org).

Additional copies of the [NCAA Guide for the College-Bound Student-Athlete](#) should be available at you high school guidance counselor's office or from your coach. Your counselor can also answer questions that you have regarding the NCAA requirements.

## CLASS PREPARATION FORM

NAME: \_\_\_\_\_

HIGH SCHOOL: \_\_\_\_\_

SEMESTER: \_\_\_\_\_

CLASS: \_\_\_\_\_

MONTH

QUARTER

FINAL

CLASS GRADES:      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_

TERM PAPER

TITLE: \_\_\_\_\_

SUBJECT: \_\_\_\_\_

SPECIAL PROJECT

TITLE: \_\_\_\_\_

DESCRIPTION: \_\_\_\_\_

EXTRA CREDIT

1. \_\_\_\_\_

2. \_\_\_\_\_

REQUIREMENTS FOR AN "A" OR "B" IN THE CLASS:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

# TOPICS FOR ATHLETES

## BIOLOGY

- “The Muscular Structure Required For Developing Speed”
- “The Influence Of Diet On Muscular Development”
- “Bone Structure and Weight”
- “Why Gatorade?”

## CHEMISTRY

- “Why Does Addiction Occur?”
- “Effects Of Various Dosages Of Alcohol”
- “Chemistry Of Stimulants”

## ENGLISH

- “Influence Of Athletics On American Culture”
- “Athletic Violence and American Youth”
- “History Of A Professional Sport”
- “Competition: An Essential Value In A Global Society”

## HISTORY

- “The First 100 Years Of Football”
- “Resurrection Of The Olympic Games”
- “Control Of The NCAA”
- “Pete Roozelle’s Impact On The NFL”

## SOCIAL SCIENCE

- “Athletics And Stress Management”
- “Peer Pressure And Winning Athletic Programs”
- “Coaching Styles That Get Results”
- “Beer Advertisers And Athletics”
- “Value Systems Of Successful Athletes”

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# High School Curriculum

NAME: \_\_\_\_\_

## I. English

Minimum of 4 years

Course Name & Number 4 years or 8 semesters	Letter Grade	Points* X	Units =	Quality Points
1. _____				
2. _____				
3. _____				
4. _____				
5. _____				
6. _____				
7. _____				
8. _____				
<b>Total</b>				

## II. Mathematics

Minimum of 2 years

Course Name & Number 2 years or 4 semesters	Letter Grade	Points* X	Units =	Quality Points
<b>Algebra</b>				
1. _____				
2. _____				
<b>Geometry or Higher Math</b>				
1. _____				
2. _____				
<b>Total(sum)</b>				

## III. Natural & Physical Sciences

Minimum of 2 years

Course Name & Number 2 years or 4 semesters	Letter Grade	Points* X	Units =	Quality Points
1. _____				
2. _____				
3. _____ lab				
4. _____ lab				
<b>Total(sum)</b>				

\*Grade & Point Calculation: A=4 B=3 C=2 D=1 E or F=0

# High School Curriculum

NAME: \_\_\_\_\_

## IV. Additional Courses

English, mathematics, natural or physical science

Minimum of 1 year

Course Name & Number 1 year or 2 semesters	Letter Grade	Points* X Units =	Quality Points
1. _____	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>
2. _____	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>
		<b>Total (sum)</b>	<input style="width: 50px; height: 20px;" type="text"/>

## V. Social Science

Minimum of 2 years

Course Name & Number 2 year or 4 semesters	Letter	Points* X	=	Quality Points
1. _____	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>
2. _____	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>
3. _____	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>
4. _____	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>
		<b>Total (sum)</b>	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>

## VI. Additional Academic Courses

foreign language, computer science, philosophy or nondoctrial religion

Minimum of 2 years

Course Name & Number 2 year or 4 semesters	Letter Grade	Points* X Units	Quality Points
1. _____	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>
2. _____	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>
3. _____	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>
4. _____	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>
		<b>Total (sum)</b>	<input style="width: 50px; height: 20px;" type="text"/>
Cumulative GPA Quality Points / Units = GPA			
<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>
		<b>TOTALS</b>	<input style="width: 50px; height: 20px;" type="text"/>

\*Grade & Point Calculation: A=4 B=3 C=2 D=1 E or F=0

### **Whose Job?**

Jason Wilkie emphasizes taking responsibility for managing the recruiting process rather than leaving it up to a coach or family member. If something goes wrong in the recruiting process, the athlete is the one who suffers. Therefore, the student-athlete should orchestrate the process but not necessarily do all the work. They can assign other people to complete certain tasks such as collecting information on various football programs.

You may discover that a well intentioned high school coach, relative or family friend would like to be very involved if not take control of this process. Giving advice is OK. But control of the process should be reserved to the athlete who must make the final decision and live with it.

## **INSTRUCTIONS: SECTION III COLLEGE ELIGIBILITY**

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Section III provides you with background on the National Association of Intercollegiate Athletics (NAIA) and the National Collegiate Athletic Association (NCAA). NAIA colleges also offer full-ride athletic scholarships.

Most athletes are more familiar with the NCAA and its three Divisions I, II and III. Athletic scholarships are allowed in all Divisions except Division III. NCAA Division III colleges are smaller they do play college football. Scholarships are available for academics and leadership but technically not for athletics. However, many athletes at Division III colleges are on some form of substantial scholarship or subsidy.

You need to have a complete understanding of the eligibility requirements for both the NAIA and NCAA. Remember, meeting the eligibility requirements begins in your freshman year of high school. Don't wait for someone else to tell you the rules of the college recruiting game. It is your job to understand the rules and make them work for you. This week you should:

- **Call and get your free copy of the NCAA Guide @ (800) 638-3731 and NAIA Guide @ [www.naia.org/local/collegebound.html](http://www.naia.org/local/collegebound.html)**
- **Go on line and look over the NCAA site @ [www.ncaa.com](http://www.ncaa.com) (check out the videos)**
- **Talk with a guidance counselor about NCAA and NAIA eligibility requirements. Review your four year course plan to make sure you meet requirements.**
- **Brainstorm what you might do to improve your grades and test scores for the ACT or SAT tests.**

All recruited athletes must register with the NCAA Clearinghouse.

# NCAA INITIAL-ELIGIBILITY CLEARINGHOUSE

The NCAA (National Collegiate Athletic Association) has specific requirements that you must comply with to become eligible for college athletics. Every high school athlete who intends to participate at a NCAA Division I or Division II college must register and be certified by the NCAA Clearinghouse that you meet the eligibility requirements of the NCAA. You can register on-line at [www.ncaa.org/mailbox/clearinghouse.html](http://www.ncaa.org/mailbox/clearinghouse.html) or call (800) 638-3731 for the forms. If you intend to play at a NCAA Division III college or the NAIA colleges, you do not have to register or be certified eligible by the NCAA Clearinghouse. These colleges admit you under their normal admissions procedures.

While you can register earlier, the NCAA encourages you to register after the completion of your junior year in high school. Standardized ACT and SAT test scores should be sent directly to the Clearinghouse. You high school counselors have the forms and directions. If you or your counselors have questions or need forms, you can call the NCAA Clearinghouse at (319) 337-1492. They will send you forms and instructions.

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## NAIA REQUIREMENTS

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The NAIA (National Association of Intercollegiate Athletics) represents a group of approximately 380+ smaller colleges that are not a part of the NCAA. These colleges can offer full ride scholarships to any athlete. They have a National Tournament. They have All-American Athletes. These colleges have historically represented an alternative to the NCAA Division III colleges but the colleges give full-ride athletic scholarships.

You can get a copy of the NAIA's Guide that includes regulations and information on colleges in your region by calling (918) 494-8828 or going on-line at [www.naia.org/local/collegebound.html](http://www.naia.org/local/collegebound.html).

**YOU MUST**, if an entering freshman, meet two of three entry level requirements.

"An entering freshman is defined as a student who upon becoming identified with an institution has not been previously identified with an institution(s) of higher learning for two semesters or three quarters (or equivalent).

a. Achieve a minimum of 18 on the ACT or 860 on the SAT taken on or after April 1, 1995; 740 for tests taken prior to April 1, 1995. [Ed. note: The increased score does not reflect an increase in performance. The SAT began using a different scoring scale on April 1, 1995; an 860 on the new scoring scale is equivalent of a 740 under the old scoring scale.] Tests must be taken on a national testing date (residual tests are not acceptable). Scores must be achieved on a single test.

b. Achieve a minimum overall high school grade point average of 2.000 on a 4.000 scale.

c. Graduate in the top half of your high school graduating class."

# NCAA REQUIREMENTS

The NCAA Guide for the College-Bound Student-Athlete states,

*“You become a prospective student-athlete when you start ninth-grade classes.”*

To increase your chances of successfully competing for a college football scholarship, you need to recognize your status as a prospective student-athlete as early as possible. For example, your grades count as a freshman toward becoming eligible.

The minimum high school curriculum that you should pursue as a college-bound football player is the NCAA standards, unless you are interested in the Ivy League or other prestigious colleges. In this case, you should be taking "advanced placement" courses and other programs that will qualify you to be admitted to many but not all prestigious colleges or universities.

To be considered a qualifier if you are entering a Division I college on or after August 1, 1996 you are required to graduate from high school and have completed a core curriculum of at least 13 academic courses of at least 13 academic courses that includes:

- four years in English,
- two years in math, one year in algebra and one year of geometry (or one year of a high-level math course for which geometry is a prerequisite
- two years in social science,
- two years in natural or physical science (including at least one laboratory class, if offered by your high school) and
- one additional course in English, math or natural or physical science and
- two additional academic courses “which may be taken from the already-mention categories, e.g., foreign language, computer science, philosophy).”

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You must have a grade-point average (based on a maximum of 4.00) and a combined score on the SAT verbal and math sections or a composite score on the ACT based on the qualifier index scale listed in the NCAA Guide for the College-Bound Student-Athlete. Call the NCAA at 1 (800) 638-3731 for your free copy. If you need more information call (317) 917-6222.

You need to read the NCAA Guide, talk to your high school counselor or coach and contact the clearinghouse to make sure that you have the latest information and are meeting all of the NCAA's criteria. This is not something that you can delegate to another person. You should complete this process for yourself so that you know it has been done right. You do not want to be an athlete who didn't qualify because of someone else's mistake.

Every student-athlete needs to strive for as high a GPA in the core courses as possible to assure themselves of an opportunity to play college athletics. There are many technicalities with the new requirements. You should personally review each of them.

Here are some suggestions for making your studies more enjoyable and effective. However, most of it will still be hard work.

1. When you are writing papers for required courses in English, history, current events, social studies, or science; ask your teacher whether you can write a paper on athletics from the perspective of that course. (see page 18)
2. Extra credit is a good way of showing your interest and improving your grade. Everyone makes mistakes and you will blow a test here or a paper there. Don't worry about it. Prepare for it.
3. Special projects seem to be more appropriate for those courses which have laboratories, experiments and field experiences. Special projects are usually a step beyond a paper since they involve taking action, for example, conducting an experiment. You can use the following list of topics as a guide for projects, term papers or extra credit.



## **Decision Process**

When done correctly, this is a two to four year info collection and decision process. You are making decisions about who you will become as well as where you will attend college and play football. The more info you have available to make that decision, the easier your decision will be when the time comes.

Decision making is a valuable life skill for you to develop. It involves:

- Collecting information
- Developing screening criteria
- Rank ordering your choices
- Evaluation
- Making the final decision

This can not be done effectively

## **INSTRUCTIONS: SECTION IV**

### **ACHIEVING YOUR GOALS**

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Section IV provides you with some background and then ideas that will help you re-evaluate your previous responses (benchmarks) on the forms and will prepare you to complete the summary form that has been included with this section. We developed a series of worksheets that will build up to a summary worksheet. Take your time and complete as much as you can during your work session. Then during your session with a parent, family friend or assistant coach, you should review your answers. They will help you complete the form. You may have to brainstorm how to get some questions answered from another resource during the week. This week you should:

- **Complete as much as you can on each form.**
- **Ask a parent, family friend, assistant coach, mentor, etc., to work review your answers and brainstorm.**
- **Talk about each item with you adult mentor.**
- **Brainstorm what you might do to improve your score.**

If you are starting this as a freshman, you have three or four years to make the changes. We want you to make copies of the original form so that each year you can update the form and compare it to the first form you completed. You should end up with two to four forms. You will be encouraged by the number and quality of the changes over a two to four year period.

## SECTION IV

# IDEAS FOR ACHIEVING YOUR GOALS

*"Having identified a goal worth pursuing, focus on achieving it."*

You have been through two sections of the manual. You now have a bird's eye view of what a college recruiter is seeking. Having selected your goals, you are now ready for specific suggestions for reaching them.

The following part of the manual is divided in eight sections. They correspond to the characteristics we have discussed. There is a final chapter which outlines in detail a recruiting strategy which you can manage. This will help you become visible to recruiters from the colleges of your choice.

Each chapter is self contained. It can be used to explore and plan out your activities over the next two to four years.

**How do I start? Small!**

**When do I start? Now!**

**Where do I start? Home, school, community!**

**Why do I start? For myself!**

**Will I make mistakes? Yes, but you will learn from them!**

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in the direction of your goal. Be that person in your daydreams as well as when you are awake. Associate with people who are college athletes or aspire to be a college athlete. Finally, act out the behaviors even it feels somewhat unnatural at first. Those feelings are very normal in the beginning.

Attitudes are really very hard to change. Don't be discouraged if the old bad attitude or habit comes back. Usually, just about the time you feel you have arrived, it returns. Determine to conquer it.

Others may laugh at or make fun of your attempts. At first, keep your goals a secret. Tell as few people as possible. Don't brag about what you are going to do; just do it.

Your friends will not always let you change. Unconsciously, people put us in boxes or categories, i.e., "He is a loser." Even though you may have really changed, your friends and fellow football players may not let you change. They are comfortable with who you were. As you develop new relationships, you may discover that these new friends appreciate your new attitudes much more.

Don't be afraid to stand out. Becoming a college athlete sets you apart. It means taking risks.

*"If you never take a chance, you might never be defeated...  
but you will limit your accomplishments."*

Failure is not talked about as a essential ingredient of the road to success. Charles Kettering, an early President of General Motors said, "Every great improvement has come after repeated failures. Virtually nothing comes out right the first time. Failures, repeated failures, are finger posts on the road to achievement."

Don't expect complete success immediately. Develop a firmness and determination to get through the setbacks.

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you from getting a tutor or studying the material on your own. Courses and manuals to prepare for the SAT and ACT are plentiful. Computerized materials are now available. Talk to your high school counselor regarding written materials, software and workshops that could help you perform better on these exams. Spending \$100 or less for a course is reasonable. Spending \$500 on a workshop is unreasonable since there is no research at this time that verifies that the courses make a significant difference.

## SAT TEST TAKING TIPS

- **Take the PSAT in your sophomore year to get familiar with the exam.**
- **Take the SAT early in your junior year for more practice since it doesn't hurt your final score.**
- **Take the SAT in the Fall of your senior year for your best score. You can still take it again later if you need to improve your score.**
- **Ask an English or Latin teacher, coach or counselor to organize a special course where athletes can learn the 300 Latin root words and prefixes and how to figure out the meaning of a word.**
- **Analogies are a key component of the SAT exam. Get a list of analogies from an English teacher or the SAT books. Beginning as a freshman, have a coach review one analogy every day at practice with the team or at dinner with your family.**

## ACT TEST TAKING TIPS

- **Study hard in school.**
- **Get through the last five chapters of your textbooks.**
- **Practice taking the test either alone or in an inexpensive course (\$100 or less) offered by your school or a community college in your area.**

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# ATHLETIC ABILITY

*“The saddest words of tongue or pen are these sad words...it might have been.”*

The athlete who plays college athletics without practicing thousands of hours is a myth. Having natural ability is an important ingredient in success, but so is practice. Did you ever hear of a great football player with natural ability who didn't have to practice?

Playing football is important, particularly game experience. However, the maturing of natural ability can come through participation in a number of related sports. For example, in basketball the conditioning, footwork, one on one play and the quick action of the ball all related directly to the skills you will need in football.

What other sports can develop my in-born athletic abilities?

## TRACK

Any of the running events in track will develop your speed and conditioning. These would include the sprints and middle distance events. The field events will also develop your explosiveness.

## WRESTLING

The conditioning, strength and quickness required in wrestling relate directly to success in football.

## RACQUETBALL

With its growing popularity, racquetball represents a fun way to condition your reflexes. This could complement off season weight training workouts.

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## HOW FAST? HOW FAST?

*“...Only as fast as you can.”*

Everyone from coaches, parents to athletes want to know how fast they must be? It is you blazing speed in the 40 yard dash that counts. But please, measure your TRUE speed clocked with a stop watch, compete on a measured course and with an objective timer. Eventually, most of you will be timed at one of the summer showcase football camps.

You need to also be concerned about conditioning. If you are useless in the fourth quarter of a football game because you are worn out, then college coaches are going to be alert to this deficiency. College coaches now talk frequently about conditioning to provide balance to the emphasis on speed.

A variation on the speed theme is agility. The ability to run sideways or backwards is as important on defense for a linebacker, corner back or safety as is running forward. Staying agile as you grow and lift weights is very critical. Stretching drills are essential.

Generally, 40 yard dash categories for NCAA Division I are:

- **Defensive Backs—4.5 seconds and below**
- **Linebackers—4.7 seconds and below**
- **Defensive Linemen—4.9 seconds and below**
- **Offensive Backs—4.6 seconds and below**
- **Offensive Ends—4.8 seconds and below**
- **Offensive Linemen—5.1 seconds and below**

These criteria will vary. A large but quick fullback might run a 4.8 for a coach and be acceptable where a tailback must run at least 4.6 or better. With linemen coaches emphasize quickness, agility and lateral movement as much as they look at the 40 yard dash.

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## RUN, RUN, RUN!

There is absolutely no substitute for running. You should vary your workout from 40 yard dashes to middle distance runs, i.e., a quarter mile up to one mile. Simultaneously, you should continue agility drills such as a cone drill that involves a 20 second workout.

Short cuts do not exist. Unfortunately, hard work and discipline are the only short cuts that will pay off over a two or three year period. However, this discipline will pay off in all sports that you play not just football.

### IMPROVING THE 40 YARD DASH

- **Take lessons from a track coach on how to start for a 40 yard sprint.**
- **Take lessons on how to run for speed in a 40 yard sprint.**
- **Practice sprinting 40 yard sprints regularly.**
- **Time yourself on a real track not a football field (no one with ask whether is was on ran or a fast track. If they ask, you need to be honest.)**
- **Lift weights for quickness and speed.**

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The two key principles in weight gain are nutrition and calories. A balanced diet which gives you sufficient calories to maintain your energy levels and extra calories for growth is essential.

One pound is added to your weight for every extra 3,500 calories you consume. If you eat enough food in one month to have an extra 3,500 calories left over after your practices, you would gain one pound per month. See the Chart for a general guide to caloric intake.

A concept which is gaining acceptance is “eat more of the same.” As you add quantity; however, try and add those items which will balance your diet in favor of high carbohydrates (breads and grains) and fiber (vegetables, potatoes, etc.). It shouldn’t be too difficult to put on one pound per month assuming your are not in a growth spurt or have excessive physical exercise. Nevertheless, many athletes find that they also have to increase the number of meals they eat in a day to five rather than three to consume sufficient calories.

A normal adult would consume about ten times their weight in calories. For example, if your weight is 190 lbs., then to stay even you should eat 1,900 calories each day. As a high school student who is still growing and very active in sports that figure could double very easily to 3,800 calories each day just maintain your weight.

You will have to monitor your intake and measure that against your weight gain or loss. Trial and error will be important in controlling your eating habits.

Significant changes in your bodily functions, excessive tiredness or any other symptoms should be seen as a sign that something is wrong. If this happens, check with your doctor right away.

Weight gain should not be so rapid as to disrupt your physical abilities. Nor should the total gain affect your speed or agility. If that happens, begin to stabilize or lose excess weight.

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# CALORIE CHART

## MOST POPULAR FOODS

### BREAKFAST

Corn Flakes	80
Hot cereal/oatmeal	143
Pancake 4"	61
Waffle 4"	175
Toast/cracked wheat (no butter)	66
Whole mild 8 oz.	154
Doughnuts/cake	290

### LUNCH

Peanut butter sandwich	225
Hot dog	235
Hamburger 4 oz.	414
Pizza 2 1/2 oz.	175
French fries	220

### DINNER

Pot pie 8 oz.	442
Fish broiled 16 oz.	335
Beef 4 oz.	350
Turkey or chicken 4 oz.	150
Vegetables	
-Potatoes—baked	150
-Corn	150
-Cauliflower	135
Salad	100
Dessert	
Cake	400
Pie	350
Ice cream	250

# BUT YOU CAN ALWAYS BE STRONG!

*“...or I think I can!”*

If I don't have size, speed or quickness, I can always be the strongest guy on the team. Strength is important on both offense and defense. But how you develop your strength is also critical.

First, you can start too early in your athletic career. Clearly, among the sports medicine experts there is a growing consensus that heavy free weight lifting should not occur until the bone and muscular structures of the body have matured. Usually, this is about 14 to 16 years of age. It can vary; however, so please see a physician before you begin an extensive strength building program.

Secondly, because of numerous injuries among talented high school athletes, coaches at all levels are encouraging supervised heavy weight training only. A 110 pound weight set in you basement will not usually cause any problems.

## FREE WEIGHTS

**Technique** should be developed while you are working with lighter free weights. Once you have graduated to the heavier weights you must have proper techniques or you can seriously injure yourself. Proper technique can take from 60 to 90 days to develop correctly under supervision. Without a supervisor, you probably can never develop the right technique.

**Conditioning** results from workouts with light weights and many repetitions. This means four sets of eight completed every other day faithfully. The ability to bench 350 lbs. may not be as important short term as doing 30 at 295 lbs. Endurance and strength is what coaches are looking for long term.

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## **INITIAL FREE WEIGHT TRAINING PROGRAM**

### **WARM-UP**

TORSO TWISTS	60
TOE TOUCHES	25
WALL PRESS	20

### **LIFTING**

BENCH PRESS	4 sets of 8
DECLINE BP	4/8
INCLINE FLYS	4/8
INCLINE BP	4/8
LAT. PULLUPS	8-6-4-2
LAT. PULLDOWN	4/8
SHOULDER PRESS	4/8
SIDE DELT RAISE	4/8
UPRIGHT ROW	4/8
SUPINE PULLOVER	4/8
SIT UPS	3/10 25 lb. incline
ROMAN CHAIR	2 or till fatigued
LEG LIFTS	4/8
STIFF LEG DEADLIFT	4/8
PREACHER CURLS	4/8
OLYMPIC BAR CURL	4/8
CONCENTRATION CURL	4/8
TRICEP EXTENSION	4/8
DIPS	4/8
FREE WEIGHT SQUAT	4/8
F. WEIGHT CALF LIFTS	4/8
MACHINE CALF	4/8
LEG PRESS	4/8



## HOW DO I GET RECRUITED?

*“The size of your high school and success of your team does make a difference.”*

Many college recruiters will cite examples of successful college players from smaller high schools. They are factual. However, when you look at the statistics, 80% of the college players come from 20% of the high schools. College recruiters only have so much time to recruit. They tend to concentrate their attention on successful programs in larger high school where the competition is more difficult.

So how can I get noticed if I am from a small high school with a 3 and 6 record in my junior and senior years?

Each Division I university has a total of 85 scholarships for prospective football players. This usually means there are between 20 and 25 scholarship for new students each school year. If you analyze it by position, it usually means no more than two new players for each position. Don't place all your efforts into one college or university. A football program's need at your position may already be met. Get data on currently recruited athletes at your position. For example, pay \$6.00 for a one month subscription to [www.theinsider.com](http://www.theinsider.com) and collect all the info you need by position at the university of your choice.

There are many different types of colleges and universities. Some very high quality universities have different criteria for selecting players. Some great football powers have average academic programs. Depending upon your career interests, goals and abilities both academically and physically, you should contact different types of colleges and universities.

For example, many high quality but small private colleges have very personalized educational programs available to everyone

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## **Identify a Camp**

A student-athlete who is a 8th, 9th or 10th grader, should probably look at two types of camps:

- **Local Camp on Fundamentals**
- **Specialized Skill Camp**

As a junior or senior in high school who wants to be recruited and show-case your abilities, you will need your coaches help in determining the level you can realistic play at in college. Show-case camps do not develop fundamentals or technique. You have several choices:

**University Show-Case Camps**

**Collaborative Show-Case Camps**

**Nike Combine Type Camp**

Key questions to ask after talking with a high school coach or col-

[www.studentsports.com](http://www.studentsports.com)  
[www.yahoo.com](http://www.yahoo.com)  
(search for football camps)

who attends. Scholarships are available based upon your academic achievements or based upon your financial need. In the NCAA these are called the "Division III colleges." The National Association of Intercollegiate Athletics (NAIA) is a second association of 335+ college that offer athletic scholarships. Public universities abound with both great football traditions and high quality academic programs. As you explore this option, spend as much time researching the academics as you spend examining the athletics. Also you should check out the academic support systems. If they are not well organized to help you academically, be very careful. You must ask about the college's graduation rate or the percentage of football players who graduate after four or five years.

## **SHOW INTEREST**

The easiest thing to do is have your high school coach call the college of your choice at the end of your junior year. If a coach will not call, you must call the college yourself. Ask for the recruiting coordinator and describe who you are. Be sure and ask them about their screening criteria for your position. If you come close to meeting their criteria, send them an edited video tape of several games for their review. Stay in touch and keep visible.

## **ATTEND CAMPS**

Having identified the 3-5 colleges where you might like to attend and play football, select one or two and make arrangements to attend their summer football camps. This is most effective.

Camps can serve four different purposes:

- Skill Development
  - Beginning level
  - Varsity level
- Social experience with athletes from other high schools
- Show case your skills to selected college coaches
- Distribution of your personal stats and performance

If you are borderline on the physical criteria for playing college football, attending at least one highly visible “showcase camp” could be very useful. At least one major university in your region will invite in college coaches from various Division I, II and III colleges to participate as the staff and also to observe the athletes. It is a very effective way to get noticed by college coaches at all levels.

Most camps are large group affairs ranging in size from 200 to 1000 athletes. Small group sessions are a part of all camps. Prices will vary significantly for a four or five day camp. You should call the university and get information on the summer camp.

The quality of the camp staff is one issue in your choice of a camp. Staff can vary from high school coaches, assistant college coaches and college players. Development camps that focus on teaching the fundamentals of the sport are usually better for the 8th, 9th and 10th graders. Showcase camps are often limited to 11th and 12th graders. Showcase camps can be very intense if not intimidating. There is not necessarily a lot of teaching. Athletes are there to show off their talents and they do it very well.

## **YOUR COACH’S RECOMMENDATION**

College recruiters are always looking for high school coaches to recommend players. But they really want your coach to recommend players from other teams in your league. Since your coach has an emotional attachment to his own players, college recruiters know that your coach will be more objective about players on other teams. Get to know other coaches if it can be done naturally.

However, you still should make sure that your own coach is willing to help if you meet the criteria to play college football somewhere. Don’t leave this to chance. Work out a specific program with your head coach. You should do as much of the work as possible but it will be worth it.

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## RECRUITING SERVICES

*"Marketing yourself successfully is more about what you do well than how much or who you pay."*

Several national recruiting services have sprung up over the last few years. They take basic information about a student-athlete and send it to all or selected colleges or universities. They are charging substantial fees for this service; therefore, be careful.

From a small sample of college coaches, we received mixed reviews on the "recruiting services." You might call a college coach or major "recruiting coordinator" at a major program and ask them about the value of these services. Do they use them?

Since the athletes are not always screened very well and the college coach often receives an unsolicited mailing, college coaches will most often discard the materials as not being worth their time. College coaches at major programs have many sources of referrals and usually more qualified candidates that they have scholarships. Consider "walking on" to your #1 choice.

Because of parents' and the student-athlete's limited time during the senior year, this often sounds like a valuable service. Couple that with the fact that acquiring the database of college coaches names and addresses is time consuming. Some people will opt for this alternative knowing full well that no scholarship is guaranteed and they could get the same information from:

AFCA's database: [www.afca.org](http://www.afca.org)

Collegiate Directories: [www.collegiatedirectories.com](http://www.collegiatedirectories.com)

However, it would take time and effort. A targeted marketing effort that includes attendance at specialized camps on your part is the most effective way to market a student-athlete to a particular colleges or universities in a region. Pick a "show-case"

### Recruiting Services

Mike Dodd of USA Today newspaper did a series of articles on May 12, 1992 on recruiting services. Since we were quoted in several articles, we obviously have a bias toward the student-athlete taking responsibility. Many college coaches like to see the athlete take the initiative to organize and make the contacts. While it is true that not all coaches are responsive to every initiative, we are not convinced that the services are worth the price.

Key questions to ask after talking with a college coach or recruiting coordinator and before subscribing to any recruiting service:

- What are the services?
- Is the service worth the

**Recruiting Data  
\$6.00 for 1 Month  
[www.theinsiders.com](http://www.theinsiders.com)**



# MENTORS

*“A mentor is someone who is willing to help another person without receiving anything in return.”*

It is very difficult for a parent to be a mentor to a high school student. If you have a mentor, the relationship is usually initiated by the adult who is often a teacher, counselor or coach. However, it is possible for the you to ask an adult to be your mentor.

If you know what your athletic interests are, it is relatively easy to identify potential mentors. Having collected a list of possible mentors, you can interview them to select one that is compatible and willing to help you. If you have done your homework and can describe why you have selected the person to be your mentor, most of them will be flattered. Below are the five key steps:

- Identify a list of mentors. Do not include parents or teachers.
- Identify a project or need in your area of interest.
- Write a one page summary to present to a potential mentor.
- Research the potential mentor and be ready to talk about three specific ways in which they can help you.
- Schedule an appointment to talk. If you are impressed, ask the person to be your mentor and commit one hour a month to work with you on your project.

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## Steps To Identifying Distinctiveness

- I. List two areas in which you presently excel.
  - A.
  - B.
- II. List two areas of passion. They need not relate to school.
  - A.
  - B.
- III. List two topics that no one else will think of as an essay.
  - A.
  - B.
- IV. List two issues that will be topical in the early 21st century.
  - A.
  - B.
- V. From the eight items listed above, select one that meets the following conditions:
  - A. No one in your world is presently doing it.
  - B. It would be challenging.
  - C. It appeals to you.

Share your idea with other people, i.e., coaches, counselors, teachers, college admissions staff, etc. If your topic is **not** truly distinctive, start over. Use some of your productive thinking skills by focusing on the many, varied and unusual things you might select as a topic. You should also talk to mentors, peers, parents and leaders of your community.

Some quick ideas that might help include:

- Write actual legislation on an emerging issue of consequence.
- Attack a real but invisible community problem.
- Create a unique solution to an emerging problem.
- Write about a personal or traumatic experience.

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[www.football-recruiting-tips.com](http://www.football-recruiting-tips.com)



# Jerry Anderson

## Personal Data

Birth: 11/15/82  
Single

## Address

3891 James Dr.  
Lansing, MI 49506  
(989) 948-0876

## Goals

1. Complete a summer living experience in Germany before college.
2. Receive a college football scholarship
3. Complete a B.A. degree in German and teach in high school.

## Accomplishments

- 1999 Completed an internship on 3D CAD at Hillcrest Construction Co.  
1998 Ten week summer internship at E & L Engineering in Los Angeles.  
1997 Summer cross cultural living experience in Spain.  
1996-99 Four years on a high school football team.

## Special Skills

1. Computer Aided Design (CAD).
2. Adobe Pagemaker (desk top publishing).

## Work Experience

- 1995 **Dairy Queen**, Lansing, MI  
Worked during the summer and school year.
- 1996-97 **Evergreen Lawn Care Service**, Lansing, MI  
Cut lawns for two summers
- 1997-98 **Home Depot**, Okemos, MI  
Worked in the lumber department
- 1998-99 **Hillcrest Construction Co.**  
Designed homes on their CAD equipment

## Education

East Lansing High School, East Lansing, MI June, 1999



## "I DON'T KNOW!"

*"If you say it more than once in an interview, people will conclude that you are dumb."*

Recruiters tire quickly and will write off the student-athlete who uses the phrase "I don't know" more than once in an interview. It reflects negatively on the quality of your thinking.

A child of six is asked, "What do you want to be when you grow up?" They will usually respond quickly, "I want to be a cowboy, a nurse or a doctor." They are comfortable in role playing. Their response next week to the same question could be different.

Listen to your high school friends. One of the common responses is "I don't know." What happens between six and fourteen? It is as if high school students believe that society will not let you change your mind if they say they want to be a football player.

You have more knowledge than you realize. You should write out a response to obvious questions based upon your current experiences. You can change your mind or response any time you wish. There are also a series of responses that you can use as an alternative to "I do not know."

- I have two areas of interest that I am exploring and will declare my major early in my sophomore year in college.
- That is a great question. I have never thought about it before. I would like to think about it. I will call you back in two days. Make sure that you call back. They will be shocked when you call because most athletes would not.

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## QUESTIONS FOR SITE VISITS

What are the requirements for admission?

- Grades
- Test Scores
- Essay
- Interview
- Extracurricular Activities

What is the process you use?

What is the timing?

Is there an early admit program?

Do you admit transfer students?

### **Academic Program**

What type of teaching styles do the faculty emphasize?

Can you describe you faculty, e.g., committed to research or teaching?

Who teaches the undergraduate classes?

How large are the classes for freshman and sophomores?

How large are the classes in my major?

Where do graduates go to work or for graduate school?

### **Support Systems**

Do you have a placement center?

Who works with students on placement to graduate school?

Do you have a counseling center?

How does the academic advising program work?

### **Majors**

Do you have any areas of study which excite me?

Will I be able to relate to the students in this major?

Do I like at least one faculty member in the department?

Have I found at least one possible mentor in this department?

## **Financial Aid**

Will financial aid be available?

Please describe the application process?

What proportion is grants and scholarship rather than loans?

Where does the money come from?

Are special academic scholarships available? How do I apply?

## **Living Facilities**

Where will I live as a freshman?

What facilities are available to upperclassmen?

Can we live off campus?

What is the food like?

How many meals per week are served?

May we visit a dorm and talk to students?

## **Geographic Area**

Is the college more than 300 miles from home?

Is it rural or urban?

Is it integrated with a city or a single contiguous campus?

Do I like the architecture?

Can I picture myself on this campus?

## **Social and Cultural Life**

What types of activities can we participate in on campus?

Does the college provide entertainment?

What cultural events are available in the community?

What opportunities exist for participation in the arts?



## INSTRUCTIONS: SECTION VI

### ACTION PLAN

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This is the final section of our workbook.

- **Save PDF files and make two copies of Action Plan.**
- **Make sure that your parents have started reading "Empowering Teens."**
- **Complete one draft of the Football Action Plan**
- **Talk about each item with you adult mentor.**
- **Brainstorm alternative ways to make you more attractive to college football recruiters.**

The remainder of the manual includes four "Master Calendars." They will serve as a guide to brainstorm the various activities you should begin planning for in the next twelve months. You will not be able to complete the entire list. Pick the most important activities to you and get help in completing them.

The Action Plan will serve as a summary. It should not be completed until you have finished all the earlier assignments. Ideally, you should also wait for your parents to read "Against All Odds." There may be information and ideas in this manual that could influence what you include in the Action Plan.

No one expects an athlete to complete all this work or be successfully recruited without help from other people. No one does it all alone. So do not feel bad when you know that you need help from coaches, other players, family friends or high school mentors. We all stand on the shoulders of other people with more experience. Get other people involved but retain control of the process. This is your life to live.

**Warning!** Some high school coaches make a valid case that their program is **not** a farm club for college football. They will not initiate or respond to requests from recruiters. Find another coach in your conference who will help. Motivated players overcome this situation.

### Get on Board

There are thousands of athletes every year who loved competing for a college scholarship even though they might fail. However, most of them have inaccurate and limited information on what is required and what the process looks like. They assumed like Jason and I that you just waited for it to happen or not happen. Doesn't the coach control the recruiting process? We did not know that we could get info, make a plan, execute the plan and increase our chances significantly. In our case, we did **not** get our first, second or third choice in NCAA Division I. But Jason's fourth choice provided great football and life opportunities.

Make sure that you do everything possible to realize your dream. It is worth the risk.

# MASTER CALENDAR

## Sophomore Year

- Develop a **Critical Dates List**.
- Write for information from ten colleges and football programs that sound interesting. Have each college send you a catalogue as well as their marketing package.
  - Three small private liberal arts colleges
  - Three larger universities
  - Two regional colleges
  - Two out of state institutions
- Identify and approach a mentor in the local community.
- Visit at least two college campuses and their coaches and admissions counselors with two friends. The summer time is a good time to do this. As a student-athlete ask to see the Recruiting Coordinator or an Assistant Coach in the football program when you visit. It is easier to organize if you select Division II, III or NAIA colleges initially. They do not have to be colleges you are interested in right now. In fact, pick colleges where you can practice your interviewing skills.
- Attend NCAA Division I summer camp dealing with fundamentals and technique. It does not need to be a "show-case" camp. You will do that in your junior year.
- Discuss goals and strategy with a mentor, teacher, counselor, etc.
- Discuss goals and strategy with parents. (Goals and strategy will change over the next three years. You should not worry about changing and improving your goals as freshmen)
- Write two resumes: 1) Who you are today and 2) Who you would like to become as a senior.
- Identify one alumnus of a college you like and interview.
- Practice three analogies at every dinner for the SAT exam until you are really familiar with them.
- Define two words every dinner from the Latin and Greek root words and prefixes until you complete the SAT.
- Select one area of potential distinctiveness.
- Identify a distinctive topic and do a first draft for a college essay as part of a class paper. You should spend as much time selecting a distinctive topic as writing the essay.

# MASTER CALENDAR

## Sophomore Year

- Revise your goals and plans based upon what you learn in your freshman year.
- Revise **Critical Dates List**.
- Rewrite both resumes.
- Develop five general criteria for the selection of a college.
  - Size
  - Location
  - Private or Public
  - Teaching versus Research
  - Type of environment
- Visit at least two college campuses and their coaches and admissions counselors with one friend. The summer time is a good time to do this. As a student-athlete ask to see the Recruiting Coordinator or an Assistant Coach in the football program when you visit. It is easier to organize if you select Division I-AA, Division II or NAIA colleges this year. They do not have to be colleges you are interested in right yet.
- Attend NCAA Division I summer camp dealing with fundamentals and technique. It does not need to be a "show-case" camp. You will do that in your junior year.
- Identify and visit one alumni in your local community from a college you are interested in attending.
- Review your goals and strategy with your mentor and parents. (Parents: the goals and strategy do not need to be perfect, yet.)
- Work on distinctiveness.
- Write a second draft of a college essay as a paper for a class.
- Identify and plan a unique travel/living experience.
- Prepare for and take the PSAT by using a book or computer program.
- Identify, visit, go to some event, take out to dinner and interview a freshman student-athlete from your region who is attending a college that interests you. He was a hero in high school but is probably not even first string in college. He will answer your questions.

# MASTER CALENDAR

## Junior Year

- Revise goals and plans based upon what you learned in your sophomore year.
- Revise the **Critical Dates List**.
- Rewrite the resume for your senior year.
- Revise and refine the five criteria for selecting a college and football program.
- Write a second draft of the college essay.
- Organize site visits to two selected colleges and universities that are initiated by you not the university. You should be more realistic in your choice at this time. Don't try and visit a University of Michigan or University of Florida unless they have expressed interest. Try and visit with the coach in your position.
- Attend a NCAA Division I "show-case" camp that has coaches from several different colleges on the summer staff. They will be evaluating each participant and placing them at appropriate levels. Build your network for your senior year.
- Visit with two alumni and one current student-athletes from the three colleges of your choice. Pick a first string player and take them to lunch at your initiative.
- Early in your junior year identify potential community, state, corporation, foundation and colleges scholarships that might be available. Write them for information.
- Further enhance an area of distinctiveness and write a one page summary describing it.
- Talk to three possible references about you future plans in college. Get their opinion about your plan.
- Implement a unique travel/living experience for the summer.
- Complete an "internship" with a mentor.
- Prepare for and take the SAT and/or ACT.

# MASTER CALENDAR

## Senior Year

- Revise your goals and plans based upon what you learned in your junior year.
- Revise your **Critical Dates List**.
- Rewrite the resume for your senior year.
- Select your final criteria for picking a college. Review them with your counselor, parents, coach and mentor.
- Identify the key questions you might ask a recruiting in a home visit and on a site visit if you are invited.
- Rank order the colleges based on your criteria giving each a score of one to five for each category. You should not be afraid to ignore this analysis.
- Prepare for and take the ACT and SAT a second or third time if necessary.
- Write a final draft of the college essay.
- Finalize a one page summary what makes you distinctive.
- Interview alumni and students from your final three college choices.
- Submit early applications in August or September to your first choice in a smaller college and ask for an early admit. This is a fall-back position in case you are not recruited to a NCAA Division I college.
- Apply for financial aid if a scholarship is not highly probable.
- If you do not get a formal invitation to a "college site visit, you can still organize your own site visit. Pick two colleges and go spend an entire weekend including Friday to attend classes. (Arrange to live in a residence hall)
- Be prepared to "walk-on" to the college of your choice if necessary. This is the ultimate fall-back position. A "walk-on" needs to qualify as a normal student in the admissions process. You need the 3:00+ GPA or better depending on the institution.
- Select the college of your choice. It may not seem right. It may not even be right in the end. But you can always transfer. However, if you do transfer, it may take an extra semester or year to graduate.



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Making the Goal  
College Bound Football Player

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