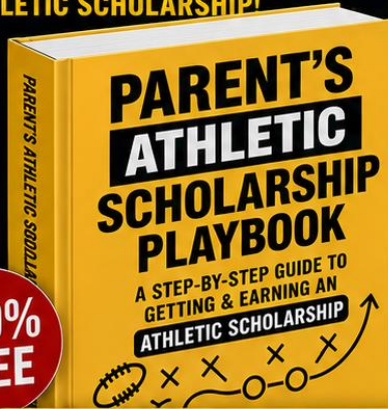


A PARENT'S GUIDE TO GETTING & EARNING AN ATHLETIC SCHOLARSHIP

GET YOUR **FREE** PARENT'S ATHLETIC SCHOLARSHIP PLAYBOOK



YOUR STEP-BY-STEP GUIDE
TO GETTING & EARNING AN
ATHLETIC SCHOLARSHIP!



100%
FREE



**DOWNLOAD YOUR
FREE GUIDE TODAY!**



15+ YEARS
OF RECRUITING EXPERIENCE



OVER 1,500
ATHLETES HELPED



\$30M+
IN SCHOLARSHIPS EARNED

COACH EARL PRINCE

NEXT LEVEL RECRUITING - USA



GET NOTICED

Position yourself to grab college coaches' attention.



GET RECRUITED

Build relationships and communicate the right way.



GET SCHOLARSHIPS

Understand the process and maximize opportunities.

Next Level Recruiting-USA



THE COLLEGE ATHLETIC SCHOLARSHIP PLAYBOOK

How High School Athletes and Their Families Can Build a Recruiting Process That Creates College Opportunities

By Coach Earl Prince

Introduction

Every year, thousands of high school athletes dream about playing sports at the college level.

- They work out.
- They practice.
- They compete.
- They attend camps.
- They create highlight videos.
- They post their accomplishments on social media.

And then many families make the same mistake:

They wait.

- They wait for a college coach to discover their athlete.
- They wait for the high school coach to call a college coach.

- They wait for an email.
- They wait for a phone call.
- They wait for an offer.

And sometimes, they wait until it is too late.

College athletic recruiting is not simply about being talented enough to play.

It is about being identified, evaluated, communicated with, academically qualified, matched with the right schools, and moved through a recruiting process.

That process can be confusing.

Families hear terms such as recruiting profile, evaluation, questionnaire, camp, contact period, roster needs, scholarship, NIL, transfer portal, official visit, unofficial visit, recruiting board, offer and commitment.

They may know what the words mean individually, but they often do not understand how all of the pieces fit together.

This book is designed to change that.

The purpose of this book is not to promise an athletic scholarship.

No legitimate recruiting professional can guarantee that a college will offer a scholarship simply because an athlete joins a program.

Instead, the goal is to teach families how to control the parts of recruiting they can control.

The recruiting process should be treated as a process—not a lottery.

- The athlete's job is to become the best student-athlete possible.
- The family's job is to understand the process and help the athlete execute it.
- The recruiting system's job is to identify opportunities, organize information, create exposure, track activity, communicate effectively and help the athlete make informed decisions.

When those three pieces work together, the athlete has a much better chance of being prepared when an opportunity appears.

This book will show you how.

TABLE OF CONTENTS

Part I — Understanding Recruiting

1. The Recruiting Reality
2. What College Coaches Are Actually Looking For
3. Why Talent Alone Is Not Enough
4. The Difference Between Exposure and Recruiting Interest

Part II — Building the Recruiting Foundation

5. Building a Recrutable Athlete Profile
6. Film, Statistics and Measurables
7. Academics and Eligibility
8. Finding the Right College Targets

Part III — Creating Recruiting Activity

9. Getting on the Recruiting Radar
10. Communicating With College Coaches
11. Understanding Recruiting Activity
12. Turning Coach Interest Into a Recruiting Relationship

Part IV — Managing the Process

13. The Family Recruiting Plan

- 14. Recruiting Mistakes That Cost Opportunities
- 15. The Recruiting Dashboard
- 16. What to Do When a College Follows an Athlete
- 17. What to Do When a College Coach Views the Profile
- 18. What to Do When a College Adds an Athlete to Its Recruiting Board

Part V — Evaluating Opportunities

- 19. Scholarships, Offers and Financial Aid
- 20. Finding the Right College Fit
- 21. Visits, Applications and Decision-Making
- 22. Avoiding Recruiting Scams and False Expectations

Part VI — The Action Plan

- 23. The 12-Month Recruiting Calendar
- 24. The Weekly Recruiting System
- 25. The Parent's Recruiting Playbook
- 26. The Athlete's Recruiting Playbook

Conclusion

Stop Waiting. Start Recruiting.

PART I

UNDERSTANDING RECRUITING

CHAPTER 1

THE RECRUITING REALITY

One of the biggest misconceptions in high school athletics is the belief that if an athlete is good enough, college coaches will automatically find them.

Sometimes they do.

But relying on that happening is not a recruiting strategy.

College coaches have limited time.

- They have recruiting territories.
- They have roster needs.
- They have position requirements.
- They have academic requirements.
- They have scholarship limitations.
- They have recruiting calendars.
- And they have thousands of athletes competing for their attention.

A coach may never see an athlete who could have been a great fit for the program.

That does not necessarily mean the athlete was not good enough.

It may simply mean the athlete was not identified.

Talent and Visibility Are Different

Imagine two athletes.

Both are talented.

Both have similar statistics.

Both have similar academic records.

Athlete A has:

- A professional recruiting profile
- Current athletic information
- Quality highlight film
- Verified measurables
- Academic information
- A target-school list
- Direct communication with coaches
- Consistent recruiting activity

Athlete B has none of these things.

Which athlete is easier for a college coach to evaluate?

The answer is obvious.

Recruiting begins when a coach can find, evaluate and understand an athlete.

That is why exposure matters.

But exposure alone is not enough.

- A profile view is not an offer.
- A follow is not an offer.
- A recruiting-board addition is not an offer.
- A questionnaire is not an offer.
- A conversation is not an offer.

These are steps in a process.

The objective is to move from:

Unknown → Identified → Evaluated → Engaged →
Recruited → Offered → Committed

Every athlete's recruiting process can look different, but understanding this progression is essential.

CHAPTER 2

WHAT COLLEGE COACHES ARE ACTUALLY LOOKING FOR

A college coach is not simply asking:

"Is this athlete talented?"

The coach is asking a much larger set of questions.

Athletic Ability

Can the athlete compete at this level?

Position Fit

Does the athlete fit a current or projected roster need?

Physical Profile

Does the athlete have the size, speed, strength, length or athletic characteristics the program wants?

Academic Fit

Can the athlete meet the institution's academic and eligibility requirements?

Character

Will this athlete fit the culture of the program?

Development Potential

Can the athlete improve?

Coachability

Will the athlete respond to coaching?

Competition Level

What level of competition has the athlete faced?

Interest

Does the athlete actually want to attend the school?

Availability

Is there room for the athlete on the roster?

This is why recruiting is more complicated than simply posting a highlight video.

A highlight film may get a coach's attention.

But the coach needs enough information to determine whether the athlete is worth pursuing.

CHAPTER 3

WHY TALENT ALONE IS NOT ENOUGH

Talent is important.

It may be the most important athletic component of recruiting.

But talent is only one part of the equation.

Think about recruiting this way:

Talent × Visibility × Fit × Communication × Timing =
Opportunity

If any major component is missing, the process becomes more difficult.

- An outstanding athlete with no exposure can be overlooked.
- A highly visible athlete who is not academically qualified can lose opportunities.
- A qualified athlete who communicates poorly can damage relationships.
- A talented athlete targeting the wrong schools can waste time.
- An athlete who begins the process too late has fewer options.

The goal is not to manufacture talent.

The goal is to make sure the athlete's actual ability is visible to the right coaches at the right time.

CHAPTER 4

THE DIFFERENCE BETWEEN EXPOSURE AND RECRUITING INTEREST

This distinction is critical.

A family may see that a college coach viewed an athlete's profile and immediately think:

"We're being recruited!"

Slow down.

A view means the coach looked.

That is useful.

But it does not necessarily mean the coach wants to offer a scholarship.

Recruiting activity should be interpreted as a series of signals.

For example:

Profile View

A coach has looked at the athlete.

Film View

The coach has taken an additional step to evaluate the athlete.

Follow

The program wants to maintain access to the athlete's information.

Recruiting Board Addition

The athlete has potentially entered a more organized evaluation process.

Questionnaire

The school is gathering additional information.

Direct Communication

The relationship has moved beyond passive exposure.

Offer

The institution has formally communicated an opportunity.

The mistake families make is treating every signal as though it means the same thing.

They do not.

The smart approach is to ask:

What happened? What does it mean? What should the athlete do next?

PART II

BUILDING THE RECRUITING FOUNDATION

CHAPTER 5

BUILDING A RECRUITABLE ATHLETE PROFILE

Before asking college coaches to recruit an athlete, make sure the athlete can be evaluated.

A recruiting profile should answer the basic questions a college coach needs answered.

Identity

- Athlete name
- Graduation year
- High school
- Location
- Contact information

Athletic Information

- Sport
- Position
- Height
- Weight
- Statistics

- Awards
- Competition level
- Athletic achievements

Academic Information

- GPA
- Test scores when applicable
- Academic achievements
- Coursework
- Eligibility information

Video

A coach should be able to quickly find relevant film.

Contact Information

The athlete should provide an appropriate method for the coaching staff to make contact.

A recruiting profile is not simply an online résumé.

It is a college coach evaluation tool.

CHAPTER 6

FILM, STATISTICS AND MEASURABLES

- Recruiting film should make evaluation easier.
- The purpose of highlight film is not to create a movie.
- The purpose is to answer:
 - "What can this athlete do?"
- Film should demonstrate the athlete's skills in a way that allows a coach to evaluate athletic ability.
- Families should avoid unnecessary distractions.
- The athlete's best plays should be clear.
- The film should be current.

And whenever possible, athletes should maintain complete-game film as well.

Why?

Because highlights show what an athlete can do at their best.

Complete-game film can show how the athlete performs throughout competition.

Measurables Matter

Depending on the sport, useful measurable information may include:

- Height

- Weight
- Speed
- Strength
- Jumping ability
- Position-specific testing
- Statistics
- Athletic awards

But numbers should always be placed in context.

A 40-yard dash time means something different depending on how it was measured.

A statistic means something different depending on the level of competition.

- Accuracy matters.
- Never exaggerate measurements.
- Credibility is part of recruiting.

CHAPTER 7

ACADEMICS AND ELIGIBILITY

Athletic recruiting and academic preparation should never be treated as separate worlds.

A coach may love an athlete's ability.

But if the athlete cannot meet the school's academic or eligibility requirements, the opportunity may disappear.

That is why families should begin academic planning early.

Students should understand:

- Graduation requirements
- Institutional admission requirements
- NCAA eligibility requirements when applicable
- Required coursework
- Academic performance
- Testing requirements when applicable
- Financial-aid requirements

Academic preparation should not begin when a college coach asks about it.

It should already be part of the recruiting plan.

The best recruiting strategy combines athletic preparation with academic preparation.

CHAPTER 8

FINDING THE RIGHT COLLEGE TARGETS

One of the biggest recruiting mistakes is creating a list of schools based entirely on name recognition.

The athlete may dream about a particular university.

That is fine.

But a recruiting target list should be based on more than a favorite logo.

Consider:

- Athletic level
- Position needs
- Roster composition
- Academic programs
- Location
- Cost
- Campus environment
- Coaching staff
- Playing opportunity
- Athletic facilities
- School size

- Career opportunities
- Family considerations

A strong target list should contain multiple categories.

- Dream Schools
- Programs the athlete would love to attend.
- Competitive Targets
- Programs where the athlete has a realistic opportunity to compete.
- Development Opportunities
- Programs where the athlete may develop and grow.

Safety/Fit Options

Schools where the athlete can pursue college athletics while also maintaining strong academic and personal options.

The objective is not to collect the most school names.

The objective is to create a strategic list of schools where the athlete could actually fit.

PART III

CREATING RECRUITING ACTIVITY

CHAPTER 9

GETTING ON THE RECRUITING RADAR

The first objective is not an offer.

The first objective is getting identified.

College coaches cannot recruit an athlete they do not know exists.

Athletes should create multiple opportunities for coaches to discover them.

This may include:

- Recruiting profiles
- Highlight film
- Direct emails
- Coach communication
- Camps
- Showcases
- High school competition
- Recruiting databases
- Social media
- High school coach relationships
- Recruiting services

The key is consistency.

- One email is not a recruiting campaign.
 - One camp is not a recruiting campaign.
 - One highlight video is not a recruiting campaign.
 - Recruiting is a process of repeated exposure and evaluation.
-

CHAPTER 10

COMMUNICATING WITH COLLEGE COACHES

Athletes should learn to communicate professionally.

A college coach does not need a 1,000-word biography.

The communication should be:

Short. Specific. Professional. Relevant.

A basic introduction should include:

- Athlete name
- Graduation year
- Position/event
- High school
- Location

- Relevant athletic information
- Academic information when appropriate
- Film/profile
- Why the school interests the athlete
- Contact information

The athlete should also understand that communication rules vary by sport, division, age and recruiting period.

Families should always verify current NCAA, conference and institutional rules rather than relying on outdated recruiting advice.

CHAPTER 11

UNDERSTANDING RECRUITING ACTIVITY

Recruiting activity should be viewed as information.

It is not the destination.

Consider a simple progression:

Stage 1 — Visibility

A coach discovers the athlete.

Stage 2 — Evaluation

The coach reviews information and film.

Stage 3 — Engagement

The coach follows the athlete or takes another meaningful action.

Stage 4 — Communication

The athlete and program begin communicating.

Stage 5 — Relationship

Communication becomes more consistent and personalized.

Stage 6 — Opportunity

The school communicates a meaningful opportunity.

Stage 7 — Decision

The athlete evaluates whether the opportunity is the right fit.

This framework helps families avoid two opposite mistakes:

Overreacting to minor recruiting activity.

And ignoring meaningful recruiting activity.

CHAPTER 12

TURNING COACH INTEREST INTO A RECRUITING RELATIONSHIP

A coach's interest should create an action.

Suppose a school follows an athlete.

The athlete should not simply celebrate the notification.

The athlete should ask:

What should I do now?

A logical sequence might be:

1. Complete the school's recruiting questionnaire if appropriate.
2. Research the program.
3. Review the roster.
4. Research the academic program.
5. Learn about the coaching staff.
6. Identify why the school could be a fit.
7. Follow appropriate communication procedures.
8. Communicate professionally when permitted.
9. Continue developing athletically and academically.
10. Track future activity.

The objective is to convert passive interest into an informed relationship.

PART IV

MANAGING THE PROCESS

CHAPTER 13

THE FAMILY RECRUITING PLAN

Recruiting should have a plan.

A family should know:

- Where are we now?
- Where do we want to go?
- What must happen next?

A simple recruiting plan can include:

Current Position

- Athlete class
- Sport
- Position
- Academic status
- Athletic level

- Existing recruiting activity

Target

- Desired college level
- Target schools
- Academic goals
- Athletic goals

Gaps

What is currently missing?

Actions

What needs to happen this week?

Measurement

How will the family know whether progress is occurring?

That final question is extremely important.

You cannot improve a recruiting process that you never measure.

CHAPTER 14

RECRUITING MISTAKES THAT COST OPPORTUNITIES

Mistake #1: Waiting

"Let's see what happens."

This is perhaps the most dangerous recruiting strategy.

Mistake #2: Only Targeting Famous Schools

The best opportunity may come from a school the family has never heard of.

Mistake #3: Assuming the High School Coach Handles Everything

High school coaches can be extremely valuable, but families should understand the broader recruiting process.

Mistake #4: Sending Generic Messages

College coaches receive enormous amounts of communication.

Make the message relevant.

Mistake #5: Ignoring Academics

A recruiting opportunity can disappear because of academic issues.

Mistake #6: Poor Film

Bad video can make good talent difficult to evaluate.

Mistake #7: Overreacting to a View

A profile view is encouraging, but it is not an offer.

Mistake #8: Ignoring Recruiting Activity

The opposite mistake is equally damaging.

If a college begins showing interest, the athlete needs to know what to do next.

Mistake #9: Starting Too Late

The earlier families understand the process, the more options they can create.

Mistake #10: Believing Anyone Who Promises a Scholarship

No recruiting service can ethically guarantee a college scholarship simply because a family pays a fee.

CHAPTER 15

THE RECRUITING DASHBOARD

A recruiting dashboard can transform recruiting from guesswork into a measurable process.

Instead of asking:

"Is anybody interested in my athlete?"

Families can ask:

- Which schools viewed the profile?
- Who watched the film?
- Which schools followed the athlete?
- Which programs added the athlete to a recruiting board?
- Which schools have communicated?
- What actions have been completed?
- What should happen next?

The dashboard should not create false confidence.

Its purpose is to create visibility into the recruiting process.

A family should be able to look at the dashboard and answer:

"What is happening, what does it mean, and what should we do next?"

That is the real value of tracking.

CHAPTER 16

WHAT TO DO WHEN A COLLEGE FOLLOWS AN ATHLETE

A follow is an encouraging signal.

But the correct response is not:

"We got recruited!"

The correct response is:

"A school has shown enough interest to stay connected. Let's determine whether this is a good fit and take the next appropriate step."

The athlete should:

Step 1

Record the school.

Step 2

Complete the school's questionnaire when appropriate.

Step 3

Research the school.

Step 4

Review the roster.

Step 5

Study the program.

Step 6

Determine whether the athlete genuinely has interest.

Step 7

Prepare appropriate communication.

The questionnaire can be especially useful because it allows the athlete to provide the information the school is requesting.

Complete the questionnaire first, then research the school deeply.

That sequence gives the athlete a clearer understanding of what information the program is asking for and allows the athlete to make a more informed evaluation afterward.

CHAPTER 17

WHAT TO DO WHEN A COLLEGE COACH VIEWS THE PROFILE

A profile view should trigger awareness—not panic.

Ask:

- Who viewed it?
- What school are they from?
- What division or level are they?
- Does the program fit the athlete?

- Have they viewed the athlete before?
- Did they also view film?
- Has there been other activity?

The athlete should continue normal recruiting activity while paying attention to additional signals.

Do not stop recruiting other schools because one program viewed the profile.

One school showing interest does not mean the recruiting process is finished.

CHAPTER 18

WHAT TO DO WHEN A COLLEGE ADDS AN ATHLETE TO ITS RECRUITING BOARD

This can represent a stronger evaluation signal than a simple profile view.

But it still does not guarantee an offer.

The athlete should treat it as an opportunity to become more informed.

The next questions are:

- Why does this school fit?

- What does the roster look like?
- What are the athlete's academic requirements?
- What is the coaching staff looking for?
- What is the athlete's competition level?
- What communication is appropriate?
- What additional information can the athlete provide?

The key is to advance the relationship rather than simply celebrate the notification.

PART V

EVALUATING OPPORTUNITIES

CHAPTER 19

SCHOLARSHIPS, OFFERS AND FINANCIAL AID

Families often use the words "**scholarship**" and "**offer**" as though they are interchangeable.

They are not.

A college athletic opportunity can involve different combinations of:

- Athletic aid

- Academic scholarships
- Institutional aid
- Need-based aid
- Grants
- Other financial assistance
- Roster opportunities without athletic scholarship funding

The details vary significantly by institution, division, sport and current NCAA rules.

- Families should ask questions.
- What exactly is being offered?
- Is the offer athletic aid?
- Is it renewable?
- What are the conditions?
- What costs remain?
- What academic requirements apply?
- What happens if the athlete is injured?
- What happens if coaching staff changes?
- What happens if the athlete's role changes?

Never make a major college decision based solely on the phrase:

"You have a scholarship."

Understand the complete financial picture.

CHAPTER 20

FINDING THE RIGHT COLLEGE FIT

The biggest recruiting mistake may be accepting an opportunity simply because it exists.

The right question is not:

"Can I get into this school?"

It is:

"Is this the right place for me?"

Consider five categories.

Athletic Fit

Can the athlete compete?

Academic Fit

Does the school provide the desired academic path?

Financial Fit

Can the family reasonably manage the cost?

Personal Fit

Will the athlete be comfortable living there?

Career Fit

Does the institution support the athlete's long-term goals?

A scholarship cannot compensate for a terrible fit.

The objective is not simply to get recruited.

The objective is to find a college where the athlete can learn, compete, develop and succeed.

CHAPTER 21

VISITS, APPLICATIONS AND DECISION-MAKING

When an athlete reaches the visit stage, the process becomes more personal.

Families should prepare questions.

Ask about:

- Coaching philosophy
- Position development
- Training
- Academic support

- Team culture
- Playing opportunities
- Housing
- Meals
- Travel
- Medical support
- Financial aid
- Communication expectations
- Roster plans
- Graduation outcomes

Parents should observe.

Athletes should observe.

Do not allow the excitement of a visit to replace careful evaluation.

A beautiful facility is not the same thing as a great fit.

CHAPTER 22

AVOIDING RECRUITING SCAMS AND FALSE EXPECTATIONS

The recruiting industry contains legitimate professionals and organizations.

It also contains exaggerated claims.

Families should be cautious when someone promises:

- A guaranteed scholarship
- Guaranteed offers
- Guaranteed Division I recruitment
- Guaranteed coach interest
- Guaranteed roster placement
- Secret access to every college
- Special influence over coaches

A legitimate recruiting process should be transparent.

Families should know:

- What is being done?
- Who is doing it?
- How is progress measured?
- What can realistically be expected?
- What is the family responsible for?
- What is the athlete responsible for?

No service can control whether a college coach ultimately offers an athlete.

What a professional recruiting process can do is help create a better environment for opportunities to be discovered and pursued.

PART VI

THE ACTION PLAN

CHAPTER 23

THE 12-MONTH RECRUITING CALENDAR

Recruiting should be treated as a year-round process.

Months 1–2: Foundation

- Build or update the recruiting profile.
- Gather accurate athletic information.
- Update academic information.
- Review film.
- Establish goals.

Months 3–4: Targeting

- Identify target schools.

- Research programs.
- Evaluate roster needs.
- Identify communication opportunities.

Months 5–6: Exposure

- Attend appropriate events.
- Update film.
- Communicate with schools when permitted.
- Continue academic preparation.

Months 7–8: Evaluation

- Track recruiting activity.
- Identify schools showing interest.
- Follow up appropriately.
- Evaluate new opportunities.

Months 9–10: Relationship Building

- Maintain communication.
- Research visits.
- Compare programs.
- Continue athletic development.

Months 11–12: Decision Preparation

- Evaluate offers and opportunities.
- Review financial information.
- Compare academic programs.
- Visit schools when appropriate.
- Prepare for applications and decisions.

The exact calendar should always be adjusted for the athlete's sport, graduation year, recruiting rules and individual circumstances.

CHAPTER 24

THE PARENT'S RECRUITING PLAYBOOK

Parents have an important role.

But recruiting should ultimately belong to the athlete.

Parents should help the athlete:

- Stay organized
- Meet deadlines
- Understand financial information
- Research schools
- Maintain academic performance

- Prepare for conversations
- Evaluate opportunities

Parents should avoid:

- Speaking for the athlete unnecessarily
- Sending emotional messages to coaches
- Demanding playing time
- Comparing the athlete constantly to others
- Treating every recruiting notification as an offer
- Making the process entirely about themselves

One of the best things a parent can say is:

"What do you think?"

The athlete needs to learn how to own the process.

College coaches are recruiting future college students and teammates—not parents.

CHAPTER 25

THE ATHLETE'S RECRUITING PLAYBOOK

The athlete should understand five responsibilities.

1. Be Prepared

Know your information.

2. Be Visible

Make it easy for coaches to find and evaluate you.

3. Be Professional

Communicate respectfully.

4. Be Persistent

Do not give up after one unanswered message.

5. Be Selective

Do not chase every school simply because it shows interest.

The athlete should become comfortable asking:

"What is my next recruiting action?"

That single question can change the entire process.

THE RECRUITING SCORECARD

Families can periodically score the recruiting process.

Profile

Is the athlete's profile current?

Film

Is the film current and easy to evaluate?

Academics

Is the athlete academically prepared?

Target Schools

Is there a realistic list?

Exposure

Are appropriate schools seeing the athlete?

Communication

Is the athlete communicating appropriately?

Activity

Is recruiting activity being tracked?

Follow-Up

Are opportunities being acted upon?

Fit

Are schools being evaluated beyond athletic prestige?

Progress

Is the athlete closer to the desired outcome than 30 days ago?

If several answers are "no," the solution is not necessarily to panic.

The solution is to identify the gap and address it.

THE FIVE QUESTIONS EVERY RECRUITING FAMILY SHOULD ASK

At every stage of recruiting, ask:

1. Where are we now?

Know the athlete's current recruiting position.

2. Where do we want to go?

Define the desired college outcome.

3. What is missing?

Identify the gap.

4. What action comes next?

Turn information into action.

5. How will we know if it worked?

Measure progress.

These five questions can keep a family from becoming overwhelmed.

THE BIGGEST RECRUITING MYTH

The biggest myth in recruiting is:

"If my athlete is good enough, the coaches will find him or her."

Maybe

But why leave something this important to chance?

A better philosophy is:

1. Develop the athlete.
2. Build the profile.
3. Identify the right schools.
4. Create exposure.
5. Communicate professionally.
6. Track recruiting activity.
7. Follow up.
8. Evaluate opportunities.
9. Make informed decisions.

That is a recruiting process.

CONCLUSION

STOP WAITING. START RECRUITING.

- Your athlete does not control whether a particular college coach offers a scholarship.
- Neither does a recruiting service.
- Neither does a high school coach.
- Neither does a parent.

But your athlete can control preparation.

- Your athlete can control effort.
- Your athlete can control academics.
- Your athlete can control communication.
- Your athlete can control whether the recruiting information is accurate.
- Your athlete can control whether opportunities are pursued.
- Your family can control whether the process is organized.

And you can control whether you simply wait—or whether you actively participate in the process.

- College recruiting is not a guarantee.

It is not a straight line.

It is not the same for every athlete.

And it is not always fair.

But it can be approached strategically.

The goal is not to convince every college coach that your athlete belongs at their school.

The goal is to make sure the right college coaches have the opportunity to discover, evaluate and get to know your athlete.

That is the difference between hoping to be recruited and preparing to be recruited.

Your athlete's journey starts with one question:

"What should we do next?"

Ask that question every week.

Then take action.

Stop waiting.

Start recruiting.

APPENDIX A

PARENT RECRUITING CHECKLIST

- Know the athlete's graduation year and recruiting timeline
- Maintain an accurate recruiting profile
- Keep athletic measurements current
- Maintain current highlight film
- Maintain complete-game film when appropriate
- Track academic progress
- Understand eligibility requirements
- Establish target schools
- Research college programs
- Track recruiting activity
- Respond appropriately to coach interest
- Complete school questionnaires when appropriate
- Maintain professional communication
- Track visits and conversations
- Evaluate scholarship and financial-aid information
- Compare academic and athletic fit
- Keep the athlete responsible for the process
- Review progress regularly

APPENDIX B

ATHLETE RECRUITING CHECKLIST

- Know my recruiting profile
- Know my statistics
- Know my academic information
- Know my athletic measurements
- Keep my film current
- Know my target schools
- Research each school
- Communicate professionally
- Respond appropriately to coach interest
- Complete questionnaires
- Track recruiting activity
- Ask questions
- Follow up appropriately
- Continue improving athletically
- Continue improving academically
- Evaluate college fit

- Make my own informed decisions
-

FINAL MESSAGE TO ATHLETES

- You may not be the biggest athlete.
- You may not be the fastest athlete.
- You may not play for the most famous high school.
- You may not have thousands of followers on social media.
- You may not have a Division I offer today.

None of those things determines the entire outcome of your recruiting journey.

What matters is what you do with the opportunity in front of you.

- ❖ Prepare.
- ❖ Improve.
- ❖ Learn.
- ❖ Communicate.
- ❖ Follow up.
- ❖ Stay organized.
- ❖ Keep going.

And never confuse **"I haven't been recruited yet"** with **"I cannot be recruited."**

Your job is to become the best student-athlete you can become and make sure the right people have an opportunity to see it.

Your recruiting journey is not about waiting to be discovered.

It is about being prepared when you are discovered—and creating more opportunities to be seen.

©2026 Next Level Recruiting-USA