



ATTAIN YOUR VISION

THE ULTIMATE STRATEGY:

An Athletic and Academic Strategic Recruiting Action Plan

Created on Behalf of

High School Student-Athlete Candidate

and

His/Her Parents

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Strategic Plan and Considerations

TABLE OF CONTENTS

1. PHASE ONE: ASSESSMENT

2. PHASE TWO: DETERMINATION

3. PHASE THREE: STRATEGIC PLAN IDENTIFICATION, PROCESS and IMPLEMENTATION

I. STEP ONE: Strategic Plan Identification and Discussion:

II. STEP TWO: Strategic Plan Process:

A. Creation of Back Office to include filing and log systems.

B. Identification of colleges and collegiate team.

C. Creation of Bio/Profile: Dissemination timeline and actualization.

D. Creation of Webpage: Dissemination timeline and actualization.

E. Student-athlete communication plans, timeline and execution.

F. Identification and receipt of recommendations from coach, teachers, counselors and successful collegiate athletes within their sport.

G. Creation of DVD and updated DVD: Dissemination timeline and actualization.

H. Determination of NCAA Rules/ Clearinghouse and Registration.

I. College (Admissions Office) Applications, timeline and execution.

J. Collegiate visits (Official and Unofficial): Strategy, timeline and follow-up.

K. Meet and camp attendance: Strategy, timeline and follow-up.

L. Weekly Face to Face, SKYPE, Facebook Chat and/or telephone conversation with me, your personal Holistic Life and Sports Coach. Discussions will be held with candidate student-athlete and his/her parents either individual or jointly to discuss Strategy Plan Process, progress, challenges, and successes.

PHASE FOUR: CELEBRATION!

4. ATTACHMENTS

1. NCAA Sports Sponsorship 2011 Division (to be identified based upon gymnast's year of entry)

2. NCAA Academic Eligibility Requirements

3. Division I Core GPA and Test Score Sliding Scale Qualifier Index

4. Amateurism Certification Process Frequently Asked Questions

5. Crafting Your Vision Statement; Creating Your Vision Board

"Each of us has a fire in our hearts for something. Our goal in life is to find it and keep it."

Mary Lou Retton, Olympic Gold Medalist

As each of us attempt to lead a happy and fulfilling life, we realize there is a process that must take place. This process involves identifying our goals, recognizing what it would mean to reach these goals, developing a strategy to reach these goals and happily attaining and appreciating the accomplishment of these goals. Within each stage of our life this process unfolds and hopefully each of us fully takes part in this process and attains what we have identified and sought. The Candidate Student-Athlete, you are about to embark on identifying, strategizing, working toward and hopefully, attaining your goal of attending college and participating in a collegiate sport. This process has many facets and will involve a multi-disciplinary and multi-professional team effort and the support of the Candidate Student-Athlete's (CS-A) parents. In essence, this process is a strategic plan that will lead you to the attainment of your dreams.

In order to place The Candidate Student-Athlete within the view of the collegiate coaches as a top athletic recruit, you will need to utilize a well-thought out and executed strategic plan. On the following pages, I have delineated a strategic plan that is designed to guide you in organizing and executing important procedures that are necessary for confident and successful navigation of the college recruiting process, including:

- Guidance in the identification and selection of collegiate and NCAA athletic programs that offer the student-athlete the desired academic and athletic programs. Creation of a three-tier hierarchy, identifying the most sought-after, second sought-after and contingent university/athletic programs.
- Development and proviso of complete contact sheet for head and assistant NCAA coaches (e-mail, phone, websites etc.).
- Development of detailed organizational chart that will identify and detail multi-disciplinary team, core competencies and responsibilities.
- Collaboration with student-athlete and family in developing a detailed Strategic Plan and associated action plan.
- Creation of Candidate Student-Athlete Strategic Plan. Detailed discussion, effectuation and revision, as needed.
- Assistance in the development of both long and short term goals with associated target dates (10/15/30 day targets) for the purpose of efficient organization, identification of accountable parties and resulting milestones.
- One on one coaching resulting in the development of effective and successful communication with head and assistant coaches (mock phone conversations, practice interviews and suggested questions, face to face strategies etc.).
- Development of the personal profile (contact information, academic and athletic credentials, mission statement and academic/ coach recommendations).

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- Development and publishing of personal website to include contact information, academic and athletic credentials, transcripts, mission statement and academic/ coach recommendations, training and competitive video.
- Assistance in effectively timing contacts and communication with head and assistant coaches.
- Development of initial and subsequent emails to head and assistant coaches.
- Assistance in reviewing and developing correspondences to and from head and assistant coaches
- Assistance in determining, scheduling and preparing for official and non-official campus visits.
- Suggestions in preparing for off campus and on campus contacts (timing, phone calls, email, home visits, official and unofficial visit etc.).
- Assistance in seeking athletic and academic scholarship and negotiating financial aid.
- Guidance in navigating D-1,2,3, Ivy League and select, non-scholarship admissions

The expression of each of the above heightens awareness, boosts the candidate student-athlete's confidence and proactively and effectively gets the candidate student-athlete on the radar screen of the NCAA college coaches, rising above the rest of the *pack*.

Although I use the same tools for everyone, I approach each candidate student-athlete and their family in a personal and flexible manner in order to meet their specific needs. With commitment, hard work, tenacity and a clear vision of what is desired, success will manifest.

My role as your coach is to “lead the team” and assist the candidate student-athlete and family in developing and executing their personal strategic recruiting plan. Regular communication with the family and candidate student-athlete is complimented by a “team” approach, where coaches, guidance counselors, family members and mentors will play individual roles in assisting the prospect throughout the recruiting process.

The fee for my program, all inclusive, is five thousand (\$5,000.00) dollars. This program runs from the start of the candidate student-athletes sophomore year and concludes in their senior year. In addition, I offer my services to candidate student-athletes in their freshman and sophomore year.

In closing, my assistance of student-athletes began with my youngest son, Brandon Wynn, who identified and made a commitment to ATTAIN HIS VISION. At JO Nationals, Brandon's junior year, he finished 16th in the All-Around which would not typically place him in the number one recruiting position. However, through our efforts, he was the number one recruit for Stanford University and The Ohio State University and one of two to three top level recruits for University of Illinois, University of Iowa, University of Minnesota, and the academies. According to Brandon, he was the *Number One Collegiate Recruit* because of the process we identified and employed in presenting him to collegiate coaches and their assistants. The support he received from his collegiate coaches and OSU, Brandon, now retired, is the most decorated Gymnast on the Still Rings in USA gymnastics history, a World Medalist, a 12 time international Medal winner, a 4 Year, teammate appointed, Team USA Captain, a five-time USA Champion and The Ohio State University Hall Of Fame Inductee.

It is my intent that our identified goals will be reached: the candidate student-athlete is no longer a candidate but a student-athlete that has been accepted to the university of their choice and a member of the collegiate NCAA team!

CANDIDATE STUDENT-ATHLETE'S STRATEGIC PLAN

PHASE ONE: ASSESSMENT

Rationale: In order to attain any goal we have to become fully invested in the process of attainment. To be fully invested, our mind, body and spirit must be in tune and an integral part of the process. In terms of The Candidate Student-Athlete's potential attainment of college acceptance and placement on a NCAA athletic team, it must be determined if this alignment exists. As such, a successful student-athlete must be invested and capable physically, emotionally and spiritually; he needs strength of mind, body and spirit. Furthermore, in order for this student-athlete to attain his goals, he must be supported by parents that have a similar investment and capability. Likewise, he must work within a multi-disciplinary and multi-professional team with similar investment and capability.

Structure:

1. Assessment Interview: Sixty to Seventy five minute interview with Candidate Student-Athlete to determine his true intent, capability and commitment.
 - a. Number of needed interviews: One to two interviews
 - b. Contact via Face to Face, SKYPE, Facebook Chat and/or telephone
2. Assessment Interview: Ninety minute interview with parents to determine true intent, capability and commitment
 - a. Number of needed interviews: One to two interviews
 - b. Contact via Face to Face, SKYPE, Facebook Chat and/or telephone

Materials needed:

1. Candidate Student-Athlete's questionnaire completed and returned to me prior to our initial assessment meeting.
2. Parent's questionnaire completed and returned to me prior to our initial assessment meeting.
3. Academic Information: Please bring the following information with you to our first meeting
 - a. High School contact information including identification of principal and guidance counselor
 - b. Transcripts
 - c. Last report card
 - d. Class Rank
 - e. Standardized test scores
 - f. Future course schedule
 - g. Desired collegiate major

4. Athletic Information:
 - a. Club and coach contact information
 - b. Athletic ranking and awards
 - c. Athletic Statistics
 - d. Combines/ Camps attended

PHASE TWO: DETERMINATION

Rationale: Upon completion of the Assessment phase, you, The Candidate Student-Athlete and I will meet to discuss our findings, insights and conclusions. It is at this point that it will be determined whether or not we will continue in the process of working together on the Strategic Plan. In order to make a clear decision to proceed, you, The Candidate Student-Athlete and I will have made a firm decision to commit to the plan and work collaboratively on all or a portion of the components.

Structure:

1. Determination Interview: Seventy five to ninety minute interview with you and Candidate Student-Athlete to determine whether or not to proceed. If it is decided that we will proceed, it is at this point that the multi-disciplinary and multi-professional team will be identified.
 - a. Number of needed interviews: One interview
 - b. Contact via Face to Face, ZOOM and/or telephone

Potential Results:

1. Based upon my review and analysis of the completed orientation forms, I believe that the candidate student-athlete and his/her parents are aligned and have available the necessary characteristics that will aid the candidate student-athlete in attaining his goal of attending college and participating in a collegiate sport.
2. At this juncture, we have determined that I will be presenting and discussing the Candidate Student-Athlete's Strategic Plan. Implementation of this plan will be accomplished by you, candidate student-athlete and the Team. I would be happy to assist as agreed to and identified.

PHASE THREE: STRATEGIC PLAN IDENTIFICATION, PROCESS and IMPLEMENTATION

Rationale: A major key to our success will be the creation and adherence to Candidate Student-Athlete's Strategic Plan. Said plan will include timelines and identified responsibilities and accountability. Simply put, remember, your goal is:

- To be selected for review by the coaches of your choice by June 30 of your junior year.
- To be contacted on July 1st by the head/assistant coaches you desire for placement on their team.
- To be chosen by the coaches of your choice for an official visit in the fall of your senior year.
- To be accepted by the colleges of your choice during the early admission and receive a letter of admission by the end of October of your senior year.
- To be in receipt and execute a Letter of Intent offered by the Coach of your choice on November 1 of your senior year.

Everything you do from this point forward is an ingredient in reaching the four above identified goals.

STEP ONE: Strategic Plan Identification, Submittal and Discussion:

Ninety-minute meeting with you and The Candidate Student-Athlete to discuss my strategic plan, timeline and assignment of the multi-disciplinary and multi-professional team to include, you, The Candidate Student-Athlete, High School Coach, school counselor, school athletic director, standardized test tutor, college advisor, collegiate coach/ recruiter, strategic partners and myself, your consultant, strategist and coach.

- a. Number of needed meetings: One
- b. Contact via Face to Face, ZOOM and/or telephone

STEP TWO: Strategic Plan Process:

Rationale: You, The Candidate Student-Athlete and the team will work on a continual basis to implement identified Strategic Plan. At times, this effort may be daily; at other times, there may be a break in the required effort. Initially, I recommend that The Candidate Student-Athlete and I meet on a weekly basis in order for me to assess, support and coach him through his efforts. I will communicate with you after each meeting, informing you of our progress and any input and effort you may need to expend. You and I will meet on an as-needed basis and no less than once a month. When necessary, I will manage the team effort via telephone and email communication; informing you of the same.

Structure:

- Strategic Plan Implementation: Sixty to Seventy five minute weekly meetings with the Candidate Student-Athlete, via Face to Face , Skype, Facebook Chat and/or telephone, to assess, support and coach him through the strategic plan and implementation in regard to any and all issues/goals.
 - Number of needed meetings: Weekly, initially, and then bi-weekly and then monthly and on an as needed basis
- Strategic Plan Implementation: Sixty to Seventy five minute monthly meetings with you, the parent, via Skype, Facebook Chat and/or telephone, to assess, support and coach you through the strategic plan and implementation.
 - Number of needed meetings: Monthly
 - Contact via Face to Face, SKYPE, Facebook Chat and/or telephone

A. Creation of Back Office to include filing and log systems.

Rationale: A major key to our success will be the creation of structure and organization. This structure will involve the creation of a paper file system and computer file system. The computer file can be further enhanced with the development of a personal webpage that houses computer files accessed securely. Listed below is the process I recommend you utilize in the creation of your Back Office:

1. Purchase a plastic file box, legal size hanging files and letter-sized file folders in your favorite color from a store such as Staples.
2. Create a file for each of the 16 NCAA collegiate programs plus a folder for the NCAA, utilizing the plastic tabs to entitle each hanging folder file.
3. The hanging folders will hold any brochure correspondence from the colleges.
4. The inner letter file folder will contain a collegiate/athletic' team summary sheet stapled to the inside left. This summary sheet should have contact information for:
 - i. The college (including your academic major department),
 - ii. The coach and all assistant coaches.
 - iii. A picture of the coach (and assistants, if possible) so he will be more easily identified at the meets for introduction purposes.
5. The inner letter file folder will contain a contact log stapled to the inside right. This log should include the following:
 - i. Date of contact
 - ii. Who made the contact
 - iii. Who was contact
 - iv. The nature of the contact
 - v. Required follow-up

6. The letter file folder itself will contain:
 - i. Any and all correspondence submitted to the coach and assistants
 - ii. Any and all correspondence submitted to the college
 - iii. Any and all correspondence received from the coach and assistants
 - iv. Any and all correspondence received from the college
7. Computer File System: Utilization of Candidate Student-Athlete's computer (word processing, email and Outlook programs) and potential personal webpage for the creation and storage of the above identified information and logs.

In addition, I would be happy to create this back office system to include file box, folders, contact information and provide it to you for an additional fee of \$100.00 including the cost of materials. Once you have this system, you will utilize it to record all communications and file all incoming and outgoing correspondence and materials.

B. Identification of colleges and collegiate teams.

See attachment entitled *NCAA Sports Sponsorship*

Rationale: It is important to fully investigate the colleges/academies that offer collegiate programs in order to determine which college best suits you academically, athletically and culturally. Once you have completed this review, rank colleges from 1 through 15. Next create your first, second and third tier. Your first tier includes the colleges you truly want to attend. Your second tier is basically your back-up tier. Your third tier is comprised of those colleges that you don't want to attend. It is important to keep this tiering in mind when communicating with your coaches. Honesty is always the best policy; it is fairer to you, the coaches, and the team and simplifies your life and this process.

1. To include investigation of coach, student athletes, meet schedule
2. To include investigation of academic programs and majors
3. To include investigation of potential scholarships, financial aid, athletic grant-in-aid and loans
4. To include preparation for, drafting and submittal of applications and essays.

For additional information, please link to

<http://web1.ncaa.org/onlineDir/exec/sponsorship?sortOrder=0&division=1&sport=MGY>

C. Creation of Bio/Profile: Dissemination timeline and actualization.

Rationale: A Bio / Profile gives you an opportunity to sell yourself and let your coaches get to know you, your family, your goals, your accomplishments, your thoughts and wishes. Create a bio that is personable, modest and expresses your ethics. Utilize those portions of your Vision Statement that will assist you in this expression. To further personalize your bio, include a happy picture of you within the text of your bio.

D. Creation of Webpage: Dissemination timeline and actualization.

Rationale: an integral aspect of our strategic plan is to reach each college coach and provide him with a clear picture of the Candidate Student-Athlete's desire to compete in a collegiate sport and the attributes, skills, characteristics and strengths the Candidate Student-Athlete will bring to the coach and collegiate team. The most effective way to do this is to provide the coach continual access to effectively depicted specifics online, through the use of a website. As such, I have provided a rough draft of the structure of the website, the cost, the information that will be depicted through this vehicle and who will be responsible for providing this information. In addition to the uploaded of the webpage, we will create a business card that will offer a small picture, contact information to include the website address. This business card should be offered to collegiate coaches, gymnasts and judges, as appropriate.

The Candidate Student-Athlete.com: This website will be comprised of nine main pages and will be hosted through senior year. For additionally credibility to in order to further *market* The Candidate Student-Athlete and his abilities, I recommend that this website stay current through the completion of The Candidate Student-Athlete's collegiate career. Please note, within the following outline, I (L) will be providing most of the content, however, there is certain content that must be provided by The Candidate Student-Athlete (CS-A) and his/her parents (P)

Page 1. Home Page, to include:

- a. Header graphic
- b. Menu Bar that provides access to subsequent pages
- c. Photograph of The Candidate Student-Athlete

Page 2. Biography Page, to include:

- a. Photograph of The Candidate Student-Athlete (CS-A)
- b. Biographical date: "Biography" (content provided by CS-A) *
- c. Statistics Page, to include: (content provided by CS-A, P, L)

- Page 3. Statistics
- a. Club and coach contact information
 - b. Athletic ranking and awards
 - c. Current Competition Year Statistics
 - d. Past statistics
 - e. Current Statistics
 - f. Identification of future meets to participate in
 - g. Combines/ Camps attended
- Page 4. Academics Page, to include (content provided by CS-A, P,)
- a. High School contact information including principal and guidance counselor *
 - b. Transcripts *
 - c. Last report card
 - d. Class Rank
 - e. Standardized test scores
 - f. Future course schedule
 - g. Desired collegiate major
- Page 5. Training Footage of six events, to include (content provided by CS-A, P) *
- Page 6. Testimonials: Refer to Item F below
- Page 7. Community Service
- Page 8. Gallery, to include 5-6 photographs (content provided by CS-A, P, L)
- Page 9. Contact Information (content provided by CS-A, P)

E. Student-athlete communication plans, timeline and execution.

Rationale: Your goal is to keep yourself front and center within the coach's vision and to make his recruiting task as seamless as possible. Therefore, let him know who you are, let him know your intentions, provide him all the information he needs in order to determine that it is you that he wants on your team!

1. Ten days prior to your next national meet, student-athlete must contact coach via email. This email should have a particular format depending upon whether it is the first or subsequent contact. Initial emails create first impressions so be show that you are polite, modest, helpful, enthusiastic and respectful. Each email should be unique in some fashion.
2. Initial email should include:
 - i. A brief introduction, stating your honest desire to be accepted to the collegiate team and college.
 - ii. Indicate who your coach is and where you train.
 - iii. Indicate which meets you would be competing during the competitive year
 - iv. Attach your bio which includes your photograph
3. Subsequent emails: Remember, your goal is to keep yourself front and center within the coach's vision and to make his recruiting job easier. I recommend sending an email 2 times a month on a particular day of the week. Your coach will come to expect your email. This email should offer your coach new information about you. It can be as simple as letting him know that you have updated your website. Your email can tell him of an accomplishment whether it involves a meet or working a new skill.

F. Identification and receipt of recommendations from coach, teachers, counselors and successful collegiate gymnasts.

Rationale: Recommendations are important because they verify your claims and provide the admissions committee an opportunity to learn more about you from people you have worked closely with. Hence, good recommendations can serve as a powerful tool to 'sell' you to your coaches and collegiate acceptance committees.

- Choose individuals that know you well. Rather than choosing a famous person who has no intimate knowledge of your skills and abilities, it is much more powerful to use a person who can illustrate your strengths and show you at your best.

- Choose people who really like you. It is important that a recommender invests time in writing your recommendation. A person who likes you will take out the time as well as put a positive spin on your qualities.
- Choose people who can address more than one key criterion: your athletic ability, intellectual ability, leadership potential, maturity, work ethics etc.

G. Creation of DVD and updated DVD: Dissemination timeline and actualization.

Rationale: Considering we have created and uploaded a webpage for you, a DVD is not a necessity, however, a well put together DVD gives another opportunity to sell yourself, another opportunity to contact your coaches and another opportunity to offer your coaches another mode of viewing you. If you decide to create a DVD, there will be an additional fee.

1. Early in spring semester of your junior year create a well put together DVD
 - i. Create a DVD that begins with a short statement introducing you to the coaches.
 - ii. At the end of your statement briefly state what your coach can expect to follow on the DVD.
 - iii. Include routines from each of the six events, as well as, skills you are working on
 - iv. Set your routines to subtle, invigorating music.
 - v. Create a label for the DVD that houses your picture and contact information. Your contact information should include your name, phone number and email address. Attempt to create an email address that includes your full name.
2. Email your DVD to your first and second tier of coaches in your most sought after programs three weeks before Nationals. Email your coaches that you have mailed them a DVD for their viewing and convenience,

H. Determination of NCAA Rules/ Clearinghouse and registration

Rationale: In order to compete on a collegiate team, The Candidate Student-Athlete needs to register immediately with the NCAA Eligibility Center and follow the required process in order to be in receipt of the NCAA's Final Certification allowing The Candidate Student-Athlete's acceptance to and allowance to compete on a collegiate level.

- Link to the center's website for further information <http://eligibilitycenter.org/>
- See The NCAA Initial Eligibility brochure which details the NCAA Divisions I and II initial-eligibility requirements. It lists step-by-step instructions for college-bound student-athletes to successfully complete the NCAA Eligibility Center's registration and certification processes.
- See *NCAA Eligibility College-Bound Student-Athlete Guide* which offers a summary of the rules and regulations in easy-to-read form. Guidelines relate to recruiting, eligibility, financial aid and college freshman eligibility requirements for Divisions I & II.

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Of noted importance is the *Summary of Rules* depicted on page 8 through 10 of the guide. These rules delineated allowed contact and non-official and official visit regulations. It speaks of the allowance and non-allowance of recruiting material dissemination, telephone calls, off-campus contact, official visits and non-official visits. For example, on July 1st of your junior Year, your coach may contact you to speak with you, let you know of his interest and arrange an official visit. Please plan to be home that day to receive their calls. Have your Back Office file available for reference and note taking.

I. College (Admissions Office) Applications, timeline, and execution.

Rationale: An integral part of this process is your application to college for admission. In order for a coach to have you on his team, you must be accepted to the college. Familiarize yourself with college admission requirements and accomplish all requirements. Your collegiate coach can assist you with this process, so keep all lines of communication open with your coach in this regard. Applications must be completed and submitted at the start of your senior year.

J. Collegiate visits (Official and Unofficial): Strategy, timeline, and follow-up.

Rationale: In order for you, the coach and the team to get to know each other and make a decision if a team and college are mutually desirable, you will have the opportunity to make official and unofficial visits. Your goal is to be asked to make an official visit to each of your top five schools. You may make one official visit to each of your five schools after your first day of your senior year. Yours and your parent's expenses will be paid and the visit can be no longer than a 48 hour period. I advise you to make an unofficial visit, as well, during the summer after your junior year, to any other school in your tier two that you are not making an official visit to. Unofficial visits are allowed at any time. Yours and your parent's expenses cannot be paid for but this experience can prove invaluable.

K. Meet and camp attendance: Strategy, timeline, and follow-up.

Rationale: Another way to get yourself front and center is to attend a collegiate summer camp at the college of your first choice. This will give the coach an opportunity to see how you transact in the gym. It will give you an opportunity to get to know the team, the coaches and facilities. Meet and camp attendance is recommended throughout your high school athletic experience.

PHASE FOUR: CELEBRATION!

Rationale: Upon attainment of collegiate and gymnastic team placement, a celebration by you, The Candidate Student-Athlete and appropriate team members is in order. This is a long and arduous process which will hopefully result in what you and The Candidate Student-Athlete are dreaming for. Recognition and an appreciation of the attainment of your dreams are appropriate and may go a long way once The Candidate Student-Athlete is in college and participating in his dreams. While his collegiate and athletic actualization will be enjoyable and thrilling, there will be much to accomplish during his collegiate four to five years. This appreciation will hopefully aid The Candidate Student-Athlete in maintaining his perspective during these trying and work full days, months and years. I recommend that The Candidate Student-Athlete, you and I continue our interaction throughout The Candidate Student-Athlete's collegiate career. I believe that this interaction will assist The Candidate Student-Athlete in attaining his collegiate goals, CGA and NCAA recognition and the award of Big Ten, NCAA and All-American Athletic and Academic recognition.

Associated attachments:

1. NCAA Sports Sponsorship 2012 Divisions (to be identified based upon gymnast's year of entry)
2. NCAA Academic Eligibility Requirements
3. Division I Core GPA and Test Score Sliding Scale Qualifier Index
4. Amateurism Certification Process Frequently Asked Questions
5. Crafting Your Vision Statement; Creating Your Vision Board

References:

1. NCAA:
<https://www.ncaa.org>
2. NCAA Eligibility Center Student Portal:
<https://web3.ncaa.org/ecwr3/>
3. NCAA Initial Eligibility Standards:
http://fs.ncaa.org/Docs/eligibility_center/Student_Resources/I_Brochure.pdf
4. NCAA Guide for College Bound Students 2023-2024:
http://fs.ncaa.org/Docs/eligibility_center/Student_Resources/CBSA.pdf
5. NCAA Registration Checklist:
http://fs.ncaa.org/Docs/eligibility_center/Student_Resources/Registration_Checklist.pdf

ACADEMIC ELIGIBILITY REQUIREMENTS

Division I Academic Eligibility Requirements

If you enroll in a NCAA Division I college or university and want to participate in athletics or receive an athletics scholarship during your first year, you must:

- ï Graduate from high school.
- ï Complete these 16 core courses:
 - ï 4 years of English
 - ï 3 years of math (algebra 1 or higher)
 - ï 2 years of natural or physical science (including one year of lab science if offered by your high school)
 - ï 1 additional year of English, math or natural or physical science
 - ï 2 years of social science
 - ï 4 years of additional core courses (from any category above, or foreign language, non-doctrinal religion or philosophy);
- ï Earn a minimum required grade-point average in your core courses; and
- ï Earn a combined SAT or ACT sum score that matches your core-course grade-point average and test score sliding scale on this page.

You will be a qualifier if you meet the academic requirements listed above.

As a qualifier, you:

- ï Can practice or compete for your college or university during your first year of college;
- ï Can receive an athletic scholarship during your first year of college; and
- ï Can play four seasons in your sport as long as you maintain your eligibility from year to year.

You will be a non-qualifier if you do not meet the academic requirements listed above.

As a non-qualifier, you:

- ï Cannot practice or compete for your college or university during your first year of college;
- ï Cannot receive an athletics scholarship during your first year of college, although you may receive needs based financial aid; and
- ï Can play only three seasons in your sport as long as you maintain your eligibility from year to year.

Division I Core GPA and Test Score Sliding Scale Qualifier Index

Core GPA	ACT	SAT
3.550	37	400
3.525	38	410
3.500	39	420
3.475	40	430
3.450	41	440
3.425	41	450
3.400	42	460
3.450	41	440
3.425	41	450
3.400	42	460
3.375	42	470
3.350	43	480
3.325	44	490
3.300	44	500
3.275	45	510
3.250	46	520
3.225	46	530
3.200	47	540
3.175	47	550
3.150	48	560
3.125	49	570
3.100	49	580
3.075	50	590
3.050	50	600
3.025	51	610
3.000	52	620
2.975	52	630
2.950	53	640
2.925	53	650
2.900	54	660
2.875	55	670
2.850	56	680
2.825	56	690
2.800	57	700
2.775	58	710
2.750	59	720
2.725	59	730
2.700	60	730
2.675	61	740-750
2.650 62 760	62	760
2.625 63 770	63	770

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2.600 64 780	64	780
2.575	65	790
2.550	66	800
2.525	67	810
2.500	68	820
2.475	69	830
2.450	70	840-850
2.425	70	860
2.400	71	860
2.375	72	870
2.350	73	
2.325	74	890
2.300	75	900
2.275	76	910
2.250	77	920
2.225	78	930
2.200	79	940
2.175	80	2.175 80 950
2.150	80	2.150 80 960
2.125	81	2.125 81 960
2.100	82	2.100 82 970
2.075	83	2.075 83 980
2.050	84	2.050 84 990
2.025	85	2.025 85 1000
2.000	86	2.000 86 1010

*Previously, the ACT score was calculated by averaging four scores. New standards are based on the sum of scores.

Amateurism Certification Process Frequently Asked Questions

Do I have to register with the NCAA Eligibility Center? Yes. If you want to compete in NCAA Division I or II athletics in your first year of college, you must register with the NCAA Eligibility Center and be certified academically and as an amateur.

When should I register with the NCAA Eligibility Center? Register for the NCAA Eligibility Center at the beginning of your junior year in high school. The “My Sports” section should be updated regularly so that colleges or universities recruiting you will have up-to-date information about you. Be sure to ask your high school counselor to send your high school transcript to the NCAA Eligibility Center after you have completed at least six semesters of high school coursework.

Is there a registration deadline? No. However, you must be certified both academically and as an amateur before you are eligible to compete at an NCAA Division I or II college or university during your first year of collegiate enrollment.

Is the registration form available in languages other than in English? At this time, it is only available in English since that is the primary language needed to complete academic work at American colleges and universities.

What is the cost of the registration fee? The registration fee is \$60 for domestic college-bound student-athletes and \$85 for international college-bound student-athletes. There is only one fee to register for the Eligibility Center, which covers both the academic and amateurism certifications. In addition, there is no reduction of the fee if the college-bound student-athlete does not need an academic certification (e.g., has already served an academic year in residence at a collegiate institution). *Effective September 1, 2010, the registration fee will increase to \$65 for U.S. students and \$95 for international students.

May I receive a fee waiver? Yes, you are eligible for a waiver of the initial-eligibility certification fee if you have already received a fee waiver (not a state voucher) for the ACT or SAT. If you have not been granted a fee waiver by ACT or SAT, then you will NOT be eligible for a waiver of the certification fee. If you are seeking a waiver of the certification fee, you should confirm your eligibility with your high school counselor. Your high school counselor MUST submit an electronic fee waiver confirmation before your registration may be processed.

Who can help me complete the amateurism registration process? Anyone can assist you in completing the process. However, when you have completed the registration process, YOU will be the only person allowed to submit the information to the NCAA Eligibility Center.

If I complete the registration process but don't attend a Division I or II college or university immediately following high school, do I need to complete the registration process again if I want to attend a Division I or II college or university later? Before being certified for an NCAA Division I or II college or university, you will be required to update the information you provided for the sports-participation questions. You will not be charged a registration fee to update your file.

Do transfer student-athletes also have to register with the NCAA Eligibility Center? Every college-bound student-athlete who is attending an NCAA Division I or II college or university full time for the first time must be certified by the NCAA Eligibility Center.

If I am transferring from a junior college to either a Division I or II college or university and all I need is my amateur certification, do I need to pay the full amount to register? Yes, the fee is a flat rate: \$60 for domestic college-bound student-athletes and \$85 for international college-bound student-athletes. *Effective September 1, 2010, the registration fee will increase to \$65 for U.S. students and \$95 for international students.

If I am transferring from a junior college to either a Division I or II college or university, do I have to receive an academic and an amateurism certification? You will definitely need to receive an amateurism certification. However, you may not need an academic certification. The college or university that is recruiting you will be able to advise you on this matter based on your specific academic record.

What if I enroll in an NCAA Division I or II college or university and decide to participate in a sport other than the one I had listed on the amateurism section of my registration? If you decide to participate in a sport other than one listed during your registration, log on to your account at www.eligibilitycenter.org and navigate to the "My Planner" page.

Will a paper copy of the amateurism form be available? No, the registration form will only be available on the NCAA Eligibility Center website and must be completed online.

If I have been participating in events related to my sport for a significant period of time, what events do I need to list on the amateurism registration form? You should include all events in which you participated, beginning with the ninth grade and thereafter.

Once I complete the amateurism questions, how long will it take to find out if I am certified as an amateur? After you complete all of the questions, the length of time it will take for you to receive your "preliminary status report" will depend on the answers you provided.

Can I receive different amateurism certifications for Divisions I and II? Yes. Divisions I and II have different rules, so it is possible that your certification status may be different for each division.

How often can I update my information? You can update your information as often as you need until you request a final certification of your amateurism status. At that point, you will no longer be able to update your amateurism information.

When can I request final amateurism certification? Beginning April 1 for fall enrollees and beginning October 1 for spring/winter enrollees. For a step-by-step guide on how to request final amateurism certification, [click here](#).

Who will be certified? Every college-bound student-athlete, both domestic and international, who is attending an NCAA Division I or II college or university for the first time, must be certified by the NCAA Eligibility Center. This includes college-bound student-athletes who are transferring from any two- or four-year colleges or universities (including international colleges or universities) that are not members of NCAA Division I or II. Thus, if an individual wants to participate in athletics at an NCAA Division I or II college or university, the college-bound student-athlete must register with the NCAA Eligibility Center and submit the appropriate documentation to receive a certification decision.

Am I automatically ineligible if I violated the amateurism rules? No. The NCAA Eligibility Center will review your sports-participation history. If there are violations of NCAA amateurism rules, the NCAA Eligibility Center may certify you with conditions, which must be fulfilled before you are eligible for competition. The conditions will be set based on which rule

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was violated and the severity of the violation. Such conditions may include repayment of money or sitting out of competition for a specified number of games, or both. In some cases, the NCAA Eligibility Center may determine that the violations are such that permanent ineligibility for competition is the appropriate penalty.

Can I appeal a certification decision regarding my amateur status? Yes. The NCAA has an appeals process in place if you choose to appeal the certification decision. You will need to work with an NCAA college or university since all appeals must be filed by a member institution.

Craft Your Vision Statement and Vision Board

Your vision statement provides a guide to your life. Your vision statement provides the direction necessary to guide the course of your days and the choices you make about your personal, emotional, family/relational, spiritual, professional/business and financial aspects of your life. Your vision statement is the light shining in the darkness toward which you turn to find your way. Your vision statement illuminates your way.

Write your vision statement as the first step in focusing your life - for your joy, your accomplishments, your contribution, your glory, and for your legacy. Subsequently, you will utilize what you have identified in your vision statement to create your Vision Board, the second step in the process of identifying, visualizing, attracting and attaining what you seek.

To assist you in developing your vision statement, determine:

What are your Core Values?

In order to attain balance, we need to identify what our core values are; aspects of our life that we must experience on almost an everyday basis in order to lead a fulfilling life. Below you will find a list of personal descriptors that will assist you in choosing your 8-10 Core Values. First select 20 words that you feel most represent your deepest motivators, your personal passion, and the major concepts that guide you in life; descriptors that seem most important and define who you are. After deciding upon your top 20, eliminate 10 words that seem repetitious or do not define you as well as the other words you have selected do. Next, rewrite each of the 10 words that you feel are truly your core values on the lines below.

Accessibility	Faith	Money	Self-reliance	Democracy	Rehabilitation
Accomplishment	Fame	Non-violence	Seriousness	Determination	Reliability
Accountability	Family	Nurturing	Service	Discipline	Resourcefulness
Accuracy	Fate	Openness	Sexuality	Discovery	Respect
Achievement	Fitness	Opportunity	Simplicity	Diversity	Responsibility
Adventure	Flair	Optimism	Sincerity	Duty	Responsiveness
Aspiration	Force	Patriotism	Skill	Education	Results-oriented
Attitude	Freedom	Peace	Solidarity	Efficiency	Risk-taking
Authenticity	Free will	Perfection	Speed	Empowerment	Rootedness
Authority	Fun	Performance	Spirit-in-life	Equality	Rule of law
Autonomy	Generosity	Persistence	Stability	Excellence	Safety
Beauty	Giving/charity	Personal growth	Standardization	Experience	Satisfying others
Challenge	Global view	Philosophy	Status	Expression	Security
Change	Goodness	Pioneer spirit	Strength	Fairness	Selfishness
Chastity/Purity	Gratitude	Pleasure	Style	Involvement	Wisdom
Cleanliness	Hard work	Popularity	Success	Joy	Recognition
Collaboration	Harmony	Positive attitude	Support	Justice	Regularity
Commitment	Heroism	Power	Systemization	Knowledge	Integrity

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Communication	Heritage	Practicality	Teamwork	Leadership	Intuition
Community	Honesty	Preservation	Tolerance	Learning	Customer
Competence	Honor	Prestige	Tradition	Leisure	Decisiveness
Competition	Hope	Pride	Tranquility	Love-romance	Creativity
Concern	Humor	Privacy	Trust	Love-care	Improvement
Conformity	Inclusiveness	Prosperity/wealth	Truth	Love-concern	Rationality
Courage	Influence	Punctuality	Utility	Loyalty	Wellness
Conviction	Inner peace	Purity	Variety	Meaning	Mobility
Cooperation	Innovation	Quality	Well-being	Merit	

My Core Values: 1: _____

2: _____ 3: _____ 4: _____

5: _____ 6: _____ 7: _____

8: _____ 9: _____ 10: _____

To further assist you in developing your vision statement, answer the following questions.

What are the ten things you most enjoy doing? Be honest. These are the ten things without which your weeks, months, and years would feel incomplete.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

What three things must you do every single day to feel fulfilled?

- 1.
- 2.
- 3.

Your life has a number of important facets or dimensions, all of which deserve some attention in your vision statement. Write one important goal for each of them: personal, emotional, family/relational, spiritual, professional/business and financial:

Personal:

Scholastic:

Athletic:

Professional:

Relational:

Spiritual:

If you never had to work (or consider working) another day in your life, how would you spend your time instead of working?

When your life is ending, what will you regret not doing, seeing, or achieving?

What strengths have other people commented on about you and your accomplishments?

What strengths do you see in yourself?

What weaknesses have other people commented on about you and what do you believe are your weaknesses?

Craft Your Vision Statement

Once you have thoughtfully prepared answers to these questions and others that you identify, you are ready to craft a vision statement. Write in first person and make statements about the future you hope to achieve. Write the statements as if you are already making them happen in your life. Some experts recommend 50 words or less, but I would rather see you fully articulate the vision you want for your life and your future, than be limited by word count. You generally accomplish your written goals, dreams, plans, and vision. Writing them down lends power and commitment to their accomplishment.

Keep in mind that your vision statement can also change over time, depending upon what is happening in your life. You will be amazed, however, at how many components remain consistent over time. I first articulated this vision for my life in 1984 and has transformed many times in the years past. When I live and experience the components of my vision statement frequently, I feel inner peace and joy that knows no bounds. Your personal vision statement will have the same impact for you. Take the time to formulate answers to the above questions, and write your personal vision statement. Then, listen to your heart sing with the fullness of your articulated dreams.

Craft Your Vision Board

A vision board is a simple yet powerful visualization tool that activates the universal law of attraction to begin manifesting your dreams and vision into reality. The concept of the vision board (also known as a goal board, goal map, or treasure map) has been around for generations, but it's gained a renewed interest and popularity after success expert John Assaraf related his story of using vision boards to achieve his dreams in the best-selling DVD documentary *The Secret*.

WHAT'S A VISION BOARD? A vision board is simply a visual representation or collage of the things that you want to have, be, or do in your life. It consists of a poster or foam board with cut-out pictures, drawings and/or writing on it of the things that you want in your life or the things that you want to become. The purpose of a vision board is to embody the potential of your vision and activate the law of attraction. By selecting pictures and writing that charges your emotions with feelings of passion, you will begin to manifest your vision.

What exactly is the law of attraction? The law of attraction states that we attract into our lives anything that we give attention to, regardless whether it is positive or negative. From a psychological view, the law of attraction can be best explained by the information filtering system of the brain known as the reticular activating system (RAS). Vision boards serve the role of programming the RAS to tune into external stimuli that can help us move closer towards our intentions.

At the base of the human brain stem, in between the medulla oblongata and the mesencephalon, there is a small finger-sized control center called the reticular activating system (RAS) that sorts and evaluates incoming data. Your RAS is responsible for filtering all the incoming information that your brain receives and it also acts as receiver for information that is tagged as important.

A simple way to conceptualize the RAS is to think of it like a radio. You are surrounded by radio waves from various stations and your portable radio can pick up those channels, but only one at a time. You have to tune your radio to a specific frequency of your favorite radio station in order to receive it properly. Your RAS is not much different in this regard. Imagine you are in a meeting room talking to several people and out in the distant corner of the room you hear your name. All your focus gets diverted in the direction that you heard your name because that bit of information is tagged by the RAS as important to you. Your RAS is responsible for having the ability to sleep through the noise of traffic outside your room, but waking up suddenly at the smallest cry from your infant child. Another example of the RAS at work is when you go and buy a brand new car and then suddenly you notice many more people around your city have that exact same car.

According to Hans Morvec, the principal research scientist at the Robotics Institute of Carnegie Mellon University, the human brain can handle up to 100 trillion bits of information at any given time. With all that information coming in, how does your RAS know what to filter? Your RAS is naturally programmed to prioritize information that is necessary for survival, like listening for a particular sound of an oncoming vehicle when walking close to a street. The RAS can't distinguish between a real event and a contrived reality, however, and we can exploit this weakness to program it to seek out stimuli in our environment that resonate with our goals.

The process of creating a vision board is one of the best ways to program the RAS. It programs the RAS to pay attention to certain things in your environment that are in frequency with your goal or vision, in much the same way as you are able to pick up your name being mentioned in a conversation on the other side of a room while talking to others. This selective attention filter makes you aware of daily things that can help you achieve your goal and it's your job to take action on those opportunities when they present themselves.

HOW TO MAKE AND USE YOUR VISION BOARD: Your vision board is only limited by the extent of your own creativity. Some of my clients have produced simple vision boards and others have made vision boards that could probably sell at an art show for hundreds. Having artistic ability is not a prerequisite for creating a functional vision board however and the procedures I've outlined below can be used by anyone.

The general elements that a well-designed vision board should include are:

Visual: Your subconscious mind works in pictures and images, so make your vision board as visual as possible with as many pictures as you can. You can supplement your pictures with words and phrases to increase the emotional response you get from it.

Emotional: Each picture on your vision board should evoke a positive emotional response from you. The mere sight of your vision board should make you happy and fuel your passion to achieve it every time you look at it.

Strategically-placed: Your vision board should be strategically placed in a location that gives you maximum exposure to it. You need to constantly bath your subconscious mind with it's energy in order to manifest your desires quicker than you hope.

Personal: Negative feelings, self-doubt, and criticism can damage the delicate energy that your vision board emits. If you fear criticism or justification of your vision board from others, then place it in a private location so it can only be seen by yourself.

Supplies Needed:

- Foam core board (recommended) or poster board,
- A large assortment of magazines and/or online, printable pictures. You want to make sure that these are in color.
- Glue. I prefer the dispenser type tape rollers, commonly used to mount photos because they are clean and won't damage your pictures.
- Scissors

Step 1—Compile your pictures. Start by going through your magazines and compiling all the pictures that you can find that are relevant to your goals and your identified vision statement. Don't evaluate the pictures or start pasting them onto your board. Just stack them into a pile. If you are internet saavy, then a much quicker method that I do myself is to use an internet search engine to find good pictures that I can

use for my board. You can either print the pictures out on paper and then glue it to the board, or print the pictures out onto a self-adhesive label so that it becomes a sticker. This is the preferred method because it takes much less time to do and you can pinpoint your pictures using very good technology at your hands. Make sure that each image that you put on your board resonates with your vision statement and makes you excited at the mere look of it. It's also important when selecting pictures to include anything that is congruent with your vision statement, such as any changes in your life that might result from obtaining your goals.

Step 2—Sort and Cut. Go through your pile of pictures and select the ones that impact you the most emotionally. Cut the extraneous material away from the image.

Step 3—Arrange and glue. Start arranging your pictures creatively on your board. Don't worry about being artistic—that's not the point. The point is that your board should resonate with your emotions. Arrange your pictures in a way that gives you an emotional connection to your vision board. After you are satisfied with the arrangement, glue all your pictures in place. Additionally, you might want to add writing or drawing on your vision board if you feel that it would better resonate with your emotions. A feature unique to my vision boards is that I also put two labels on the bottom of board that read: "Date created: [today's date]" and "Date Manifested: [blank]" This lets me know how long my vision has been gestating since its creation and also every time I look at my vision board, not only am I emotionally charged with the pictures, but I also feel an overwhelming sense to see it manifested to completion.

Step 4—Strategic positioning. One of the most important aspects of having a vision board is having it in a strategic location that gives you as much visual exposure to it throughout the day as possible and can be relocated to a comfortable location for your morning and evening experience of your vision board. For most of us, this is in the office, but if that is not possible or appropriate, then try your living room or your bedroom. Some people I know mount their vision boards on the ceiling above their bed so that it is the first thing they see when they wake up and the last thing they see when they go to sleep. If you are sensitive to what others might say of your vision board, then be sure to keep it in a safe area where only you will see it.

Step 5— Strategic use. In addition to viewing your vision board throughout the day, spend 5-15 minutes in the morning upon rising and in the evening before going to bed focusing on your vision board. For example, I set up my vision board at the end of my coach and in the morning and evening I focus on my vision board, particularly focusing on each picture, drawing and text entry. I focus with half-closed eyes, breathing calmly and slowly and attending to and experiencing the resulting positive emotion that each picture, drawing and word evokes.

Step 6— Update your vision board. Your vision board has to inspire you. It has to charge you with renewed passion every time you look at it and over time and as you progress closer towards your vision, you might find that some of the images or pictures on your vision board don't really carry as much emotional impact on you as they did before. When this happens, you'll want to update your vision board with new fresh images that do inspire you. Your vision board is not a finished piece of art after its initial creation. It's a dynamic piece of art that shifts and changes as your vision shifts and changes. Therefore, if you find your level of passion that your vision board gives you is growing weaker, then update it to bring fresh new emotions to it.

FAMOUS EXAMPLES OF THE LAW OF ATTRACTION

Here are three examples of famous people who have used the techniques of visualization to activate the law of attraction in their lives. Although not all of them specifically used vision boards to get what they wanted, the applications that they used were similar in function.

John Assaraf's Vision Board. Successful entrepreneur and author, John Assaraf, brought the age-old concept of a vision board to the mainstream public by relating his story of it in the motivational documentary, *The Secret*. In May of 2000, John was working in his home office inside his beautiful new home in Southern California when his five-year old son came in and asked him what were in the dusty boxes in the corner of his home office. John told him that it contained his vision boards. His son didn't understand what they were, so John opened one of the boxes to show him. When John pulled out the second board from the box, he began to cry. On it was a picture of a 7000 square foot house on top of six acres of spectacular land that he had seen and cut out from *Dream Homes* magazine in 1995. It was the exact house that he had just purchased several weeks prior—A sure testament to the law of attraction at work.

Bruce Lee's Letter. The late martial arts legend and my own personal role-model, Bruce Lee, understood the power of the law of attraction. As a struggling entrepreneur and actor, Bruce sat down one day and wrote the following letter to himself: "By 1980, I will be the best known oriental movie star in the United States and will have secured \$10 million dollars... And in return, I will give the very best acting I could possibly give every single time I am in front of the camera and I will live in peace and harmony." In 1973, months after Bruce's untimely death, the blockbuster movie *Enter the Dragon* was released in both the United States and China, elevating Bruce to the level of an international star. According to Jack Canfield, that very letter that Bruce wrote to himself is hanging up on one of the walls at Planet Hollywood in New York City.[8]

Jim Carrey's Check. As a struggling young comedian trying to make it in the make or break city of Hollywood, Jim Carrey was just about ready to give up his dream of becoming a professional actor and comedian. He had just performed at an open mic session at one of the nightclubs in Los Angeles and had been booed off the stage by his audience. He sat by himself at the top of Mulholland Drive and looked out at the city below him—the city that held his future success or failure. He then pulled out his check book and wrote himself a check for \$10 million dollars and made a note on it: "for acting services rendered." He then carried that check with him in his wallet everywhere he went from that day forward. By 1995, after the success of his blockbuster movies: *Ace Ventura: Pet Detective*, *Dumb and Dumber*, and *The Mask*, his contract price had risen to the price of \$20 million dollars.[8]

Conclusion:

Vision boards are an important tool in your success tool box. They are cheap to make and their potential value to you is immeasurable. Figure out what you want in your life and then commit yourself 100% towards making that first step of creating your vision board and activating the law of attraction to pull your vision into reality.