



CYO ATHLETICS – TALENT ASSESSMENT AND SPLIT OF TEAMS IN SAME GRADE/GENDER

PRIOR TO THE SEASON:

1. CYO Athletics is not directly involved in assessment for teams prior to roster development.
2. When it is determined that parishes will have multiple teams in same grade/gender/division:
 - a. Ensure that AD/Coordinator is clear on policies and how they should be lived out in written communication, best practices sent to the AD/coordinator;
 - b. ALSO, cover this as part of AD meeting in the fall – “conducting assessments”;
 - c. RECOMMENDATION that this issue and best practices should be referenced in manual and indication as to where best practices document can be found;
3. Generally parishes/schools choose to have teams in different divisions for the sake of community, especially in the playoff eligible divisions. In this case, CYO Athletics would choose the divisions where teams are placed. However, parishes/schools may choose to have multiple teams play in the same division for the sake of travel or other considerations.

BEST PRACTICES AT LOCAL PARISH/SCHOOL:

- These are RECOMMENDATIONS. However, if an issue of talent imbalance arises within a parish/school, the documentation of the process that took place will be evaluated against these best practices – therefore documentation should be saved for any future review;
- The process that is undertaken should be consistent for all grade levels within that same program – formal evaluation processes should not be utilized until 5th grade;
- While this document pertains specifically to those circumstances where teams must be divided equally by talent, these best practices are still pertinent to running assessments for teams that will be split into AA/AAA or JV/Varsity, etc.

Best practices of evaluation/talent split

1. Athletic Director oversees process but is not directly involved. If the AD has a child on the team, someone else should oversee the process. This person must be designated by the board or parish/school staff who oversee CYO Athletics;
2. Clear communication about process and its intent to coaches, parents and families
 - a. Existing policy of CYO Athletics;
 - b. Mission/purpose of athletics in parish/school;
3. Process for how complaint(s), concern(s) are to be expressed internally to parish/school leadership should be clearly documented in communication about process as well as available on parish/school CYO web page.
4. Effort should be made to “normalize” the assessment process as a practice vs. a tryout. This should feel similar to a practice that they will experience later in the season.
 - a. Difference will be the evaluators who are present;
 - b. Players first names should be on shirt so that coaches/evaluators can affirm/call by first name;

- c. No parents involved in selection - parents may watch just like any other practice, but not be physically near the evaluators or the kids;
 - d. Skills and drills, small sided games and full game play can be both an opportunity to assess individual athletes but begin preparations for the season to come;
5. Individuals involved in split who have “objective” relationship with athletes –
 - a. Local HS coach, parent of kids no longer involved, HS players from the parish/school, etc. (up to one mature and qualified high school age evaluator in a group of three – i.e. CYO volleyball referee and HS/club player.)
 - b. Someone with sport specific experience designated by AD,
 - c. Minimum of 3 non-coaches on evaluation team.
6. Coaches should be present at the assessment(s) so that the formation of relationships with the athletes can begin. If for some reason one coach cannot make it, the assessment should be rescheduled so that all prospective teams are represented.
 - a. Coaches should run the drills and activities for the assessment;
 - b. Coaches are not assigned until after the splits are made;
 - c. The empirical “evidence” of the evaluators is the starting point for the team splits;
 - d. The independent evaluators score each player and then teams are created in balance **by position** where possible;
7. Before evaluation, players and families should submit (perhaps with registration or separate submission) that indicates player/family conflicts with scheduled dates of competition so that awareness of viability of team can be factored in with final make up and numbers of each team;
8. After evaluations are complete but before teams are set, evaluators should consult the coaches (if they are not formally part of the evaluation discussions) how the bubble players performed last year to find out their take.
 - a. It would be helpful if the evaluator(s) provide POSITIVE feedback to all the players on 1 or 2 areas they could work on to improve their game. This helps the player understand where their game might be lacking a little and focuses on development and growth vs. static skillset;
9. No carpool requests will be granted with the only exception being siblings – development of community and new relationships is important factor
10. Discussion should ensue with parents of multiple children on team(s) to understand dynamic:
 - a. On teams where talent is to be divided equally, effort should be made to accommodate siblings playing on the same team if desired by family;
 - b. On team split with JV/Varsity or AA/AAA, siblings that must stay together will play on the lower team if only one is at the higher level;
11. Ideal for assessment to extend beyond one session but this should be measured against practical opportunities for assessment;
12. Composition of talent assessment
 - a. Drills –
 - i. Soccer: passing/shooting/dribbling/crossing/kicking/basic understanding of the game
 - ii. Basketball: passing/shooting/dribbling/rebounding
 - iii. Volleyball: setting/serving/digging/hitting
 - b. 45 minute game play – combination of small sided play so that individual players have opportunity to show what they can do and not get lost in the numbers but also within the numbers they will be competing with at their level.

- c. Important to note: both parts of assessment are significant because team play is dynamic and can be impacted by teammates during the assessment. Individual skill is a starting point not an end point and athletes must also be capable of utilizing within a team framework.
- d.

Best practice of “equal” environment

1. Shared practice time – coaches coach to strength/community of “team”
 - a. At least once/week
 - b. Others might find that practicing together for all practices is preferable because it eliminates the issues of carpooling, enhances the overall sense of community, maximizes the strengths of coaches
2. Resources of teams –
 - a. Both teams with same amount of coaches
 - b. Equipment,
 - c. Similar facility time/location for practices

AFTER SEASON BEGINS:

If complaint arises then CYO discusses process and personnel used during the split with the parish/school AD and whomever oversaw the splits

1. If reviewing a complaint, combination of the following will be considered:
 - a. How the assessment was conducted – review of associated documentation
 - b. What have been the scores and circumstances of games/matches
 - c. Observation from representatives of CYO Athletics – commissioners, staff, etc.
 - i. Significant scores arise (4 games/midway in season) → go observe
 - ii. Determine level of full participation of full rosters of teams involved
 - iii. Direct observation – most significant measure of the process
 1. More than one game/match
 2. More than one person
2. Pastoral Leadership and Principal will be notified by CYO Athletics that an issue has been raised upon receipt of complaint;

CONSEQUENCES IF TALENT IMBALANCE IS OBSERVED

1. First option to parish/school: adjust rosters during the season to balance teams. Must be completed by the 5th competition of the season, if they do not do this, then
2. Second option: Combination of rosters for playoffs. As played out in 2014-15.
 - a. 6-8th grade Soccer: Caveat that at least 9 players from each team must compete.
 - b. 6th grade Volleyball: caveat that at least 4 players from each team must compete.
3. Third option: Teams are ineligible for playoffs.