



TALENT ASSESSMENT & SPLIT

Parishes/schools with multiple teams at a given grade and division level must split teams equally based on talent.

PRIOR TO THE SEASON:

1. CYO Athletics is not directly involved in assessment for teams prior to roster development;
2. The topic of "conducting assessments" will be reviewed at the Fall AD Meeting;
3. When it is determined that parishes will have multiple teams in same grade/gender/division, representative of CYO Athletics will contact that AD/Sport Coordinator in writing to ensure clarity on policies and best practices;
4. 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 still choose to have multiple teams play in the same division for the sake of travel or other considerations;

BEST PRACTICES AT LOCAL PARISH/SCHOOL (see below)

1. These can be found on website for CYO Athletics on the "Resource" page under "AD Resources"
2. 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;
3. 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;
4. 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.

AFTER SEASON BEGINS

Concerns about talent splits need to be communicated to the parish/school involved and/or CYO Athletics prior to the 3rd scheduled competition in order to engage the following prescribed review process. If complaint arises then CYO discusses process and personnel used during the split with the AD and whoever oversaw the splits.

1. Caution should be exercised from simply observing one team or tracking scores/standings to determine if a talent imbalance exists between two teams.
2. When 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. Determine level of participation of individual players from the entire roster of teams involved
- d. Observation from representatives of CYO Athletics – commissioners, staff, etc. – which will consist of more than one game/match and more than one person;
3. Assessment will be made by Sport Committee in consultation with Director of CYO Athletics in review of compilation of pertinent information and observation. The time for parish/school representatives to be engaged is prior to and during the review process. Because of the timelines involved, once rendered, there is no appeal of this decision;

CONSEQUENCES IF TALENT IMBALANCE IS OBSERVED

Parish/school will be notified of assessment and given the opportunity to adjust rosters during the season. These roster adjustments must be completed and new rosters submitted to CYO Athletics by the 5th scheduled competition of the season;

1. If parish/school makes the choice to not do this, then teams are ineligible for playoffs.
2. If this is attempted and teams are observed by CYO Athletics representatives to not have achieved a balance of teams in spite of roster adjustment, teams are ineligible for playoffs.
3. **Please note:** If complaint from within the parish/school comes after the 3rd scheduled competition, there is no recourse. If complaint comes from outside the parish/school after the 3rd scheduled competition, is based on more than just team records or game scores and upon review of representatives of CYO Athletics an unequal talent split is assessed, disciplinary action may result.

BEST PRACTICES FOR TALENT ASSESSMENT AND SPLIT

PLEASE NOTE:

- This document below is a best practice. Therefore, each community will have to review this information in light of that fact and determine what makes the most sense for their community;
- It is in relation to the **TALENT ASSESSMENT AND SPLIT** from the CYO Athletics manual pp. 14-16;
- Directly from the manual and below:
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 by parish/school leadership for any future review;

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;
 - c. Details of the assessment process – who, when, where, how;
 - d. Clarification as to what happens if athletes do not attend the assessment process;
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 – should detail who other than those connected, directly or indirectly, to the process will review and respond to grievance.

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. Generally, coaches know the kids and can keep the experience and drills running so should be involved if at all possible.
 - a. Difference in experience will be the evaluators who are present;
 - b. For the purpose of the evaluators, players should have distinct numbers on their shirts and should be how they are identified on the evaluation sheet;
 - c. Effort should be made by coaches to call/affirm players by first name – whether this is names on shirt or name games played during drills to learn names as would be done in initial practices;
 - d. No parents (non-coaches) involved in assessment or selection - parents may watch just like any other practice, but not be physically near the evaluators or the kids;
 - e. 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 assessments who have “objective” relationship with athletes –
 - a. Local HS coach, parent of kids no longer involved, HS players from the parish/school (up to one mature and qualified high school age evaluator in a group of three),
 - 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, no coach should be present or 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 (head and assistants) 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) 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;
 - a. If there are odd numbers so that one team will have more players than the other, it would be ideal if extra player is placed on team that needs more from a viability standpoint;
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. This consultation could also take into account personalities within the potential team members - faculty/staff members may be consulted in this area where appropriate;
 - b. It would be helpful if the outside 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. When setting up game play, balance of teams should be sought to ensure best possible conditions for assessment.
 - 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.

EQUAL ENVIRONMENT

- 1. Shared practice time – coaches coach to strength/community of “team” is reinforced
 - 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 overall sense of community, maximizes the strengths of coaches
- 2. Resources of teams –
 - a. Both teams with same amount of coaches
 - b. Same equipment
 - c. Similar facility time/location for practices