



Regional Commissioner Manual



The AYSO National Support & Training Center
12501 S. Isis Avenue
Hawthorne, CA 90250
TEL: 800.872.2976
FAX: 310.643.5310
www.soccer.org

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Regional Overview

A region is the local program of the American Youth Soccer Organization. Whether it encompasses a neighborhood, a city, several towns or an entire county, the region serves the needs of the local players and volunteers. Without the region, AYSO does not function.

Regional Commissioner

The regional commissioner (RC) is the leader and manager of the local program.

This is an important and time consuming job that is shared with the regional management team.

At a minimum, this management team includes the Regional Commissioner, a coach administrator and a referee administrator.

The RC's duties and job description are described under "Regional Commissioner" at the end of this manual.

Regional Organization

Logically, the region's activities fall into three categories: management, training and operations.

Management is the responsibility of the RC, the regional management team and the regional board.

Training at the regional level may be handled by AYSO-trained and certified instructors that are either in the region or available to the region from other AYSO programs. Higher level training is offered through the area, section or national staff. See the AYSO Reference Book for more information or contact the AYSO Programs or Volunteer Services Departments at the National Support & Training Center.

The region's operations are performed by the people who coach the players, referee games, line fields, order uniforms, supply team refreshments, etc.

All management, training and operations positions are volunteer in nature.

Regional Board

Regional boards vary in size, but at a minimum must have seven members.

- regional commissioner
- regional treasurer
- regional safety director
- regional coach administrator
- regional referee administrator
- regional Child & Volunteer Protection Advocate
- regional registrar

The board members' duties and job descriptions are available in the AYSO Reference Book and in separate publications, such as the Registrar Manual, Treasurer Manual, Safety Director Manual or the AYSO Position Descriptions (over 140 descriptions) available at www.soccer.org.



Regional Guidelines

Every region is governed by guidelines, which come in two forms – standard or custom.

- AYSO's Standard Regional Guidelines are the default operating rules for every AYSO region. Even if the region is not fully aware of these guidelines, unless it has properly adopted custom guidelines, these standard guidelines remain in force for the region. This awareness is crucial if issues of liability or legal duty come up, because the standard by which the region, its officers and its volunteers' actions will be judged are the standards that these guidelines set forth. Regions are strongly encouraged to adopt regional guidelines substantially in the form of the Standard Regional Guidelines.
- Custom regional guidelines may be adopted by a region by following the AYSO approval process for such guidelines. In general, any changes to, modifications of, or deviations from the standard guidelines must still comply with AYSO Bylaws, National Rules and Regulations, Policy Statements and the FIFA Laws of the Game. All custom guidelines must be reviewed and approved by the area director, the section director and be on file at the National Support Center before they can take effect.
- The Standard Regional Guidelines and the procedure for making custom guidelines are available in the AYSO Reference Book. A copy of the Standard Regional Guidelines can also be downloaded from AYSO's Web site, www.soccer.org.
- Regional Guidelines must be submitted to the Area Director annually for approval and then forwarded to the NSTC.

Regional Participation

The region has three classes of members: participating, playing and contributing. These classes are defined in Article Four of the Standard Regional Guidelines.

The region has an obligation to each class of members to provide it with the means to participate appropriately in the AYSO activities of the region, area and section.

The region has an obligation to make each class of members aware of the resources and opportunities available through the range of AYSO programs. Examples include play-offs and tournaments, player camps, national games, training camps and clinics for volunteers, section meetings, materials and tapes from the NSTC. Contact AYSO's Programs or Volunteer Services Department for more information.

This Regional Commissioner Manual provides valuable information to Regional Commissioners, in conjunction with the AYSO Reference Book which contains most of the information for running a local AYSO program. Take your job seriously, share your responsibilities with your regional management team, do as good a job as you can and find ways to have fun in the process.

Being an RC is both the most challenging and the most rewarding job at the local level. If the NSTC can do anything to help, please call, write or e-mail.



Your Region's Calendar

Though each region potentially has a different calendar, each region has essentially the same tasks to perform within the year. Not all tasks are performed only within the primary season. In fact, many regions operate year-round. Pre-season planning cannot be emphasized enough for making your primary season a success.

The following is a typical calendar for a region with a fall season. If you run a spring season, change the names of the months and you have created a guide for your region.

February

Appoint new regional commissioner and get approval by National Board of Directors. Regional commissioner should recruit regional board — particularly treasurer, registrar, safety director, coach administrator, referee administrator and Child and Volunteer Protection Advocate. Also needed is a secretary, equipment manager, scheduling chairman, division coordinators, fund raising or sponsorship chairmen, field managers, publicity chairman, etc.

Monitor progress of any long-range planning committees and any post-season programs. Attend section and area meetings, held from January through May, and take as many of your new regional staff and board as possible.

March

Work with treasurer on rough budget plan to establish registration fees. Hold first board meeting and discuss registration dates, policies, staffing, general policies for the year and calendar of events for season.

Review Regional Guidelines — make changes if necessary — and submit to area director for review. This review must be done on a yearly basis. Make sure that all regional board members and staff are given job descriptions and understand what is required of them before you get further into the season and find that they have not done what you expected.

If at all possible — indicate what amount of time will be required for each position and what time during the year will be involved. Complete information helps volunteers plan accordingly.

April

Firm up registration plans and publicity for registration. If you are distributing flyers through the schools, obtain permission from the school districts. Order registration kit and preprinted forms from the National Support & Training Center Registration Department and arrange for distribution. Additional materials for registration can be ordered through the AYSO Store.

Monitor registration list information from previous season — make sure that it is as accurate as possible. Rating information on returning players should be added at this time, or made available.

Initiate plans for coaching and refereeing education with coach administrator and referee administrator. See what is going on at the area or section level for clinics and instruction.

The importance of training and continuing education cannot be overemphasized for these important volunteers. Many of AYSO's training programs are designed to be on-going. Training need not stop when the season begins.



Hold a board meeting — firm up calendar for season. Discuss upcoming National Annual General Meeting — Bylaws, Rules & Regulations changes and proposed National Budget and get input from the board. Inventory equipment and uniforms supply.

May

Monitor preparation of handbooks/volunteer forms/skills evaluation forms and other items needed for registration. Hold registration. All players must submit a Player Registration Form and all volunteers must complete the Volunteer Application Form annually. Submit field permits. Determine what new equipment or uniforms are needed. Order uniforms and equipment.

Attend the NAGM on Memorial Day weekend— an authorized regional expense. RC attendance is needed at this annual business meeting. If it is an odd year, get in lottery requests for the National Games.

June

Hold a board meeting. Share the registration report; uniforms and equipment reports; preliminary budget; have a coach, referee and other volunteer education discussion; special programs overview; fund raising plans and report; report from NAGM, follow-up on field permits.

Registration continues.

Begin Regional Assessment Program process

July

Monitor registration/data processing progress; submit player registration forms or data to National Support & Training Center; register coaches, referees and other volunteers. Consult the Reference Book for details on eAYSO, the business system for registering players and volunteers.

Meet with treasurer to establish final budget proposal.

Hold a board meeting. Adopt budget; plan education; prepare fields; establish age groups and teams; adopt final calendar. Set up newsletter format, deadlines and assign responsibilities. Establish playoff procedures. Ensure that coach, referee and board training is being offered and course requests are officially made. Check that certifications are being entered after courses are held. Schedule more than one training session to accommodate busy schedules of your volunteers.

August

Do team formation — preliminary and final. Meet with coach administrator to discuss team formation and player transfers. Ensure that balanced teams are being formed. Schedule games.

Monitor field preparation. Submit facility permit requests to AYSO's Insurance Company – forms are available at www.soccer.org.

Oversee preparation of materials for coach (and other volunteers) meeting: National Rules & Regulations, regional guidelines, games schedules, team lists, how bracketing and seeding will be done, rules for championships and tiebreakers. Make sure that training for volunteers is ongoing and have future training schedules planned.

Order game lineup cards, AYSO National Rules & Regulations, SAI brochures and claim forms (if not already obtained with registration kit). Consider ordering patches or pins for coaches, referees, board members.

Schedule the coach meeting. Meet with coach administrator prior to arrange location, to send written notice and to prepare agenda. Prepare speech. Invite region CVPA to address Safe haven issues. Consider offering the Safe Haven course prior to the meeting for those who need to be certified. At the meeting, distribute materials and discuss points to emphasize in team meetings. Hand out team rosters, National Rules & Regulations, regional guidelines and other pertinent materials. Discuss



scheduling of practices on fields, usage of lighted fields, regional policies and upcoming training opportunities.

Make sure that player/parent handbooks and other pertinent materials are distributed to coaches (or through team parent network). Make sure that all volunteers have filled out the Volunteer Application Form and are registered with the National Support & Training Center. Train coaches on procedures: player withdrawal, waiting lists, late sign-ups, game scheduling, playoffs and rain-outs.

Establish a voice answering service — design your weekly message for anxious callers after coaches meeting. Use this to your advantage – give as much current information as you can to minimize the number of messages that need to be returned. Meet with referee administrator and arrange for meeting of all referees to hand out materials, schedules, referee gear, etc. Make sure that all referees have filled out the Volunteer Applications Form and are registered with the National Support & Training Center.

Meet with all division commissioners and the equipment manager to distribute uniforms and equipment.

Finalize newsletter content and mailing. Monitor planning for picture day, fund raising events, etc.

September

Field communications. Establish a telephone chain and publish numbers for parents to call (other than you) with questions and concerns. If your region has a Web site, make sure that your participants know where to find it and keep it up-dot-date. Utilize the region newsletter or Player/Parent Guide to answer most of participant questions regarding the season

Contact school or park officials regarding watering schedules on fields. Oversee preparation of picture day schedules and other special events.

October

Hold a board meeting. Discuss trophies/awards, closing day events. Have a report from coach administrator, referee administrator and division commissioners regarding season start-up. Prepare for another newsletter mailing.

November

Have a board meeting. Discuss plans for secondary play (tournaments, cultural exchange, etc) and other playing opportunities for coming year. Distribute player evaluation forms to coaches and set deadline for return.

Appoint nominating committee. Set last newsletter deadline. Order awards/trophies, and monitor plans for closing day.

December/January

Administer playoffs if applicable.

Have a board meeting. Finalize plans for secondary play and administration. Have reports of nominating committee, playoffs and general evaluation of fall season.

Hold closing day ceremonies. Oversee distribution of photos, trophies, etc. Host a “thank-you” event for volunteers.



Volunteer Recruitment, Development and Retention

If you want to have a successful volunteer recruitment, development and retention effort, you must remember these four words: **Volunteering is an exchange.**

Volunteers understand that they will not be paid with money, but they do wonder what's in it for them.

The traditional view of assuming that people volunteer for purely philanthropic, altruistic or philosophical reasons has been revised. There are still people who will do good things because of a personal belief in doing what's right and making a difference, but even these people can fade if the exchange over time doesn't meet their expectations. The new view of volunteerism recognizes that volunteers feel a benefit for themselves, too.

The Volunteer's Dilemma

These are the judgments that potential volunteers make when considering a volunteer activity:

1. This will require my time, which is valuable to me.
2. This will require my talents, which are unique to me.
3. This will require my commitment, which is also needed by my family, my friends, my employment, my community activities, etc.
4. This will require me to grow and to learn, which is a risk for me.
5. When I give all this, I need to know what I'll get in return.

Volunteers often are motivated by a combination of factors. These factors are unique to each individual, but they hold some common themes. As you attempt to lure volunteers into your programs, you need to take these things into consideration so that you answer unspoken concerns before the potential volunteer asks.

Here are some of the factors that virtually all volunteers have questions about:

1. Can I do the task?
2. Are there others like me who are doing this, and can they help me to be successful?
3. Will what I do help others in a meaningful way?
4. Do I really believe in the organization and its philosophy?
5. Do I have free will in this or am I being forced?
6. Will I learn important new skills, abilities, and proficiencies?
7. Is love—not money—a sufficient reason to do this?
8. Will doing this make me feel better about myself? Will not doing this make me feel guilty?
9. Is there another part of my life that is less important that I can give up in order to do this?

Your region needs to be prepared with solid information to anticipate these questions before they're asked. This is done by having a marketing plan for recruiting volunteers instead of just advertising for help.



Advertising vs. Marketing

Why simple advertising won't work

Everyone knows that volunteer organizations need volunteers. This simple knowledge does not motivate sufficient numbers of people to fill all the positions. Too often, volunteer organizations respond to this shortfall by saying, "We need more volunteers." This kind of advertising is pointless because it imparts no new information, states a redundantly obvious fact, and provides no additional motivation or incentive to potential volunteers.

People today have to be motivated by more than obvious need. You need to make joining the volunteer ranks in your region a desirable choice for which volunteers give their time – more desirable than something else!

Why marketing will work

Marketing your volunteer positions requires some work, but the payoff can be large. If you review the questions above that potential volunteers ask themselves, you will find the keys to your marketing strategy.

To get volunteers you actually need to ask. One obvious place to market your region's volunteer opportunities is at player registration. Try some of these:

- Have a smiling recruiting corps on site.
- Use females to recruit females.
- Use youth to recruit youth.
- Use uniformed coaches and referees to recruit coaches and referees
- Post biographies and pictures of some of your volunteers.
- Show the Ready, Set, Ref! video or the VIP video
- Show home video of a volunteer having fun.
- Have a picture display of coaches and referees in action.
- Stress the AYSO Team and the organizational philosophy.
- Distribute a fun test for those who "don't know the game."

If you use these marketing techniques, you show potential volunteers the fun, camaraderie and sense of personal achievement that shines through the people they interact with. Your future helpers can see others just like themselves participating, succeeding and having a good time!

Taking away some of the anxiety helps, too. When potential volunteers learn about AYSO's supportive environment and its "kids first" approach to soccer, they are eager to join. If you make them want to belong, then they will choose AYSO activities over other things they might do. They see a positive exchange.

There are some less obvious places to market regional volunteer opportunities. These often produce surprising results.

- Put brochures in doctors' and dentists' offices.
- Set up a display in a local store.
- Put a kiosk or stand in the mall.
- Visit sports medicine clinics to inform therapists and staff about AYSO opportunities and to leave recruitment materials.
- Get an announcement or article in the local paper or on public access radio or television.
- Visit fire, police, and civic offices to put up posters.
- Publicize at schools, colleges, retirement homes, and community churches.
- Target specific community leaders for specific needs.

These methods can find you volunteers. Professional offices, malls and schools are the first places new people in the community are likely to go. Capitalize on this by making AYSO's presence known. Be the first to appeal to them and they might come to AYSO as their first opportunity to join the community.



People who go to sports medicine clinics frequently are injured athletes who may have a lengthy rehabilitation before they can reenter sports—or they may not be able to play again. These people are longing for opportunities to be involved in sport in some capacity. Give them a reason to call you.

Often civic, school and community groups require their members to perform service to the community. If you promote AYSO as a great way to meet this requirement and to have fun, they will come. Don't underestimate the attraction that community leaders have for visible positions in your program. Recruiting your school district's superintendent for your regional board may have a surprising impact on the availability of school fields for your region's games!

Your marketing efforts should continue throughout the soccer season, both to boost the morale of current volunteers and to entice others to join them.

- Recruit enthusiastic or dependable spectators at games.
- Feature a volunteer in the local newsletter.
- Create a special patch for volunteers' jackets.
- Treat volunteers and spouses to a special night.
- Send thank you's to the spouses.
- Provide quality equipment and up-to-date books.
- Send dedicated volunteers to camp or to a clinic
- Send as many volunteers as you can to your section meeting.

When people get positive recognition, they feel important and appreciated. When volunteers get positive recognition, other people notice. Since most people want positive reinforcement, when your volunteers are treated well publicly, then others will want that recognition, too.

Treat the spouses or significant others of your volunteers well, and they are likely to join your volunteer ranks, too. Nothing sells like success, and if the perception is that your volunteers are appreciated, praised and rewarded, the partner will want to participate. It is often a benefit to their families when both of them are participating.

Volunteers who learn more, who grow and develop with your program and who can translate the AYSO experience into a living, talking role model are your best marketing tools. Consider training some of these outstanding ambassadors as instructors so they can go out and positively influence others.

Developing Your Volunteer Resources

Being reliant on volunteers to get the job done can sometimes create a paradox. There is so much to do that you have a job for nearly every person you can get. But the daily newspaper headlines and stories on the ten o'clock news remind you that there are people out there you just shouldn't use. This is why volunteers need to be screened.

Your first line of defense is to be sure that every person who wishes to volunteer for a job in your region registers on-line through eAYSO. Alternatively, they can complete a volunteer application form. But the important thing is that these applicants provide all the key information that will be used to be sure they are the right people for your program. Screening can include checking references, doing background checks, training, testing, and monitoring. Under current AYSO procedures, the region has responsibility to check the volunteer's references. Criminal background checks are conducted by the Safe Haven Department at the National Support and Training Center.

For the large majority of volunteers who pass this screening process, we have an obligation to comply with federal legislation designed to protect them against frivolous legal action. The Volunteer Protection Act tells us that volunteer organizations need to do three things for volunteers to protect them.

- They must be trained.



- They must be given job descriptions, preferably in writing.
- They must know and perform their duties within the policies, procedures and guidelines of the organization.

You can easily meet these criteria by seeing to it your region takes advantage of AYSO's well-respected volunteer development programs. The training should use AYSO lesson plans taught by AYSO-certified instructors. If you don't have the right AYSO-certified instructors in your region, contact your area director for help. When this training is conveniently available it makes being an AYSO volunteer especially attractive. They approach their volunteer commitments with confidence. Empowered volunteers will make your job a lot easier.

- Entry level coach, referee and staff training can be done locally by the Basic Instructors in your region.
- Area clinics, which may include the Intermediate or Advanced Referee Courses, the Intermediate Coaching Course and instructor courses can be done by regional or area Intermediate and Advanced Instructors and Instructor Trainers.
- Section clinics, which may include the National Referee Courses, the Advanced Coaching Course and instructor courses can be done by National Instructors and Instructor Trainers.
- Section meetings, held annually in each section and staffed in part by national representatives, include board and staff training, management training, coach training, referee training and instructor training.
- Section super camps that may include all levels of training.

Once your volunteers have had their basic, introductory training at the regional level, encourage them to seek additional training at other AYSO venues and offer to pay for it. This is money well spent because a trained volunteer is a greater asset to the region and has a higher sense of personal achievement and satisfaction. For more information, call the AYSO Volunteer Programs Department.

Volunteers need empowerment to do their jobs. Once you have told them what to do, give them the power to do it. Avoid micromanaging. Allow them to participate in the decisions that affect their positions and their performance.

Volunteers need variety in their jobs to grow and develop. Too much mindless work can be frustrating; too much demanding work will burn them out. Routinely (every one-to-three years) alternating jobs among developing staff will keep them around longer and will give your region greater depth.

Retaining Your Volunteer Resources

You need to recognize that volunteers sign up for one year at a time. If the exchange for their efforts is not positive, they will not return for another year. In addition, what motivated them to join is not the same as what will motivate them to stay. So your marketing campaign must shift its focus to keep them. Fortunately, it's fairly simple to provide enough incentive and motivation to keep good volunteers returning.

- Make staying desirable. If your volunteers are having fun and feel part of the team, they're likely to stay. If your region has its act together, is successful and has good community visibility, they're likely to stay.
- Provide the proper environment. AYSO has its own culture. When that culture of safe, fair, fun thrives, then volunteers enjoy the time spent in AYSO – sometimes more than anything else. So ensure that the AYSO philosophies are alive and well and volunteers will return.



- Reward the effort. Be sure to match any reward to both the person and the achievement. Be timely with your rewards so enthusiasm stays high. Make your rewards highly public and thank people by name for specific deeds. Rewards can include patches, pins, shirts, jackets, bags, hats, plaques, letters or certificates. Just be certain to keep the value reasonable and appropriate, and don't ever give cash.
- Make volunteers feel special. Learn their names. Publish their names (not addresses or phone numbers) in your newsletter or local paper. Write thank you notes during the season. Send birthday or holiday cards. Ask for suggestions from them of what other things would be meaningful to them.
- Send them out on a high. A party, special event or ceremony will end the season on a positive note that should leave your volunteers looking forward to coming back next year.
- Make the best ones feel indispensable. Those who contribute a lot have a heavy personal investment in the region. This leads to a feeling of some ownership, which gives them a vested interest in the ongoing success of the enterprise. With your encouragement, these volunteers see the region's future success linked to their ongoing participation. This is a powerful way to retain a nucleus of experienced volunteers from year to year.

Each of these six suggestions provides a good exchange for the volunteer. If you capitalize on several of these with each volunteer you'll see your retention rate grow. The more good people you retain, the fewer new people you will need to recruit.

Summary

Five things you need to remember about volunteers:

1. Volunteering is an exchange: When they give, they need to receive.
2. Volunteers don't respond to advertisements: Marketing is the best way to get volunteers.
3. Volunteers need to be trained: They can neither protect nor be protected without child and volunteer protection and job specific education.
4. Volunteers need to be screened:
5. Volunteers have a shelf life: They volunteer one year at a time. Make them want to be back year after year.

If you really understand these truths about volunteers, then you are well on your way to grasping the volunteer recruitment, development and retention process.

Good luck with your volunteers! If you need help, call your area director, section director or the AYSO Volunteer Programs Department for more information.



Fund Raising & Sponsorship

Sponsorship Guidelines

1. Establish fair but firm sponsor fees based on the Region's ability to deliver value to the sponsor.
2. Select a chairperson who possesses determination, organization, tact and boundless energy.
3. Be sure the chairperson understands the demands of the job and the regional policy pertaining to sponsors. The chairperson must be able to keep accurate records.
4. Approach sponsors that do not conflict with National sponsors (see www.soccer.org) and who are reputable and respected in the community.
5. Work out trade agreements with sponsors (in kind donations).
6. Send thank you letters to sponsors immediately confirming their commitment. Supply sponsors with AYSO's tax exempt number: 95-6205398.
7. Advise sponsors that they are contributing to a Region fund and not to a specific team unless their contribution is less than \$250. Sponsors are assigned to a team (according to region policy) as a means of providing them with advertising and publicity and to ensure that all players in the region receive equal benefit from large sponsors.
8. Advise sponsors about the AYSO National Rules & Regulations concerning uniforms.
9. Educate sponsors on the AYSO Philosophy — "Everyone Plays" — and on your regional programs.
10. Involve sponsors in Region events (e.g., picnics, award banquets, opening day ceremonies).
11. Recognize sponsors in Region communications such as newsletters and yearbooks.
12. Provide sponsors with a sponsorship decal, certificate of appreciation, team photo or plaque as funds permit.
13. Place signs or banners at field sites if possible.
14. Sponsors should not be allowed to:
 - purchase uniforms, warm-ups, bags or special gifts for individual teams.
 - select a team coach or require certain players be assigned to their team.
 - control administration details.
 - spend an entire contribution on a specific purchase.
 - show favoritism.



Fund Raising Guidelines

1. Select a goal for funds and publicize it.
2. Select a method of fund raising that fits your region's needs.
3. Investigate carefully the track record of the company and its procedures.
4. Work closely with the regional treasurer and establish procedures for handling money. (More than one person should be responsible for the money.)
5. Plan ahead.
6. Publicize early.
7. Monitor inventory.
8. Collect and account for all funds promptly and provide a weekly status report.

Where to Get Ideas for Fund Raisers

- www.soccer.org
- National Team Sponsors
- Section Meeting exhibitor show
- other sports groups
- other regions

Creative ideas for fund raising

- carnival
- candy sales
- snack bar
- equipment sales
- goal-a-thon
- tournaments
- dances
- magazine sales
- coupon books
- raffles / drawings
- car wash
- dinners
- barbecue at a park
- sponsorship drive events

Fundraising Timeline

April

Send request letters—

- letters to last year's sponsors
- letters to previous year's sponsors
- letters to other potential sponsors

May

At Registration—

- Ask parents if their business would like to sponsor a team for \$____.
- Ask parents if they would like to donate \$__ for scholarship fund.
- Write down names and addresses of all interested people.

After Registration—

- Send follow-up letter with form enclosed to return with payment.

May–June

Follow up by phone—

- Form a team to help make calls to potential sponsors
- Create a list for team member assignments (with status)
- Call team members weekly for status updates.

- Send updated lists to team members as needed.

- Follow up on leads that team members are unable to contact.

July

Make final phone push—

- Collect status reports from team members.
- Follow through on undecided prospects.
- Inform potential sponsors that the printing deadline has arrived.

May–July

As money is received—

- Enter amount received from each sponsor into a mail merge program.
- Send letter with receipt to sponsors (contribution form available at www.soccer.org).

July

- Assemble business cards and sponsor information for your yearbook.
- Thank the phone team.

October

- Send sponsorship plaques and thank you letters.



Sample Calling Committee Letter

Name of Fundraising Chairperson
 Address
 City, State, Zip
 Phone

Date

Dear (Name):

Thank you for agreeing to help with our sponsor effort. If you have any questions or problems please let me know. The following is a listing of our calling team members:

Name	Phone	Bookkeeper
Name	Phone	Phone Coordinator
Name	Phone	Treasurer
Name	Phone	Position

Here is a summary of what is expected of you:

1. Enclosed is a list of past donors and potential donors with a few facts about each of them, sample scripts and copies of forms that were handed out. I'll send you updated lists bi-weekly.
2. Call the people on your list at the number(s) provided, answer any questions they may have and if they are willing to make a commitment at this time. Continue to call those on your list at your discretion until you can confirm the amount of their donation and when you can expect to receive it, or until they decline to participate at this time.
3. Write down summaries of all responses and return them to the Phone Coordinator when you have finished your list (be sure to keep a copy for your records).
4. You will be asked to follow up on commitments that have not been received. You will be the sole contact from AYSO.
5. You should use your own judgment when soliciting (how hard to push etc.). I have found that people who are going to donate don't need convincing as much as reminders. Make sure that people are left with a positive attitude about AYSO.
6. Each potential sponsor is extremely valuable to our program. Please take time to contact everyone on your list. If you have trouble contacting everyone, please let us know so that we can try to reach them by other means.



Sample Script

- A. **Last Year's Donors:** "This is (name) calling for AYSO (community) soccer. Did you receive our letter thanking you for last year's donation and inquiring if you would like to donate again this year? Will you be able to donate this year?" If yes: "When can we expect your donation?"
- B. **Previous Years' Donor:** "This is (name) calling for AYSO (community) soccer. Did you receive our letter thanking you for your contribution in the past and requesting your assistance this year? Will you be able to donate this year?" If yes: "When can we expect your donation?"
- C. **People Interested from Sign-ups:** "This is (name) calling for AYSO (community) soccer. You (or spouse) expressed an interest in our sponsorship program for (community) soccer when you signed up (child's name) last (date). Would you like me to explain how it works? Point out the following: 40% of our budget comes from sponsors; sponsors make it possible to provide quality uniforms, playing fields, and training for volunteer coaches & referees; we have over (# registered players); mention how sponsors are recognized. Do you have our form to send in your donation?" If no: "May I confirm your mailing address?" If yes: "When can we expect your donation?"

Common Questions & Answers

- **\$XXX is too much for me.**

"No problem, we'll be happy to accept a lesser amount. The ad in the book and team photos go to the \$175 donors, but many people make smaller donations which are certainly appreciated.

- **What is the deadline for donations if I want to be in the book?**

"We would like all donations to be in by the end of June. It is possible to get later donations in the book, but it makes it harder for us to do the layout. The absolute printing deadline is July 30."

- **Is it tax deductible?**

"AYSO is registered with the IRS and California as a tax exempt organization and your contribution may be tax deductible. But, you need to check with your accounting service."

- **Do larger donors get additional recognition?**

"Yes. Organizations that donate \$500 get a full page ad in our book and are singled out for a public thank you during opening ceremonies. We also offer the back cover and inside covers to major donors. If a donor wants to negotiate special recognition, cover position, etc., have them get in touch with (name of Chairperson)."

- **I'm upset about the way I was treated last year or I didn't...**

"We'll want to remedy the situation." (Get the facts and let the chairperson know right away.)

- **How does the program work?**

Refer to previous section.

- **Can I get my business card next to my kid's team?**

"We can almost guarantee it. If we get more sponsors for a team than there is space on the page, we'll get the ad as close as possible." Make sure they put their child's name on the sign-up sheet.



Sample Letter to Sponsor

Date:

Sponsor Name

Address

City, State Zip

Dear Name):

Over (# of players) youth, kindergarten through high school, played (community) AYSO soccer last year! Every Saturday last fall, (location of field) was alive with colorful soccer teams rushing up and down the fields. The kids had fun learning about skills and team play. The parents had fun playing with their kids. It was an active, happy time.

Your \$_____ contribution was a key ingredient in our success last year. We had almost (#) corporate patrons and sponsors which supported _____% of the cost of our program. Your contribution helped make it possible to keep players registration fees low while providing durable uniforms, training for our coaches and referees, and scholarships for families who were in need.

Although we spend over \$_____ on each player, the value they receive far outweighs the cost. Last year, over (#) parents volunteered as coaches & referees. Almost every parent participated in helping at practices or providing game snacks. This outpouring of community support in combination with our "Everyone Plays" philosophy makes (community) AYSO soccer a highlight in our community calendar.

Sponsorships are still \$_____. We will recognize your sponsorship by including your business card or an equivalent sized message in our (current year) AYSO Book. Every AYSO family in our Region – over #__ in all – will receive a copy of the yearbook with your ad. Also, as a token of our appreciation, we will be sending you a wall plaque with a picture of your AYSO team.

Corporate Patrons are \$_____. Patrons will get a full page in the (current year) AYSO handbook and a special recognition in our opening day celebration, in addition to the sponsorship tributes mentioned above.

Please return the enclosed form and envelope right away. Your response will let us know where you stand and save our volunteers a great deal of follow-up phone time. When we receive payment, you can expect a thank you receipt that you can use for a tax credit.

Thank you again for your important support of this great program!

Sincerely,



Sponsor Response Form Sample

Date:

Name:

Company Name:

Address:

City, State Zip:

Phone:

Alt. Phone:

Enclosed is \$_____ for the Corporate package.

(We'll contact you later for camera ready art.)

Enclosed is \$_____ for the Sponsorship package and 2 business cards.

Please check the appropriate payment method:

I will bring a sponsorship check to registration.

I will send in a sponsorship check by June 30th.

I prefer to sponsor the following team(s): _____

I am happy to sponsor any team.

I prefer my contribution to remain anonymous.

* I understand that my contribution may be tax deductible.

Please return this form to:

AYSO Region

Address

City, State Zip



General Sample Sponsor Letter

Date

Name

Address

City, State Zip

Dear (Name):

Thank you for your interest in contributing to (community) AYSO soccer. Your donation will improve the quality of our program. Last year's contributions made up 40% of our budget, made it possible to keep the children's registration fee low and still:

- Buy more durable uniforms and soccer equipment,
- Provide coach and referee clinics for our volunteers,
- And improve the playing condition of our fields.

This year, we expect more than (#) (Community) children and (#) parent volunteers to sign up for AYSO soccer. It is fantastic to see such a large part of the community turn out to play together. However, as before, we are depending on generous contributions from our sponsors to maintain the high caliber of our program.

Standard sponsorships are \$_____. We will recognize your sponsorship by including your business card or an equivalent sized message in our (current year) AYSO handbook. Also, as a token of our appreciation, we will be sending you a wall plaque with your AYSO team.

As an option, you may wish to cover the registration fee of \$_____ for a needy child. Although we will not be able to put your name in the AYSO book or send you a team plaque, we will include your name on the list of donors to our scholarship fund.

Please return the enclosed form and envelope with your donation and we'll immediately return a thank you receipt that you can use for tax credit documentation.

If you have any questions, feel free to call me (phone number). Thank you again for your important support of this great program!

Sincerely,



Sample Sponsorship Return Form

Date:

Name:

Company Name:

Address:

City, State Zip:

Phone:

Alt. Phone:

I wish to donate: \$ _____

[\$ _____ Sponsor; \$ _____ Corporate;

\$ any amount appreciated for scholarship fund]

Please include my name in the AYSO Book

or

Please allow my contribution to remain anonymous

I have enclosed my payment and two business cards or business size message to be included in the (current year) AYSO Book.

*I understand that my contribution may be tax deductible.

Please return this form to:

AYSO Region

Address

City, State Zip



Sample Payment Received Letter

Date

Name

Address

City, State Zip

Dear (Name):

Thank you for your generous donation of \$_____. AYSO is registered with both the State of California and the IRS as a tax exempt organization. Please save this letter as an income tax receipt.

If you have any questions, concerns, or ideas for our program, please give me a call at (phone number).

Sincerely,



Sample Thank You Letter

Date

Name

Address

City, State Zip

Dear (Name):

Enclosed you will find a team plaque showing a bunch of kids and a parent or two that had a really good time playing soccer this year. Your generous contribution helped make it possible for them to make new friends, learn new skills and experience the joy of teamwork.

What the team plaque doesn't show are all the parents, brothers, sisters and friends who also received a great deal of enjoyment from watching and helping their favorite people play and grow.

To me, the community soccer games we hold each fall are almost magical in how good they feel. The two essential ingredients of this magic are our parent volunteers and you, our sponsors. Thank you very much for your support!

Sincerely,

Fields

Marking a New Playing Field

Chalk and paint are the quickest and easiest methods of marking a field, if the lines are not going to be permanent.

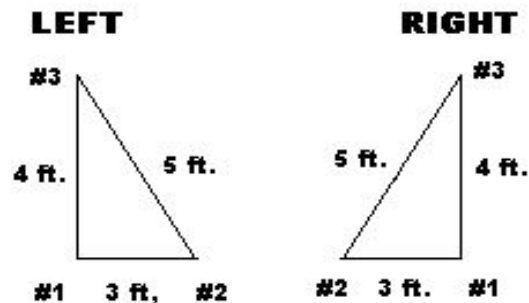
Equipment needed:

- One or two rolls of heavy twine — 100 yard minimum
- Six or more rolls of plastic tent pegs, or 20d nails for harder ground
- Claw hammer
- One or two measuring tapes — 100-feet minimum
- One line marker — chalk or liquid
- Two bags of marking chalk (DO NOT USE LIME) per field or two cans of paint
- One or more assistants

Fields can vary in size but must be rectangular. Make the field as large as possible, within the FIFA Laws. Sacrifice some length to obtain width, if necessary. For younger players, smaller fields are preferred, but keep the goal areas and penalty areas in proportion to the size of the field. Check AYSO's "Coaching Program Guide", available from the AYSO Supply Center or the Player Programs Dept. for alternate field sizes.

Step 1–Goal Lines

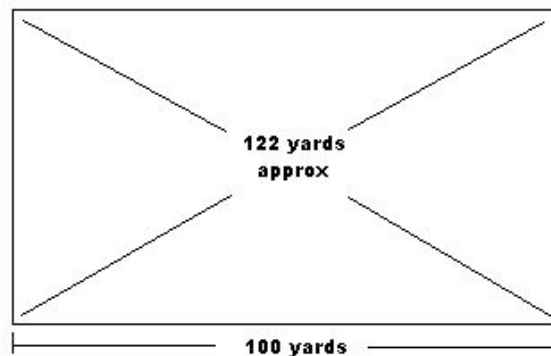
Set the initial peg at one corner of the field to be built. Set the second peg three feet inward of the first peg along the intended goal line. Set the third peg four feet from the first peg along the intended touch line while measuring five feet from the third to the second peg to acquire a right angle.



Example: Once the first corner has been established, repeat the process at the opposite end along the goal line. Remove the #2 pegs. Attach the twine between the two corner pegs, pulling it taut. Mark a chalk line along the twine. Do not remove the #3 pegs yet. Repeat the process at the opposite end of the field making sure the right angles at each corner line up. If you are in doubt, measure the distance from each corner to the opposite corner.

Step 2–Touch Lines

Attach twine to number one pegs on opposite ends of the field along the intended touch line. The twine should fall exactly in line with the number three pegs. (If not, recheck measurement from corner to corner.) Pull the twine taut, lift and let fall to ground. This will allow for a straight line. Mark the complete side of the field with chalk or paint. Repeat on opposite side. Remove number three pegs leaving the corner pegs in place.



Step 3–Halfway Line

Measure half the distance of the length of the field on each side and mark with a peg. Attach twine to those pegs and mark a line parallel to the goal line with chalk or paint. Remove pegs.

**Step 4–Center Circle**

Measure half the width of the field at the halfway line and mark with peg. Attach twine to the peg and measure ten yards. With an assistant holding the twine taut at the ten yard mark, follow with the chalker or painter as the assistant walks the circle. If there is no assistant, tie the twine to the front of the chalker or painter and walk the circle, keeping the twine taut at all times so there are no “waves” in the circle line. Remove peg.

Step 5–Goal Area

Measure half the width of the field at the goal line and insert peg. From this center point measure ten yards in both directions along the goal line and set a peg at each point. Measure six yards from the two outer pegs perpendicular to the goal line, using the same 3' x 4' x 5' method as for the corners, and insert pegs. Attach twine to each of the four pegs and mark with chalk or paint on the three sides of the goal area. Remove the outer pegs, leaving the center peg.

Step 6–Penalty Area

From the center peg of the goal line, measure 22 yards toward each touch line and insert pegs. Measure 18 yards from each peg perpendicular to the goal line, using the 3' x 4' x 5' method and insert pegs. Attach twine to each of the four pegs and mark with chalk and paint, following twine. Remove outer pegs.

Step 7–Penalty Spot

Measure 12 yards from the center peg of the goal line at right angles to the goal. Insert a peg and make a circle of nine inches. This may be a solid spot. Remove center peg.

Step 8–Penalty Arc

Measure 10 yards from the center of the penalty spot. Attach twine to the peg. Following the procedure for the center circle, chalk or paint an arc outside the penalty area only, beginning and ending at the 18 yard line. Remove spot peg.

Step 9–Corner Areas

At each corner of the field, mark with chalk a quarter circle with a radius of one yard, inside the field of play. Remove corner pegs.

Step 10–Coach’s area

This is a rectangular area 2 yards deep and 20 yards wide set back at least 1 yard from the touchline and running parallel to the touchline. It is centered on the touchline so it extends 10 yards in each direction. .

Step 11–Restraining Lines (optional)

Where possible, these should not be less than 3 yards outside the playing field, parallel to the touch lines, the length of the field, from penalty area to penalty area. This allows the coaches and assistant referees ample space and prevents encroachments by spectators

Adjacent Fields

If there is space for more than one field in an area, make them no closer than six feet when they are side by side nor twelve feet when they are end to end. Many regions use one large field to make three smaller fields across for practice or short-sided games.

Field Marking Materials

Weed killer, diesel fuel or other such harsh chemicals used to “burn in” lines can be dangerous and may even be prohibited by local laws or park policies. Many regions use chalk or specially formulated spray paint to mark the lines. If using spray paint, it is best to use two coats, one laid down in each

direction. This produces a more visible and longer-lasting line. Different colors can be used when smaller fields are laid out within or across full sized fields.

If using chalk for initial marking, it is best to use two bags of chalk. Subsequently one bag will be sufficient. Markers have an adjustable flow lever and practice will allow you to get the most out of each bag and still get a good line. Never use lime to line fields. Lime is caustic and will harm the eyes and burn open cuts.

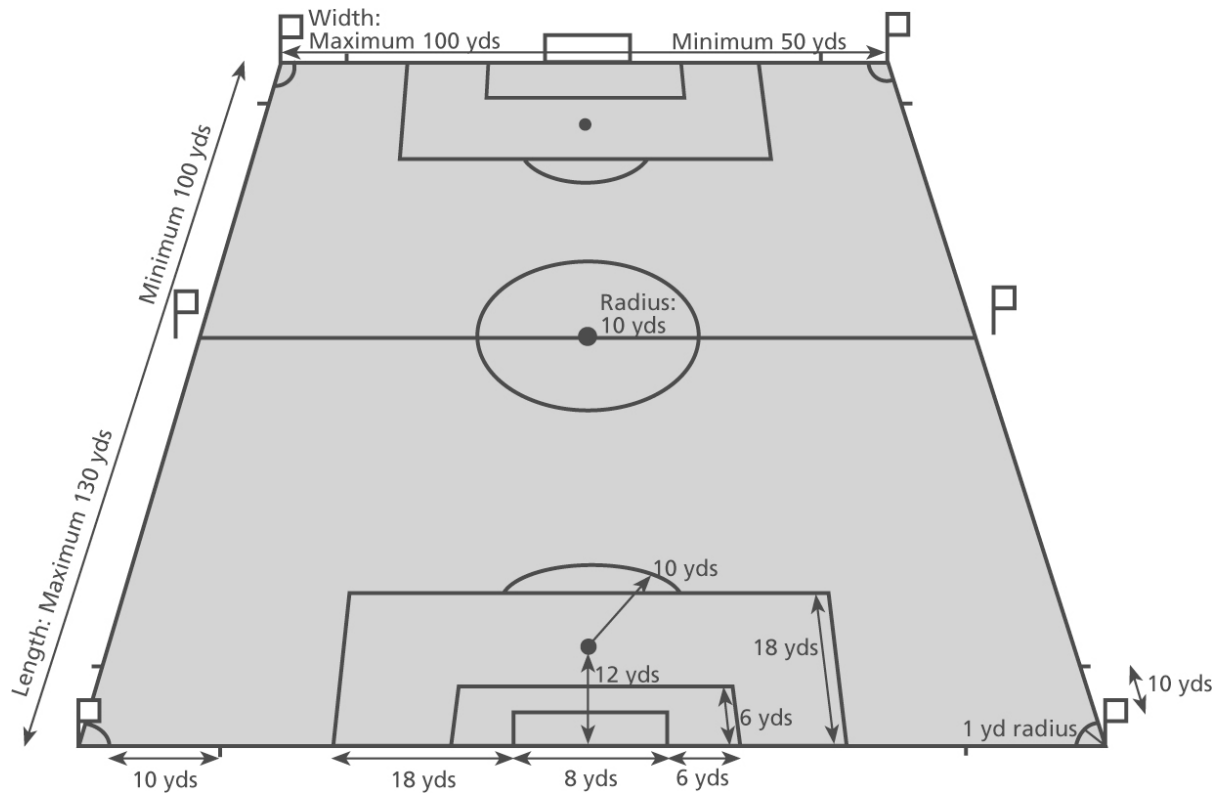
Permanent Goals

If you are using permanent goals set in the ground, be sure the inset is at least one third the height of the goal, i.e., 8-foot goal should extend two and a half to three feet into the ground, using sufficient cement as an anchor for stability.

If you are using sleeves in which to set the goals, anchor the sleeves well with cement. Use threaded pipe to enable you to keep caps on them when not in use. Open pipes are a hazard and they will eventually fill with dirt. (See Goals under Selection and Purchase of Equipment)

Hooks welded to any portion of the goals creates an especially dangerous hazard and should be removed. Use Velcro strips or twine to attach nets.

Field of Play (Diagram)





Selection and Purchase of Equipment

The equipment director is responsible for the purchase, distribution, collection, storage and inventory of all balls, nets, cones, field markers, goals, first-aid and training equipment required by the region.

The first task will be to determine what equipment the league will supply and what equipment the coaches and players will have to provide on their own. Unless your region has a particularly generous supplier, you might give some thought to purchasing equipment in large quantities for wholesale discounts and then resell them as a fund raiser to the coaches, players and families. Practice balls, shinguards and cones are good examples of products that can be purchased at quantity discounts.

Field Markers

Begin by determining from the owner (school board, rec & park department, etc.) and from the field director what type of field markings are permissible. Determine whether they have field markers which can be used by the region, and the cost of using that method of marking. If marking equipment is available, from whom do you obtain it and when? Where do you find the paint or chalk for their markers?

Markers are available from a number of sources and are fairly inexpensive. Liquid markers work well, but tend to clog. Spray paint can last up to two weeks, depending on how fast the grass grows and how often it is cut. Chalk markers are practical and inexpensive, but this method most likely needs to be redone each week.

Balls

Soccer balls can be the most difficult choice for the equipment director due to the tremendous variation in quality and price in the market. The equipment director should measure the quality of the soccer balls needed against the quantity needed and the budget available. Soccer balls will be lost, and plans should be made to have replacements on hand, if the budget permits.

The covering (vinyl or leather) usually dictates the major price difference between two soccer balls. Leather balls are more expensive. Because leather is porous, leather balls will lose air more quickly from week to week and are more susceptible to damage from water. Vinyl balls will stay inflated for a longer period of time; however, most players say that a vinyl

ball hurts more when they are hit with it during play, and the ball's covering is more likely to fall apart after heavy use.

A decision must be made regarding how many balls to issue to each team. Many regions purchase a "game ball" for each team and encourage parents to purchase an inexpensive soccer ball that can be brought to practice for each of their players. If parents cannot afford to provide a soccer ball, some leagues may wish to investigate buying additional soccer balls for the team to use during practice. Team numbers and telephone numbers should be burned or written in permanent ink on each ball.

Some regions buy each soccer field a "game ball" to be controlled by the equipment manager and the referee. Game balls are normally of better quality than practice balls. Air pumps should be available at the fields for use by referees and coaches as needed to inflate each ball to proper levels for games. Coaches and referees, just like players, should be responsible for the safekeeping and control of soccer balls in their possession during the season.

Ball Nets

Ball nets provide an inexpensive means of carrying the practice balls used by coaches.

Practice Cones

Cones are available from general sporting goods stores and from soccer supply houses. Generally, such cones are inexpensive. Two general styles are available: a typical roadway



style cone and a sliced-disk style of cone. The taller cones are easier to see, but the smaller cones take up less storage space. The taller cone will be more easily overturned in the wind or when contacted by a player or the ball. Some believe that the taller cones also create a greater risk of injury to players than the small sliced-disk style of cone. If cones are provided to teams by the region, a sufficient number of cones for roughing out a practice playing field should be supplied (10 to 15 cones). Giving coaches different colored sets of cones makes it easier for players on the practice field to define their space.

Goals

There are a number of high-quality goals available on the market. In terms of potential liability, the choice of goals may be the most expensive decision made by any region. The regional commissioner and safety director, field director, referee administrator and coach administrator should be consulted for their opinions on the type of goal to use. Goals are available in a variety of sizes, in a choice of durable materials, and either for permanent placement or temporary use.

Portable goals may be the only type allowed on the fields used by your region. Portable goals also have the advantage of being movable and can be easily installed on another field for games or practices. However, temporary or portable goals, if not properly secured to the ground, can collapse or tip over, and for that reason are more prone to cause injury. If temporary goals are not supervised, or if they are left standing during the season, they could be an attractive nuisance inviting children to climb them. A great number of goal injuries occur because an unsupervised goal is misused by a child with a natural instinct to climb. Therefore, these goals must be adequately staked down so that they will not be a danger to anyone at the field and, when not in use, should be put into a shed or chained to a fence or other permanent fixture. Consider using four such stakes to anchor each goal. Staking the net taught at the ground at several places in the back will provide further stability to portable goals.

Permanent goals can only be erected with the permission and consent of the owner of the fields (i.e., the school board, park commission, etc.). Permanent goals usually are constructed with cast iron, PVC pipe or other durable plastic, or metal. Such goals are usually

designed with a section to be buried underground to secure the goals and make them less likely to be tipped over in case of accident or misuse. PVC pipe, however, might crack or break in colder climates, creating a hazard. Cast iron can rust and be unforgiving to a player who falls against it during the excitement of play. Permanent goals require maintenance and may even need to be replaced from time to time. Permanent goals should be checked regularly for damage, paint, rust, and other maintenance needs.

A word about padding goalposts. Based upon the information currently available regarding padding of goal posts, we cannot conclude that padding of goal posts would make AYSO players materially safer in games and practices. Soccer experts we consult also agree that padded goalposts would bring about a change in the way the game is played. Additionally, there currently is no provision for the padding of goalposts during games under FIFA Laws of the Game. Accordingly, as with other soccer safety issues, unless and until additional information comes to our attention regarding the padding of goal posts, AYSO will continue to take direction from FIFA on this issue.

Some regions have goals built professionally. If iron is used for such goals, welds must be secure and safe. If the goals are to be movable, they need to be built on sleds or with the capability of being dismantled. If the goals are to be permanent, can they withstand the abuse of children climbing or swinging upon them when no adult is there to stop such activity? Goals can be made proportional to the field. Younger children playing short-sided games have different requirements for goals. Check AYSO's "Short-sided Games Guidelines", available from the Programs Department for suggested sizes.

Goal Nets

Another major purchase is goal nets. More expensive nets will be assumed to last longer. Nets should be taken down at the end of each practice or at the end of each game day to avoid injuries when there is no supervision. Duffel bags work well for the storage and transportation of nets and their anchors to and from the fields.

The equipment manager should purchase nets which fit the style of goalpost used by the region. Some nets are equipped with metal clips to attach to the edge of the net wrapped



around a goalpost or crossbar. If the goalpost and crossbar have net hooks, those hooks should be removed and Velcro strips or twine should be used instead. Anchors or nylon tent pegs that hold the net to the ground are essential particularly with temporary goals.

The equipment manager and field manager should work together to train those who put up the nets. A sloppily attached net will leave openings which could result in injury to the goalkeeper or other players. A particularly hard shot to a corner passing right through the inner post might be ruled by a referee to be a no goal if the net is not attached properly.

Corner Flags

Corner flags are inexpensive. Look for safety factors when purchasing them. Corner flags must be a minimum of five feet tall. A corner flag which does not collapse or bend when taking a player's weight might break and seriously injure the player. Corner flags with spring mounting are one solution; flexible reed flag poles are another solution. Four corner flags are required and one each placed three feet off of the intersection of the halfway line and touch line are recommended.

Referee Equipment

The needs of the referee staff should be coordinated with the referee administrator. The region should fit and supply each referee with the equipment needed. This equipment will include:

- a referee uniform (shirt, shorts, socks, and optional hat)
- an official AYSO referee badge of the appropriate certification level
- two whistles of good quality with wrist lanyard
- one set of yellow and red cards
- one set of assistant referee flags (sometimes provided per field rather than per referee)

Referees come in all sizes and shapes. Uniforms styled for women are available and should be considered for purchase. Some regions purchase a standard short-sleeved shirt, shorts and socks for new referees and reward veteran referees with long-sleeved shirts or other colored shirts.

Referee kits containing game card wallets, whistle, red and yellow cards and a flip coin are available from many referee outfitters.



Uniform Purchasing

Uniforms are probably the largest annual expenditure for your region.

The uniform/equipment director should understand what constitutes uniform selection and ordering—material, sizing, color and style selection.

Decisions

Before the uniform/equipment director can order uniforms, the region must decide:

- whether to issue new uniforms each year or to reuse uniforms, (See “Cost Comparisons” later in this manual).
- how many teams in each division will be formed,
- how many players will be assigned to each team.

Make sure that vendor quotations

- are in writing
- meet your requirements
- contain all data necessary for decision making
- use consistent criteria, if you are seeking comparison quotes.

Comparing Quotes

Comparing price is obvious. However, there are several other factors to take into consideration before selecting a uniform supplier:

- Vendor availability (local vendor may be a sponsor)

- Vendor capability to supply shirts with the AYSO logo as required by the National Rules & Regulations
- Vendor reliability and helpfulness
- Do they know what they are doing?
- Do they follow through?
- Will they help you prepare your order?
- What is the experience of other regions with the vendor? Get references.
- Quality of uniform — compare samples
- Delivery time — can they deliver in time for your season?

Placing the Order

- Allow yourself plenty of time.
- Determine the number of teams per division.
- Set the latest date for delivery.
- Arrange for delivery date and location with your supplier.
- Try to submit everything on one order.
- Deliver the completed order to the vendor, making sure it is in writing and has been double checked by a helper for completeness and accuracy before submitting.

Suggestion: Consider ordering one extra jersey for each set.

Sample Team Sizing Chart

Under -6	3 Youth XS	12 Youth S	
Under-8	5 Youth S	7 Youth M	3 Youth L
Under-10		7 Youth M	3 Youth L
Under -12	4 Youth M	8 Youth L	3 Adult 2
Under-14	3 Youth L	8 Adult S	4 Adult M
Under-16	3 Adult S	8 Adult M	4 Adult L
Under-18	7 Adult M	6 Adult L	2 Adult XL

Color Selection

This will depend on the size of the divisions. If there are fewer teams than color selections, choose different colors for each team. Some regions opt to select white or black shorts for

everyone. It’s easy to do, but limits extensive color alternatives. Jersey base color and shorts limit the alternatives. If there are more teams per division than color selections, consider these alternatives:



- mix shirt and short colors
- mix vendors
- use reversible shirts
- change uniforms when two similar teams play each other
- purchase several sets of mesh overlay jerseys (also called “pinnies”) in contrasting colors that can be used when there are color conflicts

Six Color Selections: Jersey, trim, stripes, shorts, socks and cuff or stripe.

Receiving the Order

Check for:

- correct quantities
- correct colors
- completeness — all with logos and numbers
- no duplicate numbers

Log in each set and identify them.

- Sizes for jerseys and shorts will be the same.
- Goalkeeper jersey should be one of the largest sizes.
- Socks will be within brackets, i.e., stretch socks are sized as small, medium and large and fit all sizes within the range.

Notify the vendor of an adjustment. Pay promptly.

Questions to ask before deciding:

- Is there someone in your region who cares enough to organize and carry out the work of reissuing uniforms?
- Is the size of the annual player registration fee a problem in your region?
- Can money be saved by reusing uniforms?
- If your region cannot answer “yes” to these questions, decide against it. Your program should be based on new uniforms each year.

Cost Comparisons

Comparison between Annually Buying Uniforms & Reusing Uniforms

New Uniforms:

- Advantages
 - Easiest to do
 - Can change colors/styles yearly
 - No hassle getting uniforms back
- Disadvantages
 - Recurring cost passed on to families in annual fees
 - Usually cheaper uniforms

Reused Uniforms:

- Advantages
 - Initial cost spread across several seasons – lower reg fees
 - Wider selection – can afford higher quality and more styles
 - Uniforms available for off-season play
- Disadvantages
 - Hard to get them back
 - Must store during off-season
 - Must be able to replace losses
 - Problems when styles are discontinued
 - Requires much more effort



Sample of Request for Quotation

To: Uniform Supplier

Request for Quotation

Please furnish a quotation for the following uniforms for our soccer teams:

Style 469 C, 10 sets consisting of:

14 team jerseys: style 469C

1 goalkeeper jersey: style 483B

15 pair shorts: style 84M

15 pair socks: nylon with stirrup, contrasting cuff

Include 3" AYSO logo imprinted on jersey fronts and 6" numbers on backs.

Delivery date required: July 15, (*year*); base quotation on receipt of order by April 1, (*year*).

Quoted price to include all taxes, packaging and shipping costs for delivery to the above address.

(State payment terms as understood).

Please mail price quotation to the undersigned.

Thank you,

Name

Region (#), Uniform/Equipment Director

XXX Street

City, State Zip



Vendor Questionnaire (sample form)

Vendor Questionnaire for Soccer Uniforms

Vendor: _____ **Mfg** _____ **or Mfg Rep** _____
 _____ **Sports Store** _____
 _____ **Distributor/Dealer** _____

Contact: (Name) _____ **Telephone** _____
 (Title) _____ **Fax/800** _____

Best time to call: A.M. P.M. Evenings or _____
 Collect calls accepted? Yes / No

Catalog: Date Published _____ **Next Revision** _____
 Prices as of _____ Prices good until _____

Materials: Available Cotton Nylon Poly/Cotton Other

Jerseys	_____	_____	_____	_____
Shorts	_____	_____	_____	_____
Socks	_____	_____	_____	_____
Notes	_____	_____	_____	_____

Colors: Color Samples Available? Yes / No
 Number of colors available:
 Jerseys: _____ adequate _____ or limited _____
 Shorts: _____ adequate _____ or limited _____
 Socks : _____ adequate _____ or limited _____
 Trim : _____ adequate _____ or limited _____
 AYSO logo: _____ adequate _____ or limited _____

Can color combinations be varied from those shown in catalog? Yes / No
 Are Colors matched year to year? Yes / No

Styles: Number of styles available: _____ adequate _____ Limited _____
 Vertical stripes on front and back of jerseys? Yes / No
 Pattern (stripes or panels) on front and back Yes / No

Sizes: Selected by manufacturer? Yes / No / If Desired
 Selected by Region Yes / No / If Desired
 Variations for girls/boys/all-stars? Yes / No / If Desired

Replacements available from stock on hand? Yes / No / If Desired

Packing: How are shipments bundled?
 By Team _____ By Uniform Size _____ By Item _____ Not Sorted _____

Delivery Time: Regular Order _____ Special Order _____



Quotation Comparison Form (sample form)

Quotation Comparison Form

Quotation: (Refer to Sample Form)

Name of Vendor providing Quote: _____

Minimum quantity _____

Base price for complete team? Yes / No

(i.e., 14 team plus 1 goalkeeper jersey, 15 shorts & 15 socks)

Extras:

- Material Change ___ Yes ___ No
- Collars ___ Yes ___ No
- V-Neck insert ___ Yes ___ No
- Stripes on shorts ___ Yes ___ No
- Numbers on Back ___ Yes ___ No
- AYSO Logo ___ Yes ___ No
- Different Color Sleeve ___ Yes ___ No

Length of time quote is valid: ___ at Receipt ___ 30 Days ___ good until stated date

Financial:

- % Due when order is placed? _____%
- Balance due: Net _____ Days
- Discount for early payment? ___ Yes ___ No
- Charge for late payment? ___ Yes ___ No
- Prior Credit Approval Required? ___ Yes ___ No

Adjustments:

- Handled by supplier? ___ Yes ___ No
- Referred to manufacturer? ___ Yes ___ No
- None available – sold as is? ___ Yes ___ No

Time limit for adjustment: _____

Shipping:

- Pickup at vendor ___ Normal ___ Special
- Parcel Post ___ Normal ___ Special
- UPS ___ Normal ___ Special
- Air Freight ___ Normal ___ Special
- Truck Carrier ___ Normal ___ Special
- Local Delivery ___ Normal ___ Special



Uniform Record (sample form)

AYSO Region _____ Team _____

Jerseys

Manufacturer: _____
 Supplier: _____
 Material: _____
 Style #: _____
 Style Desc: _____
 Year Purchased: _____
 # Ordered: Jerseys _____ GK _____

Colors	Team	Goalkeeper
Body		
Trim		
Stripes		
Number		
AYSO Logo		

Replacements:

Date: _____ Date: _____
 Date: _____ Date: _____

Size Distribution:

Shorts

Manufacturer: _____
 Supplier: _____
 Material: _____
 Style #: _____
 Style Desc: _____
 Year Purchased: _____
 # Ordered: Jerseys _____ GK _____

Colors	Team	Goalkeeper
Body		
Trim		

Replacements:

Date: _____ Date: _____
 Date: _____ Date: _____

Size Distribution:

Socks

Manufacturer: _____
 Supplier: _____
 Material: _____
 Style #: _____
 Style Desc: _____
 Year Purchased: _____
 # Ordered: Jerseys _____ GK _____

Colors	Team	Goalkeeper
Body		
Stripes		
Cuff		

Replacements:

Date: _____ Date: _____
 Date: _____ Date: _____

Size Distribution:



Game Scheduling

Following are regular season game schedules for 4-team through 16-team divisions. These schedules are generally devised to have each team play against every other team at least once during a 12- to 16-game season. With a 4- or 5-team division, each team will play the other teams twice or more. In the larger divisions, further breakdowns are recommended, with teams within a grouping playing each other, and also playing the teams in the other groups in a later round.

There are other items which must be considered before the scheduling is completed.

1. With a small number of teams, break the season into at least two rounds, with the winners of each round playing off to decide the division champion. A single round of play for the season can lead to a lack of interest on the part of players, coaches and parents on the teams with poor win/loss records. If a team is a "late bloomer," the early season losses could discourage them toward the end of the season when they may be playing well but will have no chance to be one of the top division teams. Multiple rounds keep interest high because no matter how the team might be doing in the first round, there is always a later round where they might do better. Some regions play a regular schedule where teams play each other once or twice. The season then concludes with a single or double elimination playoff where teams are placed in the brackets according to their finish in the regular season standings.
2. Rotate the teams scheduled to play the first and last games each game day. Provide the opportunity for each team to play at various starting times during the season. If a division plays on more than one field, make sure if possible that all teams are scheduled to play on each fields equally during the season.

To use the attached schedules, assign a number or letter to each team in the division, then substitute the team name for the numbers and letters.

Divisions with more than 16 teams can be scheduled using appropriate combinations of schedules with lesser numbers of teams.



4 Team Schedule

Round 1 Game	Round 2 Game	Round 3 Game	Round 4 Game	Round 5 Game
1 – 2	2 – 1	Repeat Round 1	Repeat Round 2	Repeat Round 1
<u>3 – 4</u>	4 – 3			
1 – 3	3 – 1			
<u>2 – 4</u>	4 – 2			
4 – 1	1 – 4			
<u>2 – 3</u>	3 – 2			
3	6	9	12	15
Total Cumulative Games / Team				

5 Team Schedule

Round 1 Game Bye	Round 2 Game Bye	Round 3 Game Bye	Round 4 Game Bye
1 – 2	2 – 1	Repeat Round 1	Repeat Round 2
<u>3 – 4 5</u>	<u>4 – 3 5</u>		
1 – 3	3 – 1		
<u>5 – 4 2</u>	<u>4 – 5 2</u>		
2 – 3	3 – 2		
<u>1 – 5 4</u>	<u>5 – 1 4</u>		
2 – 4	4 – 2		
<u>3 – 5 1</u>	<u>5 – 3 1</u>		
1 – 4	4 – 1		
<u>2 – 5 3</u>	<u>5 – 2 3</u>		
4	8	12	16
Total Cumulative Games / Team			



6 Team Schedule

Round 1 Game	Round 2 Game	Round 3 Game
1 - 2	2 - 1	Repeat Round 1
3 - 4	4 - 3	
<u>5 - 6</u>	<u>6 - 5</u>	
4 - 1	1 - 4	
2 - 5	5 - 2	
<u>6 - 3</u>	<u>3 - 6</u>	
1 - 3	3 - 1	
2 - 6	6 - 2	
<u>4 - 5</u>	<u>5 - 4</u>	
5 - 1	1 - 5	
3 - 2	2 - 3	
<u>6 - 4</u>	<u>4 - 6</u>	
1 - 6	6 - 1	
3 - 5	5 - 3	
<u>2 - 4</u>	<u>4 - 2</u>	
5	10	15
Total Cumulative Games/ Each Team		

7 Team Schedule

Round 1 Game Bye	Round 2 Game Bye	Round 3 Game Bye
2 - 7	7 - 2	Repeat Round 1
3 - 6	6 - 3	
<u>4 - 5 1</u>	<u>5 - 4 1</u>	
7 - 1	1 - 7	
5 - 2	2 - 5	
<u>4 - 3 6</u>	<u>3 - 4 6</u>	
1 - 6	6 - 1	
7 - 5	5 - 7	
<u>2 - 3 4</u>	<u>3 - 2 4</u>	
5 - 1	1 - 5	
6 - 4	4 - 6	
<u>3 - 7 2</u>	<u>7 - 3 2</u>	
1 - 4	4 - 1	
5 - 3	3 - 5	
<u>6 - 2 7</u>	<u>2 - 6 7</u>	
3 - 1	1 - 3	
2 - 4	4 - 2	
<u>7 - 6 5</u>	<u>6 - 7 5</u>	
1 - 2	2 - 1	
4 - 7	7 - 4	
<u>6 - 5 3</u>	<u>5 - 6 3</u>	
6	12	18
Total Cumulative Games/ Each Team		



8 Team Schedule

Round 1 Game	Round 2 Game
1-4	4-1
3-2	2-3
5-8	8-5
<u>7-6</u>	<u>6-7</u>
1-3	3-1
4-2	2-4
7-5	5-7
<u>6-8</u>	<u>8-6</u>
2-1	1-2
3-4	4-3
5-6	6-5
<u>8-7</u>	<u>7-8</u>
1-5	5-1
2-6	6-2
7-3	3-7
<u>8-4</u>	<u>4-8</u>
2-8	8-2
4-7	7-4
6-1	1-6
<u>3-5</u>	<u>5-3</u>
7-1	1-7
5-2	2-5
8-3	3-8
<u>6-4</u>	<u>4-6</u>
1-8	8-1
2-7	7-2
3-6	6-3
<u>4-5</u>	<u>5-4</u>
7	14

Total Cumulative Games/ Each Team

9 Team Schedule

Round 1 Game Bye	Round 2 Game Bye
2-9	9-2
3-8	8-3
4-7	7-4
<u>5-6 1</u>	<u>6-5 1</u>
1-7	7-1
8-6	6-8
9-5	5-9
<u>2-3 4</u>	<u>3-2 4</u>
4-1	1-4
5-3	3-5
6-2	2-6
<u>8-9 7</u>	<u>9-8 7</u>
1-9	9-1
2-7	7-2
3-6	6-3
<u>4-5 8</u>	<u>5-4 8</u>
6-1	1-6
7-5	5-7
8-4	4-8
<u>9-3 2</u>	<u>3-9 2</u>
1-3	3-1
4-2	2-4
6-9	9-6
<u>7-8 5</u>	<u>8-7 5</u>
8-1	1-8
9-7	7-9
2-5	5-2
<u>3-4 6</u>	<u>4-3 6</u>
1-5	5-1
6-4	6-4
7-3	3-7
<u>8-2 9</u>	<u>2-8 9</u>
2-1	1-2
4-9	9-4
5-8	8-5
<u>6-7 3</u>	<u>7-6 3</u>
8	16

Total Cumulative Games/ Each Team



10 Team Schedule

Round 1 Game	Round 2 Game	Round 1 Continued	Round 2 Continued
1 - 10	10 - 1	1 - 6	6 - 1
2 - 9	9 - 2	7 - 5	5 - 7
3 - 8	8 - 3	8 - 4	4 - 8
4 - 7	7 - 4	9 - 3	3 - 9
<u>5 - 6</u>	<u>6 - 5</u>	<u>10 - 2</u>	<u>2 - 10</u>
1 - 9	9 - 1	1 - 5	5 - 1
10 - 8	8 - 10	6 - 4	4 - 6
2 - 7	7 - 2	7 - 3	3 - 7
3 - 6	6 - 3	8 - 2	2 - 8
<u>4 - 5</u>	<u>5 - 4</u>	<u>9 - 10</u>	<u>10 - 9</u>
1 - 8	8 - 1	1 - 4	4 - 1
9 - 7	7 - 9	5 - 3	3 - 5
10 - 6	6 - 10	6 - 2	2 - 6
2 - 5	5 - 2	7 - 10	10 - 7
<u>3 - 4</u>	<u>4 - 3</u>	<u>8 - 9</u>	<u>9 - 8</u>
1 - 7	7 - 1	1 - 3	3 - 1
8 - 6	6 - 8	4 - 2	2 - 4
9 - 5	5 - 9	5 - 10	10 - 5
10 - 4	4 - 10	6 - 9	9 - 6
<u>2 - 3</u>	<u>3 - 2</u>	<u>7 - 8</u>	<u>8 - 7</u>
		1 - 2	2 - 1
		3 - 10	10 - 3
		4 - 9	9 - 4
		5 - 8	8 - 5
		<u>6 - 7</u>	<u>7 - 6</u>
		9	18

*Total Cumulative Games/Each Team



10 Team Interlocking Schedule

ROUND 1				ROUND 2		ROUND 3			
Section 1		Section 2		Section 1	Section 2	Section 1		Section 2	
Game	Bye	Game	Bye	Game		Game	Bye	Game	Bye
1 - 4		A - D		1 - A		4 - 1		D - A	
<u>2 - 3</u>	<u>5</u>	<u>B - C</u>	<u>E</u>	2 - B		<u>3 - 2</u>	<u>5</u>	<u>C - B</u>	<u>E</u>
5 - 3		E - C		3 - C		3 - 5		C - E	
<u>1 - 2</u>	<u>4</u>	<u>A - B</u>	<u>D</u>	4 - D		<u>2 - 1</u>	<u>4</u>	<u>B - A</u>	<u>D</u>
4 - 2		D - B		<u>5 - E</u>		2 - 4		B - D	
<u>5 - 1</u>	<u>3</u>	<u>E - A</u>	<u>C</u>	B - 1		<u>1 - 5</u>	<u>3</u>	<u>A - E</u>	<u>C</u>
3 - 1		C - A		C - 2		1 - 3		A - C	
<u>4 - 5</u>	<u>2</u>	<u>D - E</u>	<u>B</u>	D - 3		<u>5 - 4</u>	<u>2</u>	<u>E - D</u>	<u>B</u>
2 - 5		B - E		E - 4		5 - 2		E - B	
<u>3 - 4</u>	<u>1</u>	<u>C - D</u>	<u>A</u>	<u>A - 5</u>		<u>4 - 3</u>	<u>1</u>	<u>D - C</u>	<u>A</u>
				1 - C					
				2 - D					
				3 - E					
				4 - A					
				5 - B					
				D - 1					
				E - 2					
				A - 3					
				B - 4					
				C - 5					
				1 - E					
				2 - A					
				3 - B					
				4 - C					
				5 - D					
*4		4		9	9	13		13	

***Total Cumulative Games/Each Team**



11 Team Interlocking Schedule

ROUND 1		ROUND 2		ROUND 3	
Section 1	Section 2	Section 1	Section 2	Section 1	Section 2
Game	Bye	Game	Game	Game	Bye
1-2	A-B	1-A		2-1	B-A
<u>3-4</u>	<u>5</u>	2-B		<u>4-3</u>	<u>5</u>
1-3	<u>E-F</u>	3-C		3-1	<u>F-E</u>
<u>5-4</u>	<u>2</u>	4-D		<u>4-5</u>	<u>2</u>
2-3	B-E	<u>5-E</u>	<u>F</u>	3-2	E-B
<u>1-5</u>	<u>4</u>	B-1		<u>5-1</u>	<u>4</u>
2-4	A-C	C-2		4-2	C-A
<u>3-5</u>	<u>1</u>	D-3		<u>5-3</u>	<u>1</u>
1-4	<u>D-E</u>	E-4		4-1	<u>E-D</u>
<u>2-5</u>	<u>3</u>	<u>F-5</u>	<u>A</u>	<u>5-2</u>	<u>3</u>
	C-B	3-B			B-C
	<u>F-D</u>	4-C			<u>D-F</u>
	A-F	5-D			F-A
	C-E	1-F			E-C
	<u>B-D</u>	<u>2-A</u>	<u>E</u>		<u>D-B</u>
		A-3			
		C-5			
		D-1			
		E-2			
		<u>F-4</u>	<u>B</u>		
		4-A			
		5-B			
		2-D			
		1-E			
		<u>3-F</u>	<u>C</u>		
		A-5			
		B-4			
		C-1			
		E-3			
		<u>F-2</u>	<u>D</u>		
*4	5	10	10	14	15

*Total Cumulative Games/Each Team



12 Team Schedule

ROUND 1		ROUND 2		ROUND 3	
Section 1	Section 2	Section 1	Section 2	Section 1	Section 2
Game	Game	Game	Game	Game	Game
1 - 2	A - B	2 - 1	B - A		
3 - 4	C - D	4 - 3	D - C		
<u>5 - 6</u>	<u>E - F</u>	<u>6 - 5</u>	<u>F - E</u>		
4 - 1	D - A	1 - 4	A - D		
2 - 5	B - E	5 - 2	E - B		
<u>6 - 3</u>	<u>F - C</u>	<u>3 - 6</u>	<u>C - F</u>	REPEAT	REPEAT
1 - 3	A - C	3 - 1	C - A	ROUND 1	ROUND 1
2 - 6	B - F	6 - 2	F - B		
<u>4 - 5</u>	<u>D - E</u>	<u>5 - 4</u>	<u>E - D</u>		
5 - 1	E - A	1 - 5	A - E		
3 - 2	C - B	2 - 3	B - C		
<u>6 - 4</u>	<u>F - D</u>	<u>4 - 6</u>	<u>D - F</u>		
1 - 6	A - F	6 - 1	F - A		
3 - 5	E - C	5 - 3	C - E		
<u>2 - 4</u>	<u>D - B</u>	<u>4 - 2</u>	<u>B - D</u>		
*5	5	10	10	15	15
*Total Cumulative Games/Each Team					



12 Team Interlocking Schedule

ROUND 1		ROUND 2		ROUND 3	
Section 1	Section 2	Section 1 & 2		Section 1	Section 2
Game	Game	Game	Game	Game	Game
1-2	A-B	1-A		2-1	B-A
3-4	C-D	2-B		4-3	D-C
<u>5-6</u>	<u>E-F</u>	3-C		<u>6-5</u>	<u>F-E</u>
4-1	D-A	4-D		1-4	A-D
2-5	B-E	5-E		5-2	E-B
<u>6-3</u>	<u>F-C</u>	<u>6-F</u>		<u>3-6</u>	<u>C-F</u>
1-3	A-C	B-1		3-1	C-A
2-6	B-F	C-2		6-2	F-B
<u>4-5</u>	<u>D-E</u>	D-3		<u>5-4</u>	<u>E-D</u>
5-1	E-A	E-4		1-5	A-E
3-2	C-B	F-5		2-3	B-C
<u>6-4</u>	<u>F-D</u>	<u>A-6</u>		<u>4-6</u>	<u>D-F</u>
1-6	A-F	1-C		6-1	F-A
3-5	E-C	2-D		5-3	C-E
<u>2-4</u>	<u>D-B</u>	3-E		<u>4-2</u>	<u>B-D</u>
		4-F			
		5-A			
		<u>6-B</u>			
		D-1			
		E-2			
		F-3			
		A-4			
		B-5			
		<u>C-6</u>			
		1-E			
		2-F			
		3-A			
		4-B			
		5-C			
		<u>6-D</u>			
		F-1			
		A-2			
		B-3			
		C-4			
		D-5			
		E-6			
*5	5	11	11	16	16

***Total Cumulative Games/Each Team**



13 Team Interlocking Schedule

ROUND 1			ROUND 2		ROUND 3		
Section 1 Game	Section 2 Game	Bye	Section 1 Game	Section 2 Bye	Section 1 Game	Section 2 Game	Bye
1-2	G-B		1-A		2-1	B-G	
3-4	F-C		2-B		4-3	C-F	
5-6	E-D	A	3-C		6-5	D-E	A
4-1	A-G		4-D		1-4	G-A	
2-5	B-E		5-E		5-2	E-B	
6-3	C-D	F	6-F	G	3-6	D-C	F
1-3	F-A		B-1		3-1	A-F	
2-6	E-G		C-2		6-2	G-E	
4-5	C-B	D	D-3		5-4	B-C	D
5-1	A-E		E-4		1-5	E-A	
3-2	D-F		F-5		2-3	F-D	
6-4	G-C	B	G-6	A	4-6	C-G	B
1-6	D-A		1-C		6-1	A-D	
3-5	C-E		2-D		5-3	E-C	
2-4	B-F	G	3-E		4-2	F-B	G
	A-C		4-F		C-A		
	D-B		5-G		B-D		
	F-G	E	6-A	B	G-F		E
	B-A		D-1		A-B		
	G-D		E-2		D-G		
	E-F	C	F-3		F-E		C
			G-4				
			A-5				
			B-6	C			
			1-E				
			2-F				
			3-G				
			4-A				
			5-B				
			6-C	D			
			F-1				
			G-2				
			A-3				
			B-4				
			C-5				
			D-6	E			
			1-G				
			2-A				
			3-B				
			4-C				
			5-D				
			6-E	F			
*5	6		12	12	17	18	

*Total Cumulative Games/Each Team



14 Team Schedule

Round 1				Round 2				Round 3	
Section 1		Section 2		Section 1		Section 2		Section 1	Section 2
Game	Bye	Game	Bye	Game	Bye	Game	Bye	Game	Game
2 - 7		G - B		7 - 2		B - G		Repeat Round 1	
3 - 6		F - C		6 - 3		C - F			
<u>4 - 5</u>	1	<u>E - D</u>	A	<u>5 - 4</u>	1	<u>D - E</u>	A		
7 - 1		A - G		1 - 7		G - A			
5 - 2		B - E		2 - 5		E - B			
<u>4 - 3</u>	6	<u>C - D</u>	F	<u>3 - 4</u>	6	<u>D - C</u>	F		
1 - 6		F - A		6 - 1		A - F			
7 - 5		E - G		5 - 7		G - E			
<u>2 - 3</u>	4	<u>C - B</u>	D	<u>3 - 2</u>	4	<u>B - C</u>	D		
5 - 1		A - E		1 - 5		E - A			
6 - 4		D - F		4 - 6		F - D			
<u>3 - 7</u>	2	<u>G - C</u>	B	<u>7 - 3</u>	2	<u>C - G</u>	B		
1 - 4		D - A		4 - 1		A - D			
5 - 3		C - E		3 - 5		E - C			
<u>6 - 2</u>	7	<u>B - F</u>	G	<u>2 - 6</u>	7	<u>F - B</u>	G		
3 - 1		A - C		1 - 3		C - A			
2 - 4		D - B		4 - 2		B - D			
<u>7 - 6</u>	5	<u>F - G</u>	E	<u>6 - 7</u>	5	<u>G - F</u>	E		
1 - 2		B - A		2 - 1		A - B			
4 - 7		G - D		7 - 4		D - G			
<u>6 - 5</u>	3	<u>E - F</u>	C	<u>5 - 6</u>	3	<u>F - E</u>	C		
* 6		6		12		12		18	18

* Total Cumulative Games/Each Team



15 Team Interlocking Schedule

ROUND 1			ROUND 2			
Section 1	Section 2		Section 1	Section 2		
Game	Game	Bye	Game	Bye		
1-4	G-B		A-1			
3-2	F-C		B-2			
5-8	<u>E-D</u>	A	C-3			
<u>7-6</u>	A-G		D-4			
1-3	B-E		E-5			
4-2	<u>C-D</u>	F	F-6			
7-5	F-A		<u>G-7</u>	8		
<u>6-8</u>	E-G		2-A			
2-1	<u>C-B</u>	D	3-B			
3-4	A-E		4-C			
5-6	D-F		5-D			
<u>8-7</u>	<u>G-C</u>	B	6-E			
1-5	D-A		7-F			
2-6	C-E		<u>8-G</u>	1		
7-3	<u>B-F</u>	G	A-3	6-A		
<u>8-4</u>	A-C		B-4	7-B		
2-8	D-B		C-5	8-C		
4-7	<u>F-G</u>	E	D-6	1-D		
6-1	B-A		E-7	2-E		
<u>3-5</u>	G-D		F-8	3-F		
7-1	<u>E-F</u>	C	<u>G-1</u>	2		<u>4-G</u> 5
5-2			4-A	A-7		
8-3			5-B	B-8		
<u>6-4</u>			6-C	C-1		
1-8			7-D	D-2		
2-7			8-E	E-3		
3-6			1-F	F-4		
<u>4-5</u>			<u>2-G</u>	3		<u>G-5</u> 6
			A-5	8-A		
			B-6	1-B		
			C-7	2-C		
			D-8	3-D		
			E-1	4-E		
			F-2	5-F		
			<u>G-3</u>	4		<u>6-G</u> 7
			»			
7	6			14	14	

* Total Cumulative Games/Each Team



16 Team Schedule

ROUND 1		ROUND 2	
Section 1	Section 2	Section 1	Section 2
Game	Game	Game	Game
1-4	A-D	4-1	D-A
3-2	C-B	2-3	B-C
5-8	E-H	8-5	H-E
<u>7-6</u>	<u>G-F</u>	<u>6-7</u>	<u>F-G</u>
1-3	A-C	3-1	C-A
4-2	D-B	2-4	B-D
7-5	G-E	5-7	G-E
<u>6-8</u>	<u>F-H</u>	<u>8-6</u>	<u>H-F</u>
2-1	B-A	1-2	A-B
3-4	C-D	4-3	D-C
5-6	E-F	6-5	F-E
<u>8-7</u>	<u>H-G</u>	<u>7-8</u>	<u>H-G</u>
1-5	A-E	5-1	E-A
2-6	B-F	6-2	F-B
7-3	G-C	3-7	C-G
<u>8-4</u>	<u>H-D</u>	<u>4-8</u>	<u>D-H</u>
2-8	B-H	8-2	H-B
4-7	D-G	7-4	G-D
6-1	F-A	1-6	A-F
<u>3-5</u>	<u>C-E</u>	<u>5-3</u>	<u>E-C</u>
7-1	G-A	1-7	A-G
5-2	E-B	2-5	B-E
8-3	H-C	3-8	C-H
<u>6-4</u>	<u>F-D</u>	<u>4-6</u>	<u>D-F</u>
1-8	A-H	8-1	H-A
2-7	B-G	7-2	G-B
3-6	C-F	6-3	F-C
<u>4-5</u>	<u>D-E</u>	<u>5-4</u>	<u>E-D</u>
*7	7	14	14
*Total Cumulative Games/Each Team			



16 Team Interlocking Schedule

ROUND 1		ROUND 2		
Section 1	Section 2	Section 1	Section 2	Round 2 Continued
1-4	A-D	1-A		1-E
3-2	C-B	2-B		2-F
5-8	E-H	3-C		3-G
<u>7-6</u>	<u>G-F</u>	4-D		4-H
1-3	A-C	5-E		5-A
4-2	D-B	6-F		6-B
7-5	G-E	7-G		7-C
<u>6-8</u>	<u>F-H</u>	<u>8-H</u>		<u>8-D</u>
2-1	B-A	B-1		F-1
3-4	C-D	C-2		G-2
5-6	E-F	D-3		H-3
<u>8-7</u>	<u>H-G</u>	E-4		A-4
1-5	A-E	F-5		B-5
2-6	B-F	G-6		C-6
7-3	G-C	H-7		D-7
<u>8-4</u>	<u>H-D</u>	<u>A-8</u>		<u>E-8</u>
2-8	B-H	1-C		1-G
4-7	D-G	2-D		2-H
6-1	F-A	3-E		3-A
<u>3-5</u>	<u>C-E</u>	4-F		4-B
7-1	G-A	5-G		5-C
5-2	E-B	6-H		6-D
8-3	H-C	7-A		7-E
<u>6-4</u>	<u>F-D</u>	<u>8-B</u>		<u>8-F</u>
1-8	A-H	D-1		H-1
2-7	B-G	E-2		A-2
3-6	C-F	F-3		B-3
<u>4-5</u>	<u>D-E</u>	G-4		C-4
		H-5		D-5
		A-6		E-6
		B-7		F-7
		<u>C-8</u>		<u>G-8</u>
		»		
*7	7		15	15
*Total Cumulative Games/Each Team				



Post Season Playoff Ladders

Following are post season playoff ladders for three teams through eight teams. Ladders are provided for both single elimination and double elimination playoffs. In addition to the purely mechanical aspects of these ladders, there are other items which must be considered before the playoffs are started.

1. Make sure both teams know the team colors of the other, so that the home team can make arrangements prior to the game to change jerseys.
2. Always have the person in charge of the field bring a set of pinnies or something which could serve as an over-shirt in case team colors do conflict.
3. Leave days open in your playoff schedule so that unplanned events, such as inclement weather, can be accommodated with relative ease.
4. Make sure you have an adequate staff to help you. There are a great many activities associated with playoffs which will require attention. A great number of these can effectively be turned over to a willing volunteer.

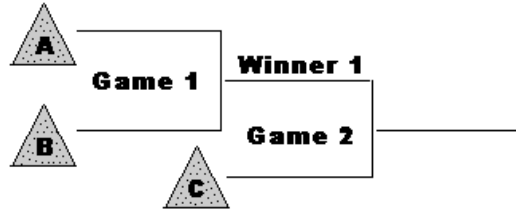
In AYSO, maximum participation by teams for as long as possible should be equally important to determining a "champion." Consider consolation brackets and open play for "eliminated" teams.

To use the attached ladders, letter each team in the playoff, then substitute the team name for the letter.

Playoffs with more than eight teams should be single elimination (because of the many weeks required for completion). These ladders should be made square (an even multiple of 4), as quickly as possible. For example, the first round of 12 team playoff should involve eight teams, with the four winners teaming with the four teams drawing a bye, to form an 8 team second round.

Single Elimination Playoff Ladders

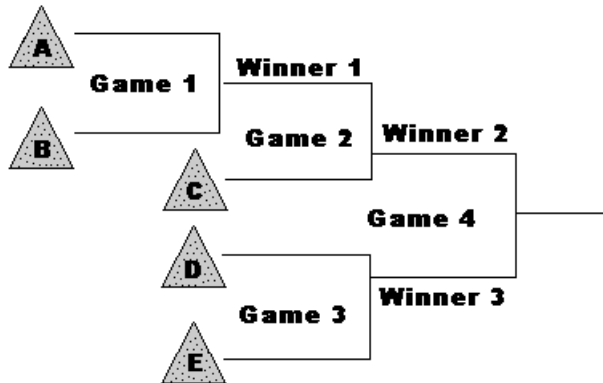
Three Teams



Four Teams



Five Teams



Six Teams



Seven Teams



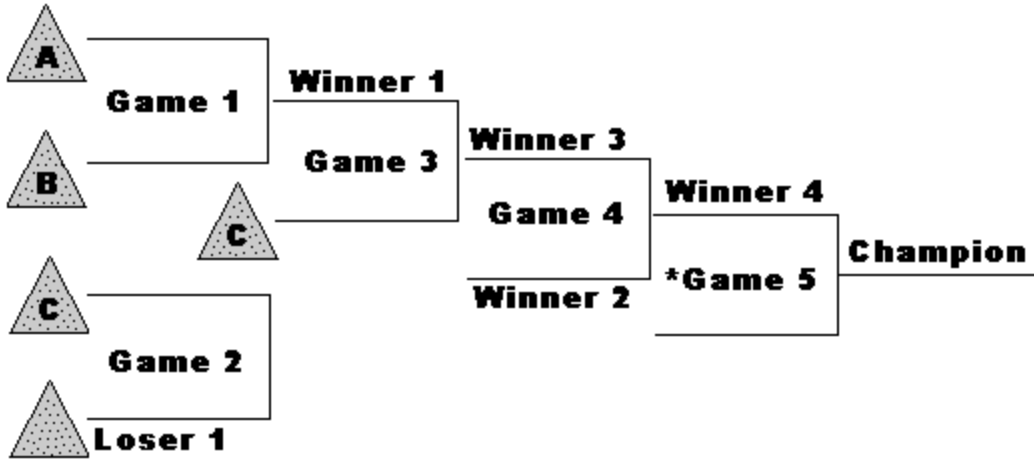
Eight Teams



Double Elimination Playoff Ladders

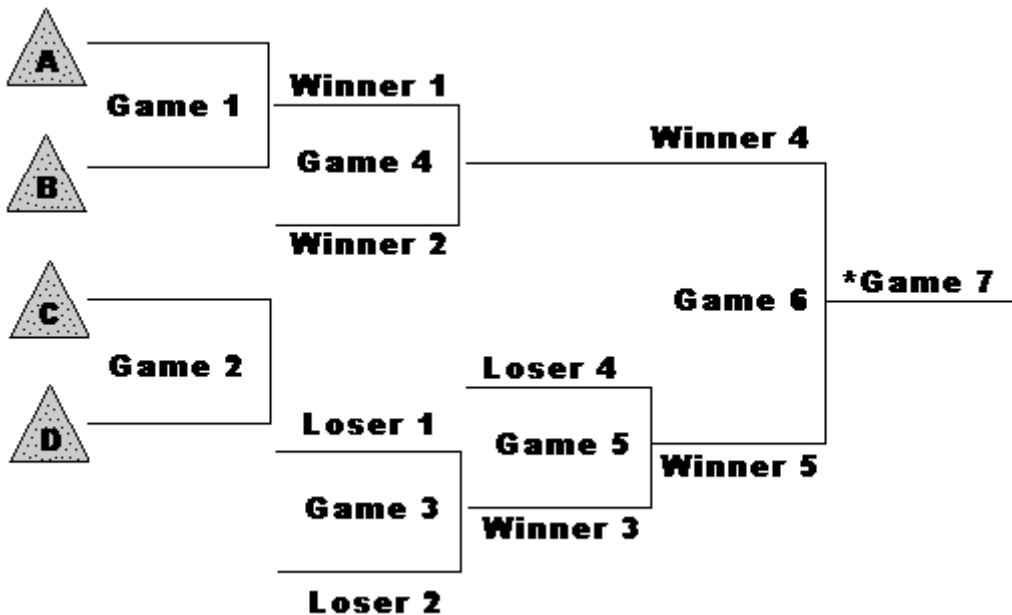
Three Teams

*Game 5 is only necessary if Team C wins Game 3



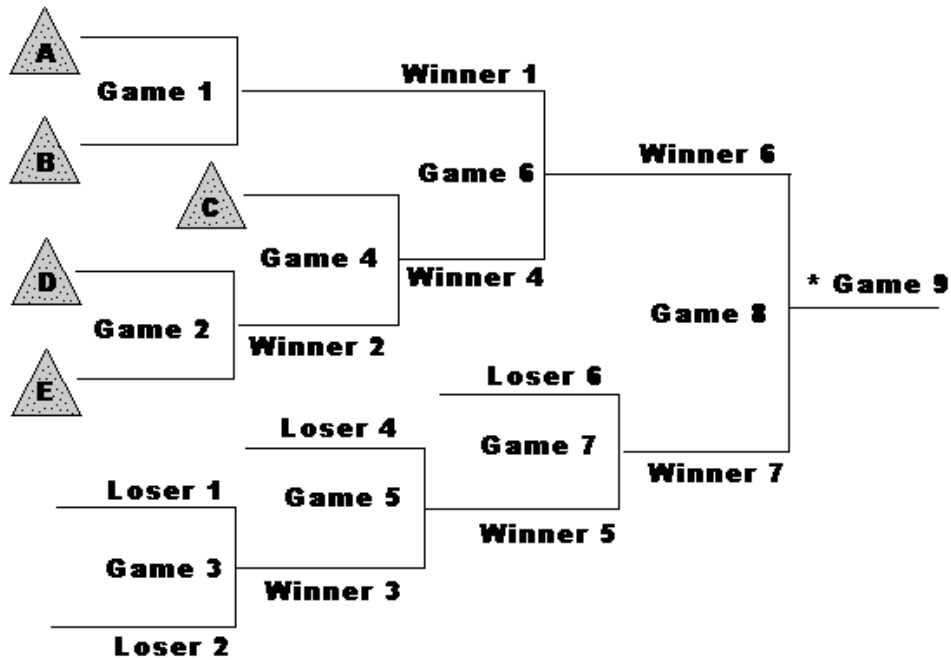
Four Teams

*Game 7 is only necessary if the winner of Game 5 defeats



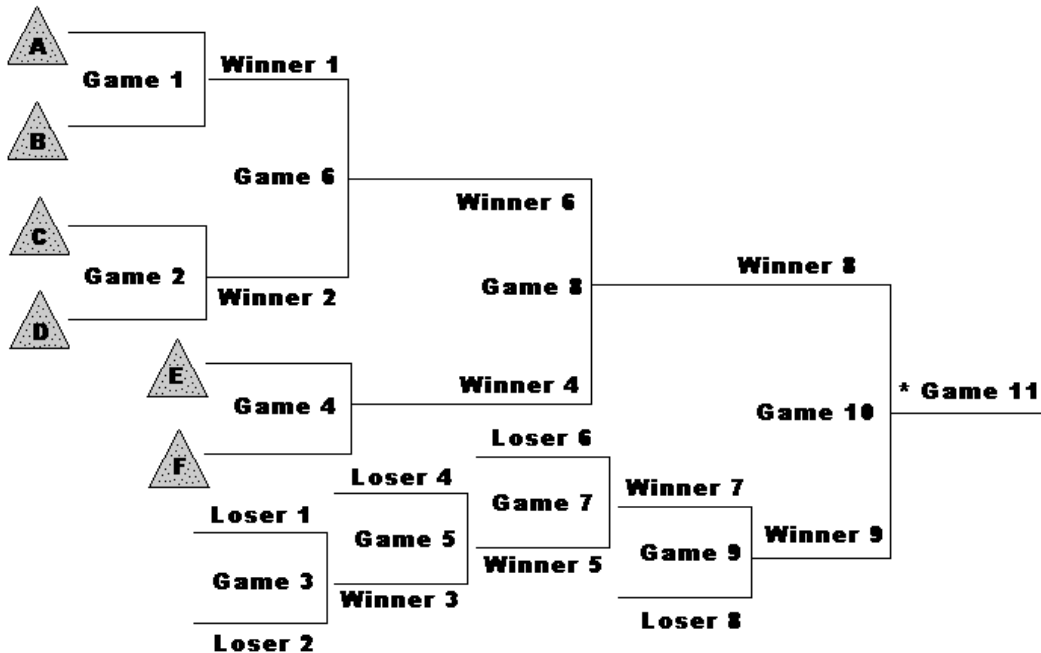
Five Teams

*Game 9 is only necessary if the winner of Game 7 defeats the winner of Game 6



Six Teams

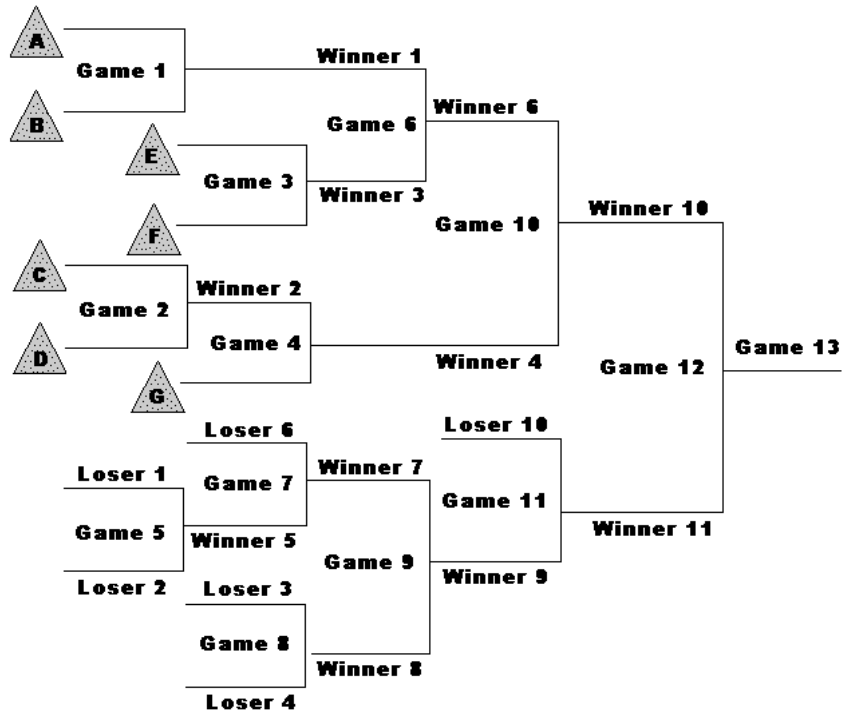
*Game 11 is only necessary if the winner of Game 9 defeats the winner of Game 8





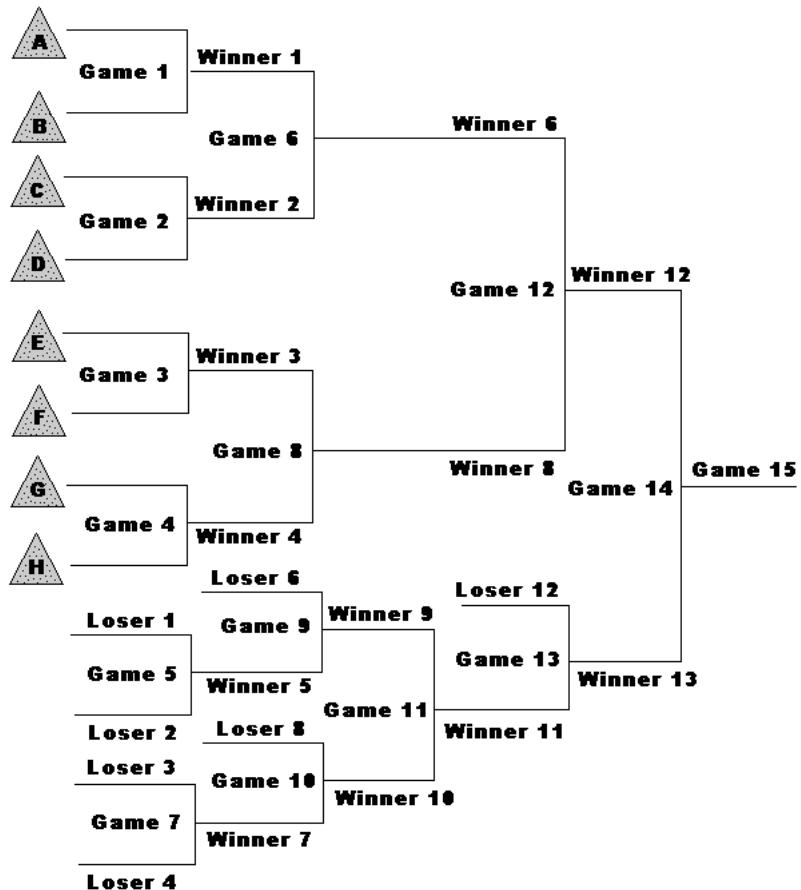
Seven Teams

*Game 13 is only necessary if the winner of Game 11 defeats the winner of Game 10 in Game 12



Eight Teams

* Game 15 is only necessary if the winner of Game 13 defeats the winner of Game 12 in Game 14





Team Formation & Balancing

***Balanced Teams* is one of the five AYSO philosophies and a hallmark of the organization.**

Many different methods are used to form and balance teams. Factors which determine the methods used include: maturity of the region, geographical distribution of the players, and players' ages and skill levels. With any given method, coaches, players and parents should not expect to be re-paired in succeeding seasons.

The method used for U-6 and U-8 players is very different from the method used for older age groups.

In the youngest age groups, geography (nearness to school or park where practice is held) is extremely important. Because the youngest players have not yet had the experience, exposure or maturity to develop individual skills, team formation based on location and age usually results in balanced teams.

A blind formation performed by a committee, based on numbers of children available and taking into account nearness to schools, works well for most regions. The child whose parent is the coach can be assigned either in the beginning or at the end of the procedure.

For the older children who have more experience in playing, and are usually coached by individuals with both more coaching background and more knowledge of the individual players, many regions have a draft in which players are chosen one at a time by all participating coaches after the players have been rated by either the coaches or the committee. It is important that everyone agrees to the ratings of the players before the selection procedure begins, and that all coaches be present during the selection process. New or inexperienced coaches are at a disadvantage in this type of selection, unless a "blind" draft procedure is employed.

Another option is to have the coaches agree to the ratings for the more experienced players. A committee then looks only at the ratings, makes up the teams, places the coaches' children, and distributes the teams to the coaches or has the coaches make a blind draw for teams.

eAYSO has a team-balancing function built in, and will form the teams and assign the coaches using the data that's been entered into the system and confirmed to be current.

As a region grows and matures and coaches gain more experience, there can be more complaints about unfair selection procedures. Stronger coaches will usually end up having stronger teams, no matter what method of selection was used and weaker coaches will end up losing more, and possibly complaining more. The best answer to this is more and better training for coaches, and the use of a team formation system which does not allow coaches to participate at all in the assignment of players.

Initial rating of players can be accomplished by coaches at the end of the season or by divisional committees prior to the beginning of the season.

Skills are usually a primary factor in rating, but size, age, years of experience, and attitude are also used by many regions.



Some regions are disbursed so greatly by geography that all children are randomly mixed each year and everyone has to travel some distance for practice and games.

In any system where geography plays a part, coaches stand a good chance of getting at least some of the same players back each year, even when everyone is placed in a blind drawing. Entire teams never stay together as at least 30% will move up to the next division each year.

If a geographical formation of teams results in only one team per division per location, conflicts may occur. To avoid this, work toward having a minimum of two teams per division from the location or go to a more standard team formation process where all available children in the age group are in one pool.

There are several stages involved in the formation and balancing of teams. They are:

- registration
- player evaluation and rating
- team formation
- player notification
- late sign-ups and waiting list
- transfer of players

Registration

Registration should be scheduled so that ample time is available to sort the players into age groups and into new or returning players. The more players registered before teams are formed, the easier it will make the job.

Player Evaluation and Rating

Most regions want to have all new players to be evaluated in some other way, usually at an evaluation. Players should be notified of the evaluation date and location well in advance of the actual evaluation; a good time to do this is on registration day. They should also be given an alternate date in case the player is unable to make the original scheduled time. If coaches will be allowed to choose their own teams, they also must be notified of the evaluation time and date.

Many regions have returning players evaluated and assigned a rating by their previous season's coach. If this is done, a review committee should be formed to ensure the ratings are fair.

Evaluation — the method used to evaluate a new player's ability. It can used to evaluate players, including those returning from previous season. Evaluations are usually held by age group, when coaches from the age group can be present to form their own opinion of the players trying out.

A player evaluation committee can be formed whose job is to observe each player, form an opinion and decide upon a rating for each of these players. Ratings must be recorded and should be made available to the coaches, if the coaches are to select their own teams. An age-appropriate skills list can be obtained by calling the AYSO Player Programs Department. This may prove helpful in determining a player's ability.

Rating — this is usually given by number, i.e., 1 through 5, 1 through 10, or 1 through 15, with 1 being the low rating. An additional option is rating players weighted by team standings and age of players, i.e., first or second year in age group.

Some regions take many things into account when determining this number. For instance, age, number of years played, height and weight are often given a specific value which, when added to the ability rating, are used to give a final value for use in team formation.

Some regions will only use the ability rating determined at the evaluation or by the previous season's coach. (See sample player evaluation forms at the end of this chapter.)



Team Formation

Now that each player has a rating number, a method for team formation must be decided. There are many methods, but usually a variation of one of the following two methods is used:

1. Each coach is allowed to select his/her own team by picking players one at a time in a predetermined order. (The order can be decided by drawing lots for position.) If the coach has a son or daughter, then this player is selected during a certain round. It is a good idea to decide which round individually, depending upon the ability or rating of these players.

This system has an advantage because each coach knows their selections and can have other reasons for making a selection than a player's rating alone. The main disadvantage is that some coaches do a very fine job of selecting a team, while others fail miserably for one reason or another. This can create a very unbalanced situation.

It is also recognized that coaching ability varies considerably, so even with meticulous balancing some teams will bypass other teams in skill and overall performance.

2. Select teams based only on the rating numbers without reference to the player's name. If this is done, some provision must be made for the coach's son or daughter so that they are held aside and inserted into the team based on their rating.

A method can be used which does not require a computer. Simply make up a card for every player which contains personal history on one side and a rating on the other. Separate all sons and daughters of coaches and keep them turned rating side up. Turn all the remaining cards so the rating side is up. Determine how many teams are to be formed. Balance each team based on age and rating without referring to the players' names. Place each son and daughter of a coach on different teams, also subject to their age and rating. The team will now be coached by the coach whose son or daughter happens to be on that particular team.

Recommended Guidelines for Balancing Teams – “Blind Draw”

These guidelines are offered as a model for balancing teams. These suggestions have proven their merit many times in many regions and are endorsed by the National Coaching Commission.

Geographic dispersion may not allow the use of these guidelines. However, in all instances for the enjoyment of all players, coaches, and parents, our primary goal is to strive to balance teams within each region. Use this method.

1. Under the direction of the regional coach administrator or appropriate age group coordinator, a meeting of all coaches in each age division and gender should be scheduled. These meetings will take about one hour for each group and can be scheduled consecutively during an evening or on a weekend.
2. In advance of the meeting, a 3" x 5" index card with each player's name, age, and prior soccer experience is made up. The meeting commences with each 3" x 5" card placed face up on a table(s). The coaches are instructed to rate the soccer/athletic ability of each player they know personally and to write that rating, using a scale of one to five (1 to 5) (five being most skilled), on the player's card. Players whose playing skills are unknown may be assigned a "three" (3). If ratings are made at the close of the prior season by each coach of each player in the region, these can be used to great advantage in this exercise.
3. After all coaches present have recorded their rating on each player's card, a consensus rating is noted in a different colored pencil or pen by the regional coach administrator or division coordinator. Now all players have been rated. Recognize that an absent coach will not be at a disadvantage in this draft system.
4. All players in the older of the two ages in the division are equally, distributed by talent rating, to each team. The player name cards should be placed in columns equal to the number of teams in the division. This generally occurs by having the highest rated players distributed first down to the



least talented distributed last. The same is now done for the younger age of the division. At the conclusion of this effort, there should be “x” number of columns of 3" x 5" player cards, equal to the number of teams in the division.

5. All coaches suggest as many switches of cards as required to more equally balance the teams. This effort generally is of a short duration. Once each coach feels all the teams are generally equal the switching is concluded.
6. Now each column is numbered and a corresponding number is written on a piece of paper. The pieces of paper are placed in a “hat,” mixed, and each coach selects a piece of paper, noting the column of player cards that is now “theirs.” If coaches’ children are not on the coach’s team, a switch is made with an equally talented player from another team. This switch is done by the coach administrator or division commissioner with the consensus of all coaches. At this point each team is equal and complete. The players on each team are recorded on a piece of paper from the cards. The 3" x 5" player cards should not be released to coaches but be retained by the division commissioner or the coach administrator. The coach’s copies of the appropriate registration forms can be given to each coach and the next draft can commence.

Balancing Teams in Age Groups with Limited Enrollment

Often regions find themselves with a problem of how to balance teams when they only have enough players in an age group to make up two or three teams. To compound the problem, these regions often do not have a neighbor region to inter-schedule with or the nearby region does not want to inter-schedule.

One suggestion which has proved successful is to let the players choose their own teams at each game. It works like this: Determine the number of players in the age group and what playing dates are available for this group. Once the field, date and time schedules are known, schedule the players to show up in groups.

Schedule a minimum of 12 players per game (six-a-side); between 14 and 16 players will assure full teams and substitutes. Two players are designated as “captains” for each game and are responsible for choosing teams. The captains should be of somewhat equal skill. Coaches and assistant coaches are involved in this program by conducting practices and being present at every game to coach the “teams” as they are chosen up each week. This system, but those who do will relish the opportunities it creates.

Late Sign-ups and Waiting Lists

It is recommended that if players sign up after teams have been formed, they be placed on a waiting list. Be sure that you have a rating on each of the players either from the year before or according to the region policy on new player ratings. As players drop from teams, those on the waiting list can be assigned based on rating. The newly assigned player’s rating should as closely as possible equate to the rating of the one being replaced -- assignment to teams should retain the balance. If there is no way to rate the players, then it is recommended that they be placed on teams on a first-come, first-served basis. The main thing to remember is to always be consistent; do not say you will do one thing, and fail to follow through.

Player Notification

Once teams are formed, everyone is anxious to know what team they are on. A good way to avoid returning numerous phone calls is use the region’s voice mail to update information that teams have been formed and that they should be hearing from a coach by a certain date. To avoid receiving numerous calls, strongly advise coaches to contact the players assigned to their teams immediately upon receipt of their rosters. If you have a small region or small divisions, you could arrange in advance for all players and coaches to meet at a certain time and place where they will be notified of their teams. This meeting place should be made known to them well in advance, and might be considered the team’s first practice.



Transfer of Players

Sometimes as teams are formed there are personality and scheduling problems which must be resolved. It is suggested that, whether or not they have been involved in the team formation, coaches should be given a chance to review their teams, preferably as soon as they are formed. If problems are anticipated, a transfer of player(s) can be arranged with another coach. This process should not be delayed and should be completed prior to any player notification.

Once teams have been notified, transfers are discouraged unless serious conflicts exist.

A region retains the right to transfer players in order to help balance a particularly weak or strong team. Bear in mind that once players are on teams, they usually do not want to be moved. Under no circumstances should coaches be allowed to move players between teams without consultation with the region – in fact, the region, not the coach, is responsible for any transfer.

AYSO's National Rules & Regulations have specific conditions under which players may be transferred. IV. TRANSFER OF PLAYERS: "A player may transfer from one team to another within one region or from one region to another, after the following condition have been met:

1. Approval of both coaches of the teams involved.
2. Approval of regional commissioner(s).
3. Approval of player or parent."

These rules must be adhered to when considering transfers. Sections, areas and regions may also have guidelines that prohibit transfers after a certain time in the season.

(Sample Player Evaluation Forms – three pages)



Sample Player Evaluation Forms

Player Evaluation

Player: _____

Season: Spring Fall Year: _____ Team: _____

Instructions: Score each evaluation category on a scale of 1 to 10 rating by the indicated weight factor. Add all the weighted ratings to obtain the final rating.

Rating: _____ Poor Average Good _____

Category	1	2	3	4	5	6	7	8	9	10	Weighted Rating
Skills: Kicking, heading, trapping, ball control, shooting, dribbling, passing, tackling, throw-ins, speed											Rating x 3
Soccer Sense: Understand game strategy, plays position correctly, anticipates well, applies coach's instructions, intelligently aggressive, team player											Rating x 2
Personal Qualities: Follows instructions, listens well, good influence on other team members, attends practices, desires to succeed											Rating x 1
Rate of Improvement: Overall progress from beginning of season to end.											Rating x 1
											Total:

Signed: _____

Coach: _____



Player Evaluation

All Regional Team Coaches:

Please complete all sections and return to your Division Coordinator by _____. We trust this information will be kept confidential and your cooperation is appreciated.

Coach's Name: _____ Team Name: _____

Age Group: _____ Boys _____ Girls _____ Division Coordinator: _____

SECTION A. Player Evaluation:

Complete this information under the corresponding number below.

- (1) List the players on your team in order of overall soccer ability. Start with the most able player and Number1. Rate goalkeepers as soccer players, not goalkeepers. Indicate GK ability under No. (6).
- (2) Indicate players' AYSO age (as of this year)
- (3) Years of experience (include this year)
- (4) Size in comparison to age group – (small, average, or large)
- (5) Evaluate player in comparison to the players on other teams in your region or age group. Assign the letter grades only.
 - A. Exceptional Player
 - B. Good Player
 - C. Average Player
 - D. Below Average Player
- (6) Specific comments (if necessary). Examples: GK, team player, aggressive, etc.

	(1) List of Players	(2) Age	(3) Experience	(4) Size	(5) Skills	(6) Comments
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						



SECTION B. Player Evaluation:

Please list at least three parents who were very helpful and enthusiastic either in terms of telephoning and clerical work, or as assistant coach, assistant referee, etc.

Name	Phone Number	Abilities

SECTION C. Suggestions:

1. Three things you really like this year:

2. Three Things you really didn't like this year:

3. Three suggestions for improvement.

SECTION D. Would you be willing to:

- Coach next year
- Referee next year
- Attend summer clinic for coaches or referees
- Coach or referee for second season
- Help with administration on the regional board



Establishing Good Community Relations

Your role as regional commissioner is a complex, challenging task and requires many skills and insights to be successful. You are a spokesperson, arbitrator, counselor, planner, facilitator, teacher, judge and public relations director. These are but a few words to describe the demanding yet satisfying role you have accepted. Perhaps “communicator” would cover many of the hats you wear. This is especially true in the area of community relations.

An effective communications program is the key to gaining and maintaining community support for your regional program. The regional board must define their public relations philosophy, translate that philosophy into goals and work together to reach its established goals.

The communications program for the community must be a planned program of honest two-way communication. The board must continually evaluate this program and strive to improve on it. Communications and public relations go hand in hand. A well planned communication program will ensure an excellent public relations program, and likewise, positive public relations result from comprehensive communication policies.

People you should contact:

- city hall
- department of parks and recreation
- school district and board
- local service organizations—YMCA, churches, etc.
- Community Web Sites
- local newspapers
- sports groups—youth and adult
- chamber of commerce
- local business sponsors
- state assembly representative

Notify the above with information listing the names, addresses and phone numbers of the regional commissioner and other key regional personnel. Include statistics of the region, number of teams, players and volunteer support. Identify the objectives of your region and how you feel the region will support the welfare of the community. Update this information as the region grows and changes.

These groups should be included on your mailing list and be invited to all Opening Day ceremonies, award ceremonies, social and fund raising events. They should receive copies of your periodic newsletter so they have first-hand knowledge of your activities.

Complimentary tickets should be sent for all events and recognition made of their attendance. Their participation gives them the opportunity to meet your regional personnel and witness how well organized you are.

The regional commissioner or a representative should periodically attend city council or school board meetings. Your interest in them will enhance their interest in AYSO.

Avoid asking for something each time you have contact with them. If a request is necessary, present it in a professional manner. Provide plenty of backup material to support your request.



Should you need additional leverage in the individual situation, a letter from your area or section director or the National Board of Directors may help.

In all things, present a positive and professional image to the community. Your prior preparation and efforts will ensure recognition of AYSO in your community and reap its own rewards!

Certain issues, if not addressed, can cause unrest and problems in the region, which in turn, damage the AYSO image in your community. Your board should establish policies to be followed—write them down. Here are some of the items which must be made public and communicated to your members:

- registration dates
- registration fees
- waiver of registration fees – the criteria
- registration cut-off date
- registration fee refund policy
- policies on:
 - team formation
 - waiting lists
 - transfer to another team
 - missed practices and games
 - disciplining participants
 - field set-up and take-down
 - playing in inclement weather
 - makeup games
 - lodging complaints
 - protests of games

Good and timely community relations efforts assure a well established and accepted AYSO program, which will gain increased support over the years.



Media Relations for the Regional Publicity Director

Publicity is an important part of any successful region. What is publicity and how do you manage it?

This guide, prepared by the American Youth Soccer Organization National Support & Training Center, will outline the basics of establishing a publicity campaign for your region. It will help you isolate the news in your community and the most effective means of promoting the value of AYSO soccer programs.

As an AYSO volunteer, you are the organization's best spokesperson. Who knows the value of AYSO better than you? Publicity, in essence, is spreading the word about how much we love AYSO!

We hope you find this guide useful in establishing your publicity efforts. As always, we are open to your comments and suggestions.

What Publicity Can Do For You

Publicity can:

- Increase awareness of programs or services
- Increase involvement of current volunteers
- Attract new participants (children and adults)
- Encourage contributions
- Win support for causes or issues
- Clarify misunderstandings
- Create, build, change or enhance the public's image of AYSO

Your first order of business is determining what you want to achieve with your publicity program. Then, you must realize you have almost no control over how, or if, your message will appear in the media. Your news release may appear word for word in one paper and be rewritten almost beyond recognition in another, then not used at all in another.

A graphic artist with marketing and media expertise, AYSO founder Hans F.W. Stierle utilized print and broadcast media when he introduced AYSO to Southern California in the mid-1960's. News coverage helped AYSO gain acceptance within the community and helped create a mainstream interest in soccer.

"We learned that media exposure was critical to the success and growth of AYSO. It gave our members a sense of pride to read and hear about the organization," recalls Stierle. "The media helped us acquire strength. It helped us become legitimate in the eyes of local business people and later with major corporations when we requested support. Publicity encompasses more than the games, the most valuable player, the goals that were scored, or the soccer boosters group get-togethers.

"It's important to get a feel for people in the media, to assess them and recognize what it takes to get them to pay attention to AYSO," Stierle continues. Every soccer program should only present consistent and professional materials to the media. "I encourage every publicity director to develop a rapport with local media representatives. On the other hand, don't be pushy or get on their nerves. If



you think they've had enough of you, back off for awhile. Analyze the people who represent the media and ask yourself, 'How are we going to get this reporter to listen to us?'"

News does not just randomly appear in your newspaper or on television or radio stations. It is the result of a dedicated volunteer who has done a superior job of promoting your region's activities. Unfortunately, the regional publicity director position is often left unfilled because a region may feel intimidated by the media or unsure of what to do to gain publicity. However, every region should be prepared to appoint someone to coordinate publicity efforts. It is a critical duty in today's information age.

Your publicity director will be responsible for distributing information to the general public through newsletters and news releases. He/she needs to be creative and organized with strong communication and writing skills.

Your Publicity Program

One of the keys to good publicity is developing an organized approach or game plan. What do you want to achieve? What is your goal?

The more specific you are in answering these questions, the more effective your strategy. The answer to these questions will help you determine your course of action.

For example, wanting your AYSO region to become better known is too general a statement to be effective. However, wanting AYSO to be "the premiere youth recreation organization in the community" is more specific and identifiable. Ideally your goal should not only state what you want, but it should also reflect AYSO's mission and vision statements.

Your goal(s) need to be:

- Specific, so you know exactly what you're setting out to do
- Measurable, so you can tell if you're actually doing it
- Achievable, so you're not wasting your time
- Compatible, so you're in harmony with the AYSO mission

Whenever possible, emphasize the origin and development of the AYSO program in your community. In most instances, you will want to position your organization as an important and positive element within your community and not just another youth sports program. Your plan needs to emphasize the positive elements of your program including AYSO's five tenets of its philosophy: everyone plays, balanced teams, open registration, positive coaching, and good sportsmanship.

Finally, you must follow through with your program, constantly evaluate it, and be patient.

Your objectives

The first step is to determine what your region, area, or section wants to accomplish through its publicity campaign.

Outline your objectives. They should encompass what you want to achieve: increased registration, enhanced reputation, improved sponsorship support, etc. Establish your priorities and work on them in order of importance and timeliness.

Your audience

The aim of a publicity program is to reach and influence your community. Your "audience" could be:

- Organizational leadership (board and committee members or administration staff)
- Volunteer coaches, referees, team administrators
- Parents/Players
- Supporters, including family, friends, sponsors, or community representatives
- Colleagues, including organizations and individuals with similar interests in child development and/or soccer



- Key individuals, like influential people in business, government, or other professional positions
- Specialized groups, including those professions, industries or population sectors who you want to reach
- General public

Identify which of these groups is important to you. Then decide how to reach them.

Techniques

The following approaches may be utilized to expand your program:

- news releases
- feature stories
- photographs
- news conferences
- newsletters
- public speakers
- brochures
- posters or fliers
- radio or television appearances
- public service announcements (PSA's)
- special events and programs
- mass mailings
- community web sites, blogs and message boards

For the best results, you should use several techniques that support one another. For instance, a speaker at a special event should be publicized through news releases and photographs and promoted in advance through posters, fliers and articles in your regional newsletter. Perhaps the speaker could procure more coverage by making a series of local radio and TV appearances.

Be creative

Use your imagination and creativity. Occasionally, a great idea will come out of the blue, but usually ideas are generated by discussions with other people. A brainstorming session, where everyone contributes ideas, can be effective.

Give some thought to a few things your region should be known for and publicize them. AYSO may be the largest, oldest, or newest organized youth sports group in your community. Include these things in all the materials you publish or send to the news media. In many cases, the material will be repeated by the media, and the public will come to associate these facts with your region. In any case, the media will at least learn more about AYSO and the game of soccer.

Evaluation and follow through

You have determined your objectives. You have identified your audience and chosen your techniques. The bulk of your program is done, except for one important detail. Feedback and execution.

The communications process is one of continual evaluation. It is not enough just to contact the media. You must know you are influencing and educating them.

Have you gained support for the issues important to you? Is your membership increasing? Talk to people. Solicit reactions through questionnaires or interviews. Find ways to measure the effectiveness of your actions.

If you find that your news items are rarely used, take some time to figure out why. Examine the items that are printed or broadcast. Are yours equally compelling and timely?

Getting Your Message Across

Go on a fact finding mission

Your publicity efforts can be a win-win situation for you and your local media. Your AYSO program gets news coverage and the media outlet gets news to disseminate! However, for the press to see your efforts as helpful...you need to follow the designated etiquette.

Call your local newspaper, radio, or television station and ask the following questions:

- When are their deadlines?



- How do they like to receive news releases? (i.e. mail, fax, e-mail)
- Do they need your news releases formatted a certain way?
- How far in advance do they need notification of a special event?
- Does the reporter/editor have any special considerations? (i.e. doesn't take calls after 2 p.m., is off on Fridays, works out of a home office, etc.)

You want your media contacts to see you as a valuable source for news. Be helpful, considerate, and as accommodating as possible. By giving them the information they want, the way they want it, and being respectful of their time, you increase the chances of having your message told.

Features

Features are stories that explore situations, events and trends that have special human interest. People, your players and/or volunteers, are excellent subjects for features. Readers and viewers identify with them, and the media want to appeal to their audiences.

Magazines are full of features. Newspapers run them every day. So do television and radio newscasts. Features appeal to the heart as well as the mind.

Print and broadcast feature stories take time to research and write properly. Furthermore, broadcast outlets don't accept feature stories written by outsiders. However, they are usually interested in feature story ideas.

Email or write feature editors and news directors to suggest a feature about someone in your organization—maybe a volunteer (someone with an interesting job or a "name" in the community) or a player (someone who has overcome a disability or unusual life experience). Use the most colorful and dramatic facts and organize them well.

One of the great things about features is they tend to be fairly comprehensive and will usually be accompanied by a photograph, relevant video, or sound bites.

News releases

If your news releases are relevant, well-written, and professional, chances are you will gain acceptance and credibility with your local media. On that same note, editors will not pursue releases that are poorly written, unorganized, inaccurate, trivial, or wordy. Not only will "undesirable" releases not be used, they can alienate the media.

The key to a well-written news release is the lead paragraph. This is where you must grab the editor's interest. Your news releases should tell the "who, what, where, when, why and how" of your activity in the first paragraph. That may be all they read! Use the subsequent paragraphs to elaborate and give more detail.

What are you publicizing? When is the event? What time? Where? How does the event affect the community? What does your organization do? Who is conducting the event?

Think of your release as an inverted pyramid. The most important information should be at the top with additional information in descending order of importance. Write, rewrite and polish. Your paragraphs should not be more than three or four lines each. Also, be sure to include a contact name and telephone number at the end of your release in case anyone has questions.

Just the facts

Never editorialize in your news release—opinions have no place in your publicity efforts. Also, don't use flowery adjectives. Just include the facts. Let the media decide if your event is wonderful.

However, there are ways to include opinion into your articles without being obvious. Quotes, for example, are a great way to say things that you, as the writer, are not at liberty to write.

For example:



“AYSO has given the children of our community a wonderful program. It’s by far the most ambitious and organized youth athletic program we’ve ever had in Center City,” said Regional Commissioner Chris Brooks.

Consider this

So, what is the secret to getting your message placed in your local newspaper or on a local newscast? Initially, there are a few important elements to consider.

If you appoint a regional publicity director, publicity efforts are less likely to fall through the cracks. Have all regional publicity, media contact and correspondence, and news releases go through this individual.

Determine how your story affects your local audience. How many kids in your community play AYSO soccer? How many residents volunteer their time for AYSO? How long has your AYSO program been around? What has your region done to influence your community positively? Find out as many local statistics as possible and tell the media why these numbers are important.

Newspapers receive hundreds of local story requests and news releases each week, so be realistic in your expectations.

Newspapers tend to be supportive of nonprofit community programs. However, do not expect the newspaper to support your organization more than it would any other.

Make sure your message is worth the editor’s attention. Don’t waste your time and theirs by putting out a lot of frivolous information. By doing so, you damage your credibility. This affects your chances of being taken seriously when a “real story” comes along.

The Basics

News release format:

- Use 8 1/2 x 11 letter-size white paper.
- Always use a computer.
- Make sure your release is neat and double-spaced, with one-inch margins. (This allows the editor to make corrections.)
- Create stationery to use for all your news releases. The AYSO “traditional” logo should be placed at the top left-hand corner of the page. In a pinch, you may also use the “promotional” logo.
- Include the name of your local contact (your publicity director) and his or her telephone number and email address.
- Give your release a headline (i.e. NEW SOCCER PROGRAM COMES TO HUNTINGTON CITY). Center and type it in capital letters.
- When mentioning AYSO for the first time, refer to it as the American Youth Soccer Organization. You can refer to it as AYSO in subsequent mentions.
- Keep the language simple and easy to understand. Don’t use lingo that only “soccer people” can interpret.
- Indicate there are more pages by centering the word “MORE” at the bottom of the each page.
- At the top of subsequent pages, write the title of your release (i.e. AYSO Opening Day) and Page ___ of ___ (i.e. Page 2 of 3) in the upper left-hand corner.
- At the end of your release type and center “-30-” or “###”, which indicates to the editor or typesetter the end of the article.



Additional guidelines

- Never use the back of a page.
- Only use one typeface (i.e. Times Roman, Arial), and never use script.
- Do not send your news release on colored paper.
- Avoid using big words, AYSO-isms and acronyms, or clichés in your release.
- Specify the exact day and date of your event (i.e. Tuesday, Oct. 24, 1999).
- List the location and address of your event.
- Spell out numbers from one to nine, use numerals for numbers over 10.
- Be concise.
- Check and double-check the telephone numbers and email addresses listed in your news release.
- Use your spell check.
- Always ask someone to proofread your news release before you submit it.
- Write a short thank you note to your media contact if the news release or photograph is used.

Sending out your news release

Deliver

In smaller communities it is recommended that you hand deliver your news releases. This gives you an opportunity to establish a relationship with a reporter. However, don't forget to make an appointment and always make your visit brief.

Come prepared with written information about AYSO and the answers to all possible questions. Be prepared to suggest additional material and topics that might be of interest to the reporter.

Email

If a personal visit isn't possible, emailing your release is the next best thing. Contact the newspaper before emailing your release to verify the email address and use a soft-sell approach to emphasize the timeliness of your event.

Mail

Once you have established your relationship with the media, you may also mail your release. Always be sure the media receives your release at least two weeks prior to the event. The sooner, the better.

Follow Up

If you send your release by US Postal Service or email, you may want to make a follow-up call. Again, be brief and to the point and always ask if it's a good time to talk. Because of the daily avalanche of paper that piles up in a newsroom, don't be surprised if the reporter says he/she has not seen your release. If asked to send it again, graciously agree to do so.

Courtesy

Never call a reporter so frequently that you may be considered a nag. Furthermore, if a reporter does not feel a story is right for publication or broadcast, don't push it. No matter how certain you are that you have the ideal story, you are not going to endear yourself by forcing it on someone. Remember, the one thing you never want to do is alienate your media contacts. Without them, your story will never be told.

What Is News?

Every day we are bombarded with information from newspapers, magazines, television and radio. Issues like war, crime, economics, politics, and sports all command our attention. They all compete against us for news coverage.

It's important to remember that not everything you do is news. However, many things can become newsworthy with the proper spin. Some examples could include the following topics:



A regional overview

Every year, prior to the start of your regular season, write and distribute a news release about your AYSO program. Explain what your program offers and what AYSO brings to your community.

Registration dates

In addition to sending sign-up flyers to your schools, submit a news release to your local newspaper at least one week before scheduled sign-ups. The release should include the registration day, time, location, age restrictions, fee information, season dates, and contact numbers. Keep your release short, no more than one page.

Season opening

Send a news release to the sports section of your local newspaper two weeks before the start of the regular season. Tell them the date of the opening game, location, time, schedule, and list any special activities. In the case of a tournament, avoid singling out one game.

Post-season games (i.e. all-star, playoffs)

Be sure to notify the newspaper at least two weeks prior to any all-star or playoff activity. A news release should be written and distributed that lists games, sites, and times. Arrangements should be made to provide game results to the newspaper no later than two days following the games. The results could be called in or submitted on the Monday following the game.

All-star honors

Many newspapers will include a list of players named to all-star teams. Be sure to include player names, ages and team affiliations. However, do not write more than one page.

Human interest profiles

Is there a special child or volunteer in your region who has overcome a disability or has an interesting background? If you need some feedback as to whether an individual is "newsworthy," contact the AYSO National Support & Training Center and ask to speak with one of our public relations experts.

Special events

Media outlets like to know when organizations are putting something back into the community. Encourage your members to get involved with a special project that helps others and, once the project is going, notify the media. Charity donations, neighborhood clean-up campaigns, and holiday giving programs may be just the thing to warrant media attention in your community.

Sports scoreboard

Some local newspapers may print standings and scores from previous weeks' games. Such arrangements should be made with the sports editor at least one month before the start of the season.

Photographs

Pictures are a nice accent to any print story. Here are a few possible photo opportunities that you can publicize during the year.

Off-season

Once your regional leadership has been appointed, write a news release announcing your new board. Include a 3x5 picture of the regional commissioner and be sure to write his or her name on the back of the photo.

Opening day

Send a photo of your opening day ceremonies (newspapers love pictures of kids being kids) along with a news release.



Sideline shots

Encourage someone in your region to look for photo opportunities on the sidelines. An anxious team mom, kids eating oranges, an enthusiastic coach. Select four or five of your most interesting photos and submit them to your newspaper.

Playoffs

Send your local newspaper photos of your end-of-season playoffs or all-star team along with a news release.

Keep in Mind

Is the subject of your release important to the community's readers, listeners, and viewers? If you were the editor and had dozens of releases to choose from, but only limited space, would you honestly publish your region's release? Is the information in your release really important? Does it appeal to the community at large? If not, regroup and look for a new angle.

Is it really news or just an advertisement in disguise? Editors are not in the business of giving away free advertising, so don't try to slip anything past them. They already know all the tricks! However, it's always a nice idea to pass along a trinket to a friendly reporter. Maybe an AYSO bumper sticker or lapel pin.

Speaking Out

When you are being interviewed by the media:

- Never say anything that you don't want to see in print or hear over the airwaves.
- Be conversational. Learn to speak in short, clear sentences.
- Use examples to make your point.
- Express passion and enthusiasm for your topic, but don't be phony.
- Tell the truth and never make up information. If you don't know the answer to a question say, "Offhand, I'm not sure. But I will find out for you." And then ALWAYS find out and let them know the answer.
- Remember the reporter is the middleman to your audience. Conduct your interview as if you're talking to your community members directly.