"Deliver a CBA" Module Overview

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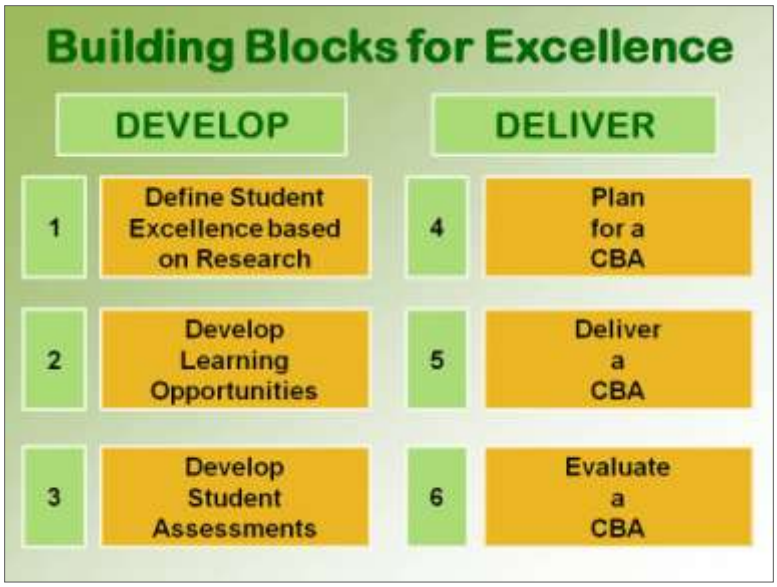
Welcome to the "Deliver a CBA" Module

Critical Processes in Delivering a CBA

The *CBA Website* focuses on two sets of processes that will enable you to develop and successfully deliver a construct-based approach (CBA) to implementing comprehensive school counseling programs. The graphic below displays the two sets of processes. We discussed the first set in the "Develop a CBA" module. The second set will be discussed in this module.



This module is intended to provide the information and tools you need to deliver a construct-based approach (CBA) that can be integrated into your existing school counseling program with the expected results of improving your counseling program, counselor practice and learner outcomes.

Critical Aspects of "Deliver a CBA" Processes

The following aspects of the second three processes are critical to understanding their importance to a CBA and how they are related to each other. These aspects are shared by all six processes.

- **The processes are learner-centered**. They are intended to focus our attention on what is required to help students become proficient learners and achieve excellence through participation in the school counseling program.
- **The processes are sequential**. These processes are best understood as a sequential set of activities that build on the successful completion of prior steps. In other words, our ability to complete the "Deliver" steps depends on our successful completion of the "Develop" steps, and the successful completion of each of the "Deliver" steps depends on the completion of the prior step.
- **The processes are iterative**. Initially, completing the "Deliver" processes enables you to conduct basic implementation activities. Each of these processes will need to be conducted on an ongoing basis so as to continuously improve the delivery effort and effectively respond to changing and emerging needs.
- **The three processes are inextricably related**. This second set of processes represents the primary building blocks for delivering a CBA. They need to be viewed as a unified process and should only be discussed in relation to, and never in isolation from, each other.

A brief description of each component is provided on this webpage. In addition, hyperlinks to other webpages that contain more detailed information about various aspects of these

components are provided in the narrative below. You can also access the other webpages in the "Deliver a CBA" module via links provided in the Sidebar to your left.

Plan for a CBA

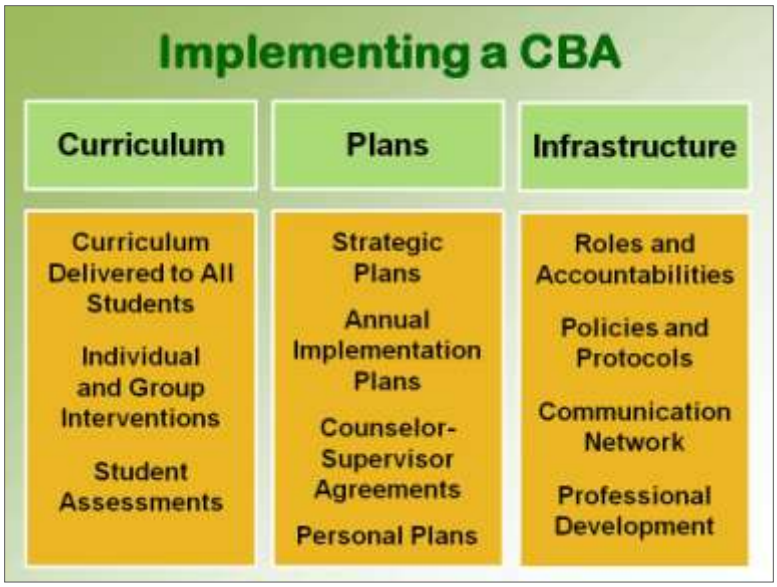
Effective front-end planning is one of the most critical processes in the successful delivery of a CBA. School counseling programs are a complex set of procedures that must be planned, deliverable and measurable so that program results can be achieved efficiently and with the greatest impact on student development and learning. Failure to plan effectively severely diminishes the ability and potential of school counselors to make a difference in student lives and the quality of the school community.

School counseling programs require a complete cycle that is completed by counselors who are planning proficient. The CBA utilizes a four-phase approach to planning for the design, delivery and evaluation of comprehensive school counseling programs. The section on "Plan for a CBA" will discuss a complete planning cycle for school counseling, as displayed in the graphic below.

Four types of plans critical to a CBA will be discussed: a) three-year strategic plans, b) annual implementation plans, c) counselor-supervisor agreements and d) personal plans for results. Templates, with instructions, will be provided to help you develop effective school counseling plans for your district.

Implement a CBA

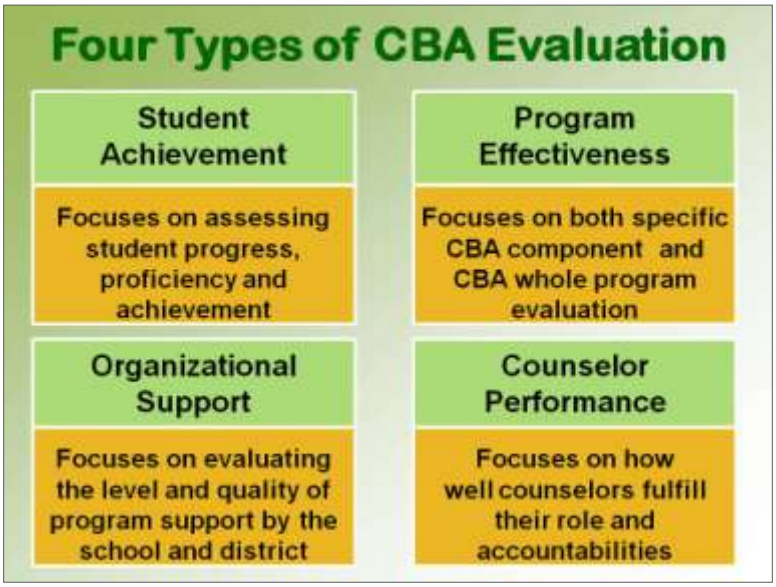
Implementing a CBA requires the successful completion of three critical areas, displayed in the graphic below. Collectively these areas enable school counselors to deliver meaningful content (knowledge to be acquired, skills to be developed), conduct implementation processes systematically, and establish and sustain a reliable support infrastructure that is required to ensure that the school counseling program is implemented with fidelity.



This section will discuss the importance of each area. Templates, with instructions, will be provided to help you successfully implement your school counseling program.

Evaluate a CBA

Evaluation is a process that determines the extent to which the expected results and plans for the CBA have been successfully completed. Components of a CBA are evaluated on an ongoing basis, with an in-depth whole program evaluation being conducted every five to seven years. This section will discuss four basic types of evaluations used in a CBA to determine progress, identify deficiencies and challenges, and take corrective action to continuously improve the school counseling program.



Templates, with instructions, will be provided to help you successfully evaluate your school counseling program and its impact of student development and the quality of the school community.

Links to “Deliver a CBA” Webpages

Links to all webpages associated with the “Deliver a CBA” module are provided in the Sidebar to your left. All these links will appear as long as you are within the “Deliver a CBA” module. Links to the templates are embedded in the various “Overview” webpages. Familiarize yourself with the order of the webpage titles so you can easily navigate throughout this module.