



CBA Readiness Survey Instructions

Purpose of the CBA Readiness Survey

The CBA Readiness Survey consists of statements that characterize a fully developed CBA school counseling program. It is our experience that these characteristics need to be in place if you are to maximize its potential of a CBA to improve your approach to helping students achieve excellence. Therefore, asking whether or not these characteristics are manifest in your current school counseling program can provide insights regarding specific areas that need to be improved when developing your CBA.

It is recommended that this survey be completed in a department meeting and that the consensus response to each item be entered into the template. If there is significant disagreement as to the code to assign, it should be so noted at the end of the survey for future references.

The survey is conducted at the beginning and at the end of the school year. This allows for a reassessment of how ready you are to implement a CBA based on the accomplishment made during the school year. You are asked to assign two codes. The first is a status code of either "Yes" or "No." A "Yes" means that the characteristic is fully manifest in your school counseling program. A "No" means corrective action needs to be taken. The second code assigns the priority level for working on improving the characteristic during the school year.

The tool can be sorted once the codes have been entered to produce a list for each code. Analysis of the results of this tool means nothing unless it is translated into immediate action that must be taken to get your current counseling program ready as a CBA program. Each item assigned a "no" in the code column can be transformed into a results statement and be incorporated into the school counseling plans as action steps.

Description of Data Elements in Header Row

The survey is divided into multiple tables, each using the same header row. Information is gathered on five data elements. Each table represents an aspect or process critical to a successful CBA

Header Row

This template consists of five columns. Titles for each column are specified in the header row.

Statement	Pre-Code	Pre-Priority	Post-Code	Post-Priority
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A description of each header title is provided below

Data Element	Description
Statement	<ul style="list-style-type: none"> – Each statement characterizes an attribute of a successfully implemented CBA. You are asked to assess your current program’s capacity to implement these processes.
Pre-Code	<ul style="list-style-type: none"> – This column records a code at the beginning of the school year to indicate the level of program readiness to fully implement the statement. – A simple code structure is used: 1 = Yes or 2 = No. A “Yes” signifies that you are currently ready to complete this essential CBA process on a consistent basis. A “No” signifies that there is work to be done in the specified area. Any item with a “No” is a potential action step that will need to be included in your plan for establishing a CBA.
Pre-Priority	<ul style="list-style-type: none"> – This column records the priority level for addressing any identified weaknesses in the program (e.g., a “No” response) that needs to be addressed. It is not necessary to assign priority codes to any statement with a “Yes.” – A simple coding structure is used: 1 = Top Priority, 2 = Medium Priority, 3 = Low Priority. This information is very useful in developing your plans for establishing a CBA.
Post-Code	<ul style="list-style-type: none"> – Same as the “Pre-Code,” except that this column is completed at the end of the school year and reflects changes in your perceptions due to work during the school year.
Post-Priority	<ul style="list-style-type: none"> – Same as “Pre-Priority,” except that this code is assigned at the end of the school year. – Responses from the post columns are compared with responses from the pre-columns to determine progress toward complete readiness to develop and implement a CBA. – Areas still in need of improvement become results statements and action steps in CBA planning processes.

This template can be completed by individuals and then data from all templates combined and analyzed. It is recommended that this approach use a simple yes or no response. It makes it easier to combine the individual responses.

The template can also use a structure with more codes. This structure is recommended for a group of counselors completing the template collectively. Each statement is discussed, a consensus is formed and the group decision is entered into the template. This can save a great deal of time, especially when a counseling department has many members. Coding structures with four or five options provide greater granularity in data to be analyzed.

Instructions for Completing the CBA Readiness Survey

This is a long survey. However, it does identify areas that are critical to the successful development and implementation of a CBA. Taking the time to complete the survey at the beginning and the end of the school year will save time in the future by giving you an

opportunity to make improvements to your current school counseling program from the very beginning.

At the Beginning of the School Year

Step	Action Steps	Description
1	Determine who will complete the Readiness Survey	– It is recommended that school counselors and administrators in charge of school counselors complete the survey.
2	Schedule a time (department meeting) to complete the survey	– As a group process, discuss each item, arrive at a consensus response and enter into the template. Any items where a consensus is difficult: enter the majority code and describe the argument in the “Notes” section at the end of the survey.
3	Complete preparations needed prior to conducting the survey	– Schedule a time and location for the survey to be completed. – Make as many copies of the survey as are needed by participants.
4	Complete the survey	– It is important to remember that the same survey sheets are used at both the beginning and end of the year. Once the survey has been completed and results distributed, keep an electronic copy of the survey file to be used at the end of the year. –
5	Analyze data and determine actions required	– As a department, discuss what the data shows about your readiness to begin developing a CBA. – Develop immediate action steps that are required to begin improving your level of readiness. – Document your action steps (e.g., in CBA planning templates).
6	Report data results	– Report the results of data analysis to those who need it to make informed decisions about the school counseling program and how to improve its quality.
7	Initiate improvement activities	– Develop a plan for what steps need to be done to begin improving your current program. – Initiate the action steps.
8	Store relevant documents	– Store all relevant documents from this survey and related work during the school year. It will be needed at the end of the school year when the survey is administered again.

At the End of the School Year

Step	Action Steps	Description
1	Complete the post columns in the survey	– As a department, use the completed pre-survey form to enter data in the post columns.

Step	Action Steps	Description
2	Compare the pre- and post responses to determine progress toward total readiness	<ul style="list-style-type: none">– Analyze the variances between the responses from the beginning and end of the school year.– Based on your analysis, determine what action steps are now needed to continue the improvement effort.
3	Develop new plan	<ul style="list-style-type: none">– Develop a new plan for continuing the work in the next school year.
4	Document and distribute results	<ul style="list-style-type: none">– Document your accomplishments and challenges and distribute the results to those who need them to make informed decisions.

Additional Notes