

The Environmental Scan Model for School Counselors

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Abstract

The Environmental Scan Model for School Counselors provides school counselors and school counseling programs a structure to examine internal and external factors that play a role in responsive and effective programming. This article includes a brief history of environmental scanning in educational settings, outlines The Environmental Scan Model for School Counselors, provides examples for practical implementation by school counselors, and shares how the Colorado Department of Education has used the model since 2013 as a requirement of districts and schools participating in the Colorado School Counseling Corp Grant Program.

Keywords: school counseling, environmental scan

Introduction

School counselors are responsible for planning and implementing programmatic interventions that meet the needs of all students. Leaders in the field have long advocated for the importance of grounding these interventions in school-wide data. Professional school counselors collect multiple data including needs assessment data, participation data, and other achievement related outcome data. These data sources go a long way in identifying needs within a school, yet there is much more to the process including determining root causes, creating SMART goals, and selecting appropriate interventions. Guidance exists to support school counselors as they collect data and create SMART goals; however, little support exists to support school counselors as they evaluate and select appropriate interventions to meet those goals. The Environmental Scan Model for School Counselors supports both needs assessment and intervention selection to meet identified needs, a key advantage of environmental scan process (Saxby, Parker, Nitse, & Dishman, 2002; Savage, Springborg, & Lagerstrom, 2017). The Environmental Scan Model for School Counselors relates directly to items 2.F2, 2.F3, and 2.F4 on the ASCA RAMP scoring rubric for the 4th edition of the ASCA National Model (American School Counseling Association, 2019b).

The Colorado Department of Education approached this author in 2013 to provide school counselor professional development focused on environmental scanning. At the time, this author had no knowledge regarding use of environmental scanning in the field of school counseling. Poole (1991) reported a similar experience in the field of K-12 education. A thorough search of the school counseling literature yielded no works related to environmental scans in school counseling.

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A broadened search including other human services professions found some related works in nursing, social work, and educational administration. Those sources indicated the foundation of environmental scanning generally lay in business and marketing.

1. Environmental Scanning Emergence

Aguilar first introduced environmental scanning in 1967 (Saxby, Parker, Nitse, & Dishman, 2002). The field of business management formalized the use of environmental scanning in the 1980's and higher education followed in the 1990's (Hatch & Pearson, 1998; Morrison, 1993; Seerley & Watkins, 1994). Government, healthcare, and non-profit agencies also employ environmental scan strategies to guide decision-making (Poole, 1991). The nature of data collected differs based upon the nature of the organization. Businesses and managers focus on competitive marketing trends, whereas social organizations concentrate on social and government trend data (Choo & Auster, 1993). Environmental scanning alerts decision-makers to environmental factors that might affect outcomes of systemic change initiatives (Lapin, 2004; Morrison, 1993). This central quality holds the value of environmental scan processes for program improvement through strategic planning.

1.1 Key Characteristics of Environmental Scans

Educators use demographic data and constituent feedback to facilitate educational decision-making. Census reports and stakeholder input provide the bulk of this information and offers insight into "what is." Environmental scan data differs from traditional educational data in that it looks to the future, utilizes a broader variety of sources to identify both opportunities and threats that lie in the environment, considers how one data trend influences others, and represents an on-going process (Poole, 1991). Choo and Auster (1993) clarify that environmental scan data often presents insight beyond the information that the organization seeks.

Environmental scans are most effective when conducted along with other strategies for assessing needs (Hatch & Pearson, 1998; Seerley & Watkins, 1994). Morrison (1993) explains that Aguilar originally proposed four scanning modes that Morrison, Renfro, and Boucher later collapsed into two modes: passive and active scanning. Saxby, Parker, Nitse, and Dishman (2002) posit that scanning the internal environment tends to be more passive while scanning the external environment is more active. Interviews, observations, and document review are all common methods of collecting information during an environmental scan and generally represent active strategies (Gordon & Glenn, 2019; Hatch & Pearson, 1998). Hatch and Pearson (1998) clarify documents may be either internal or external to the organization; accessing a wide variety of material produces robust information (Morrison, 1993). Personal and professional experience of those using environmental scanning techniques influences the interpretation of scan data and although subjective in nature, should be embraced as it offers critical insight (Hatch & Pearson, 1998). Choo and Auster (1993) indicate that both decision-making and interpretation perspectives are important for environmental scanning. A scanning team can help broaden the perspectives and lead to richer scan data and analysis (Lieshoff, 1993; Morrison, 1993; National Center for School Mental Health (NCSMH), 2020). Electronic data retention and analysis allows for easy access of information and increased opportunity to identify relationships across categories of data (Gordon & Glenn, 2019; Lieshoff, 1993; Morrison, 1993).

1.2 Relative Advantages and Disadvantages of Environmental Scanning

Schools are greatly impacted by the environment around them and thus any exploration of strengths, weaknesses, opportunities or threats (SWOT) during strategic planning must include consideration of the external as well as the internal environment (Alexander & Choi, 2015; National Center for School Mental Health (NCSMH), 2020). Relative advantages of environmental scanning include readily available data, broad-spectrum information across multiple stakeholder groups, multiple application of information from one source, and "unobtrusive" data attainment (Hatch & Pearson, 1998; Saxby, Parker, Nitse, & Dishman, 2002). For example, in their 2015 environmental scan project for Minneapolis public schools, Alexander and Choi used multiple existent databases including the Minnesota Department of Education website, the City of Minneapolis and Hennepin County database, data from the Minnesota Department of Public Safety, and the National Center for Charitable Statistics. Such agencies and organizations continuously gather and update meaningful data. Environmental scanning is dynamic and because data sources exist within the current environment, leaders become aware of information in real time making them more responsive to rapidly changing environments (Alexander & Choi, 2015; Saxby, Parker, Nitse, & Dishman, 2002).

The National Center for School Mental Health (2000) offers that resource mapping and environmental scanning are synonymous terms for “an active, ongoing process to identify, visually represent, and share information about internal and external supports and services...that reduces duplication and inappropriate use of services” (p. 2).

Relative disadvantages to environmental scanning include data too broad to be of real value, time expenditure accessing external sources of information, possible navigation of “internal politics,” time commitment related to data analysis outweighing the benefits, the possibility that such data might be perceived as less “valid,” and data analysis tainted by personal or professional experiences (Hatch & Pearson, 1998). Leishoff (1993) reminds the researcher that environmental scan teams strive for robust data while also ensuring that the information is manageable. Several authors have identified database management as an important response to this challenge. A clearly articulated scan taxonomy serves to guide the categorization and prioritization of data collected (Morrison, 1993). Templates including such fields as category or domain, leading indicator, source, how to access the source, other comments, significance or importance, potential consequences or impact, current and future status, actors, and date will help to increase utility of the database for searching and report generation (Gordon & Glenn, 2019). Effective utilization of such a taxonomy emerges from the work of Alexander and Choi (2015).

Ethical considerations include confidentiality of information gathered, competence in analyzing data, appropriate attribution of authorship, fairness in subsequent use of sources, and consideration regarding the impact of data interpretation on all stakeholders (Hatch & Pearson, 1998).

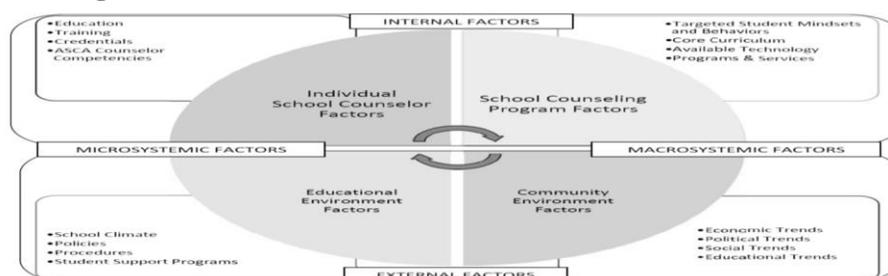
2. School Counselor Model Development

Several authors in related fields have put forth models to guide environmental scanning processes (Saxby, Parker, Nitse, & Dishman, 2002; Savage, Springborg, & Lagerstrom, 2017). Since most of these models emerge from the marketing fields, they heavily emphasize business strategies and organizational culture. School counseling programs exist as organizations within the host organization of a school that functions under district and ultimately community influence. The multiple layers of oversight and influence complicate the environmental scanning process for school counselors. A model designed to guide school psychologists and other special service providers as they conduct an environmental scan to determine readiness of a school and district to meet the needs of transgender and gender diverse students is most similar to the proposed school counseling model (Savage, Springborg & Lagerstrom (2017). Both models present a guide in the form of a checklist of critical items for the scan team to consider. Without a formal scoring or prioritizing protocol, prioritization depends upon the training, experience and insight of the scan team (Savage, Springborg, & Lagerstrom, 2017).

3. Practical Application

The Environmental Scan Model for School Counselors offers an overall structure as well as worksheets and prioritizing formulas for efficiently utilizing scan data (https://www.cde.state.co.us/postsecondary/scc_resources). The overall model structure includes four quadrants representing internal micro-systemic factors, internal macro-systemic factors, external micro-systemic factors, and external macro-systemic factors (see Figure 1). Internal micro-systemic factors comprise individual school counselor qualities. These qualities include but are not limited to education, training, credentials, and assessed ASCA school counselor competencies. Internal macro-systemic factors address qualities of the school counselor program as a whole and include such factors as targeted student mindsets and behaviors, core curricula, available technology, and programs/services. External micro-systemic factors consider the educational community and include school climate, policies, procedures, and student support programs. Community environmental factors in the external macro-systemic quadrant takes into account economic, political, social, and educational trends.

Figure 1. Environmental Scan Model for School Counselors



NOTE. This figure demonstrates how each element of the Environmental Scan Model for School Counselors fits into and interacts with the other. Copyright 2013 by Laurie A. Carlson, adapted 2020.

3.1 Identifying Factors

The model uses a total of four worksheets to guide school counselors through each quadrant. Worksheets include five columns; the factor explored, issues and questions that emerge, findings, identification as a strength or weakness, and the source/s of the information. Users can add or delete factor rows to meet their needs. Factors included in the internal micro-systemic (Quadrant 1) worksheet include counselor 1) education, 2) license, 3) specialized training or certifications, 4) commitment to continued professional growth and development, 5) multicultural competence, and 6) professional competence. Information sources include but are not limited to school counselor resumes, adopted school counselor evaluation tools, and the ASCA school counselor competencies checklist (American School Counselor Association, 2019a). To aid the reader in using the worksheet, an example completed worksheet presents scan data related to a school with an identified concern about student anxiety (see Figure 2).

Figure 2. Worksheet for Internal Microsystemic Factors (Quadrant 1)

Worksheet for Environmental Scanning
Internal Micro-Systemic (School Counselor) Factors Related to Concerns of Student Anxiety
Student Anxiety Identified Through Student Survey

School Counselor Resumes, Adopted School Counselor Evaluation Tools, and The School Counselor Competency Checklist will provide a good deal of data to inform the completion of this form.

Internal Micro-Systemic Environment (School Counselor)	Issues/Questions	Findings	Strength or Weakness?	Sources
Education (Master's Degree in School Counseling)	Do all counselors have a master's degree in school counseling?	4 of the 5 have a master's degree in school counseling and one has a master's degree in clinical mental health counseling	Strength	School counselor resumes.
State licensure with an endorsement in School Counseling Specialized Training or Certifications	Are all counselors licensed?	All 5 counselors hold a state school counseling license.	Strength	School counselor resumes.
	School Counselors with training in anxiety?	3 of the 5 school counselors on the team have deliberately attended sessions regarding student anxiety at the state conference.	Strength	Shared at department meeting.
Committed to Continued Growth and Professional Development	Are team members committed to learning more?	All 5 school counselors are willing to access and review material on ASCA website related to addressing student anxiety.	Strength	Shared at department meeting.
Multicultural Competence	Are team members competent to address anxiety of specific populations?	None of the school counselors understand unique concerns of DREAMERS.	Weakness	School Counselor Cultural Assessment.
Professional Competence (as measured primarily by the School Counselor Competency Checklist or School Counselor Evaluation Tool)	Are team members able to address student anxiety related to post-secondary planning?	As a group, school counselors were only able to endorse 20% of related School Counselor Competency Checklist Items.	Weakness	Competency Checklist III-A-5, III-A-6, III-B-2 a-g

Several ASCA National Model templates provide critical information for completing the internal macro-systemic (Quadrant 2) worksheet. These templates include the Annual Administrative Conference, Annual Calendar, Annual Student Outcome Goal Plan, Classroom and Group Mindset and Behaviors Action Plan, Closing the Gap Action Plan, School Data Summary, and Use of Time Calendars (American School Counselor Association, 2019a). Factors within this quadrant include 1) an articulated mission and vision statement, 2) student program access through standards-based counseling curriculum, 3) appropriate referral processes for individual and small group interventions, 4) sufficient academic programming, 5) sufficient social-emotional programming, and 6) sufficient career and post-secondary planning programming.

These factors guide the school counseling team as they examine the strengths and weaknesses of their current program as a whole. Figure 3 offers an example of this worksheet completed for the student anxiety concern (see Figure 3).

Figure 3. Worksheet for Internal Macro-systemic Factors (Quadrant 2)

Worksheet for Environmental Scanning
Internal Macro-Systemic (School Counseling Program) Factors Related to Concerns of Student Anxiety Identified Through Student Survey

The School Counseling Program Assessment, the ASCA Use of Time Assessment, and The School Counseling Core Curriculum, will provide a good deal of data to inform the completion of this form. Targeted Mindsets and Behaviors should be connected to programs and services.

Internal Macro-Systemic Environment (School Counseling Program)	Issues/Questions	Findings	Strength or Weakness?	Sources
Articulated Beliefs and Mission Statement				
All Students Have Access to the Program and are Served Through Standards-Based Counseling Curriculum	Is there curriculum related to anxiety and social emotional learning?	There is bullying bystander curriculum but no curriculum related to student self-awareness and self-care.	Weakness	Core Curriculum Review no connection to targeted Mindsets and Behaviors
Referral Processes are in Place and Followed for Individual and Small Group Interventions	Are small groups available for students experiencing anxiety?	No small groups are offered at the school.	Weakness	Program Assessment and Use of Time Assessment.
Programs are in Place to Support the Academic Needs of Students				
Programs are in Place to Support the Post Secondary and Career Needs of Students				
Programs are in Place to Support the Personal/Social Needs of Students	Are there programs in place for students experiencing anxiety?	The counseling office is known to the students and students are comfortable coming to the counseling staff.	Strength	Referral Review Observation

The school data summary template (American School Counselor Association, 2019a) and internet data sources such as state department of education websites provide information for factors explored in the external micro-systemic (Quadrant 3) worksheet.

This worksheet helps the school counselor systematically consider 1) student, parent and teacher demographics and characteristics, 2) school culture and reputation, 3) physical facilities, 4) technology, 5) financial factors, 6) administrative and organizational qualities, 7) school climate related instances, 8) pertinent policies, 9) procedures, and 10) special student support programs. Again, this manuscript offers an example of this completed worksheet (see Figure 4).

Figure 4. Worksheet for External Microsystemic Factors (Quadrant 3)

Worksheet for Environmental Scanning
External Micro-Systemic (School) Factors Related to Concerns of Student Anxiety
Student Anxiety Identified Through Student Survey

The School Data Profile and Internet Databases (such as the CDE education statistics at <http://www.cde.state.co.us/cdereval>) will provide a good deal of data to inform the completion of this form.

External Micro-Systemic Environment (School)	Issues/Questions	Findings	Opportunity or Threat?	Sources
Student/Parent/Teacher Characteristics and Demographics				
School Culture and Reputation	Is there adequate space for individual and group counseling?	The school is short of space due to recent increased enrollments.	Threat	Public website.
Physical Facilities				
Technology				
Financial Factors				
Administrative and Organizational Factors	Do administrators support social-emotional interventions?	The school lists increased counseling services as a main goal.	Opportunity	2019 SIP Goals
School Climate Related Instances (Recent Violence, Suicide, etc.)	Are safety and climate concerns adding to student anxiety?	Been bullied, harassed or teased at school by peers. 59% Been harassed or teased at school by a teacher. 15.4% Been physically hurt (touched, hit, kicked, etc.) while at school. 5.1% Been afraid to come to school because of bullying, harassment, or intimidation. 23.1% Mixed school because of bullying, harassment, or intimidation. 20.6% Knows someone else who was afraid to come to school because of bullying, harassment, or intimidation. 41% Been harassed or teased by someone from school through electronic media (Facebook, Twitter, Instagram, etc.) 46.2%	Threat	Student Survey
Pertinent Policies (Zero Tolerance, Harassment, etc.)				
Procedures (Registration, Discipline Referral, etc.)				
Special Student Support Programs (Transition, Tutoring, etc.)	Does the school support students with anxiety through MTSS and 504?	80% of students receiving support for mental health concerns through special programming have increased attendance and academic achievement.	Opportunity	Special Services Yearly Outcome Reports.

The external macro-systemic (Quadrant 4) worksheet contains factors that exist in the broader community and impact the school and its school counseling program. Factors within the external macro-systemic worksheet include 1) community characteristics and demographics, 2) educational services, 3) political/governmental policies, 4) economic and social/cultural conditions, 5) geography, and 6) technology resources.

Local and regional media resources offer a wealth of information related to these factors. National databases, particularly the American Community Survey from the U.S. Census Bureau, provides extensive information to guide external macro-systemic factor scan completion (US Census Bureau, n.d.). Culturally and socially rich community environments impact student experiences including anxiety (see Figure 5).

Figure 5. Worksheet for External Macro-systemic Factors (Quadrant 4)

Worksheet for Environmental Scanning
External Macro-Systemic (Community) Factors

The Local and Regional Press and Internet Databases (such as the American Community Survey at <http://www.census.gov/acs/www/>) will provide a good deal of data to inform the completion of this form.

External Macro-Systemic Environment (Community)	Issues/Questions	Findings	Opportunity or Threat?	Sources
Community Characteristics and Demographics (workforce age, gender, ethnicity, mobility, etc)				
Educational Services (access to higher education, technical skills training, etc)	Are there community resources to support social/emotional needs?	School-Based Health Center connected to community mental health center.	Opportunity	District Website
Political/Governmental (changes in laws, municipal policy, representation, etc)				
Economic and Social/Cultural (SES, housing and food insecurity, access to healthcare)	Are community social/cultural characteristics adding to student anxiety?	92% of students are free/reduced price lunch eligible.	Threat	CDE Performance Snapshot
Geography (population density, mobility and transportation, etc)	How might access to transportation be affecting student anxiety?	35% of students indicate transportation issues lead to their absences.	Threat	Student Survey
Technology (access to and utilization of emerging technologies, etc)				

3.2 Analyzing Factors

The factor analysis summary utilizes a macro-enabled workbook to record and analyze the impact of factors that emerge from the worksheets. The workbook includes an instructional spreadsheet as well as four additional worksheets; Internal Factors, External Factors, Internal Factors Progress, and External Factors Progress. Each of the following steps should be completed for each quadrant to consider the significance of factors and prioritize action:

- 1) List strengths and weaknesses from factor worksheets into the appropriate factors column.
- 2) Weight each factor from 1.0 (Most Important) to 0.0 (Not Important) in the Weight column based on that factor’s probable effect on the school/school counseling program’s strategic position. The total weight must sum to 1.00 within each of the factor categories.
- 3) Rate each factor from 1 to 5 in the Rating column. For the strengths and opportunities, the person conducting the scan should base their rating on the degree to which that strength or opportunity is currently being leveraged with 1 being poorly and 5 being well. For the weaknesses and threats, base the rating should be based upon the the degree to which the weakness is being addressed; for example a significant weakness represents no effective response and would receive a rating of 0.

- 4) Note the weighted score for each factor obtained through the spreadsheet's coded formula that multiplies each factor's weight times its rating.
- 5) Use the Comments column for rationale used regarding each rating. What characteristics led to the specific rating? An example of internal factors related to student anxiety is provided (see Figure 6).

Once the weighted scores are inputted, the formula calculates a total weighted score in the final column. This indicates how well the school/school counseling program is responding to the factors in either its internal (see Figure 6) or external environment. In the example one can see that when considering the weighted scores for identified internal factors, the scan process yielded an overall rating of 7.7 out of a possible 20 (see Figure 6). This is important when revisiting the analysis summary to consider progress. Exploration of external factors follows the same process.

Figure 6. Factor Analysis Summary for Internal Factors

Internal Factors	Weight	Rating	Weighted Score	comment
Microsystemic Strengths - Greater the Strength, Higher the Rating				
Education	0.1	5		4 of 5 have masters in SC.
Licensure	0.1	5		All 5 are licensed.
CSCA Presentations	0.3	3	0.9	3 of 5 have attended sessions. All are willing to access and
ASCA Material	0.5	5	2.5	review.
Microsystemic Weaknesses - Greater the Weakness, Lower the Rating				
Knowledge of Dreamers	0.3	0	0	None with Knowledge
Competency Checklist	0.7	1	0.7	1 counselor can endorse.
Macrosystemic Strengths - Greater the Strength, Higher the Rating				
Counselor Utilization	1	3	3	Students are comfortable with office.
Macrosystemic Weaknesses - Greater the Weakness, Lower the Rating				
Curriculum Small Group Counseling	0.3	2	0.6	Bullying Curriculum but no SEL curriculum for self-awareness or self-care.
	0.7	0	0	No small group counseling.
Total scores	the sum must = 1.00		7.7	Out of 20 total possible

3.3 Analysis to Action

The Environmental Scan helps guide interventions in two ways. First, scores can be used to prioritize the focus of interventions. One should begin focusing on the aspects with the lowest weighted scores. When considering plans of action, leverage the highest-weighted strengths and opportunities against the lowest-rated weaknesses and threats, and then consider ways to increase ratings across all categories. In considering the internal factors anxiety example, one might determine that the strongest course of action in light of counselor commitment to professional development would be to provide staff development for the school counseling team around particular concerns of DREAMers, enhancing their scores on related counselor competency scale items, and then utilizing that new knowledge to implement an anxiety related small group specifically targeting DREAM students (see Figure 6). The second way to use the Environmental Scan Model is to use weighted scores and supplemental data to move beyond prioritization and guide intervention selection. A common mistake school counselors make is to pick an intervention before fully analyzing the current strengths and threats in the environment. For example, a team might be excited about creating small groups and later find out the teachers will not release students from class. It is critical when selecting interventions, the team does not replicate existing strategies, leverages advantages offered by strengths/opportunities, and avoids interventions that would be compromised because of weaknesses/threats. Using the anxiety scan example, a school counseling team and advisory committee should not duplicate existing efforts on bullying and instead focus on other ASCA mindsets and behaviors (see Figure 6).

Documenting Progress

The last step in the analysis summary process leads to ongoing evaluation and progress monitoring. To measure progress, copy internal and external factors spreadsheets to the end of the workbook and label them "Internal Factors Progress" and "External Factors Progress." Consider what has been accomplished to determine values in the ratings column, leaving the weight scores the same. When weaknesses and threats are completely addressed, rate them 5 and when strengths and opportunities are fully capitalized, rate them 5. The goal is to increase the overall weighted scores on both spreadsheets. Use the comments column to articulate how the strength was leveraged or enhanced and how the weakness was addressed or decreased. Twenty is the highest score attainable and in the example of

Internal Factor Analysis Progress one finds that the pre-intervention score of 7.7 has now increased to 14.8 (see Figure 7).

Figure 7. Factor Analysis Summary Internal Factors Progress

Internal Factors	Weight	Rating	Weighted Score	comment
Microsystemic Strengths - Greater the Progress, Higher the Rating				
Education	0.1	5		4 of 5 have masters in SC.
Licensure	0.1	5		All 5 are licensed.
CSCA Presentations	0.3	5	1.5	The remaining 2 counselors completed an online PD related to student trauma.
ASCA Material	0.5	5	2.5	Follow-up indicates all have followed through.
Microsystemic Weaknesses - Greater the Progress, Higher the Rating				
Knowledge of Dreamers	0.3	5	1.5	A 1/2 day workshop was provided to all counselors regarding anxiety and challenges for DREAMERS.
Competency Checklist	0.7	4	2.8	New administration of counselor competency scale and now 4 counselors can endorse items.
Macrosystemic Strengths - Greater the Progress, Higher the Rating				
Counselor Utilization	1	4	4	Increase in student traffic.
Macrosystemic Weaknesses - Greater the Progress, Higher the Rating				
Curriculum	0.5	3	1.5	New curriculum adopted but not implemented.
Small Group Counseling	0.2	5	1	One anxiety group for DREAMers in each grade level has been started.
Total scores	the sum must = 1.00		14.8	

4. Conclusion

The state of Colorado uses the Environmental Scan Model for School Counselors as a requirement of districts and schools participating in the Colorado School Counseling Corp Grant Program (<https://www.cde.state.co.us/postsecondary/schoolcounselorcorps>). All grantees are required to report results of a needs assessment and environmental scan within their Development Year Report to the state (<https://www.cde.state.co.us/postsecondary/scgpreporting>). School counseling programs have successfully used the model to both strengthen needs assessment strategies and to guide intervention planning as they identify related and root causes of the uncovered needs. According to Eva Pugh, School Counselor Coordinator for the Office of Post-Secondary Programs within the Colorado Department of Education:

An environmental scan is a significant aspect of data collection for the School Counselor Corps Grant Program (SCCGP) development year. The use and results of an environmental scan helps determine actual needs of the district/school. Careful consideration of the data collected from this environmental scan aids grantees in the development of appropriate SCCGP SMART Goals. The Environmental Scan Model used by SCCG includes Micro and Macro, Internal and External quadrants and is specific to school counseling programs. Each quadrant worksheet provides thoughtful areas to consider and review. It is essential to consider each quadrant results to truly understand the school and community. Also, this model is ideal for sharing information with stakeholders. By using this model School Counselor Corps grantees have the information they need to move forward and make systemic changes and reach the goals developed in year one of the grant. Since this model was introduced, the SCCG goals have been aligned with identified need and appropriate interventions have been implemented. (E. Pugh, personal communication, 2/13/2020)

Colorado Department of Education's Utilization of this model demonstrates its utility and efficacy. The Environmental Scan Model for School Counselors helps professional school counselors systematically consider internal and external factors relevant to implementing the ASCA National Model's management component (ASCA, 2019a).

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