**Attachment 1: SkillUp Washington Environmental Scan**

SkillUp Washington, as part of its quality management and learning organization approach, is continually striving to identify the best fit between our organization and the external environment. As part of this work, SkillUp documents emerging issues, situations, potential challenges or pitfalls that may affect the quality performance or sustainability of our investments.

The information we gather about education, labor market, college and community partners is analyzed, shared and used to guide planning and implementation. It also serves as a tool for partners to respond in a strategically effective and agile manner to external information.

The attached Environmental Scan tool is completed by the Navigator with the input of college faculty and staff during the planning phase of the program and updated continually.

The Environmental Scan is divided into two parts: **Part One:** **The College Resources Scan** and **Part Two: The** **Certificate/Degree/Training Program Scan**. The results are shared with program and system partners. This tool is designed to position SkillUp and partners to:

* Be better informed about where to apply and place SkillUp Washington and other partner resources;
* Be more responsive to the college environment and labor market; and
* Understand the environment in which SkillUp is operating in order to more effectively utilize, coordinate and deploy resources for the launch of the program.



**SkillUp Washington Environmental Scan**

**Part One: The** **College Resource Scan** provides information about the resources which the student is likely to be able to qualify for and access. Most of these resources will be external to a specific certificate/degree/training program, though a few (such as career advising and internships) may be customized specifically for the program.

**Part One: College Resource Scan**

| **Status of College Resources/Accessible to Students in Class/Training** | **Fully Accessible\*** | **Partially Accessible** | **Not at all Accessible** | **Comments** |
| --- | --- | --- | --- | --- |
| Self-Serve Career Center |  |  |  |  |
| General Career Advising  |  |  |  |  |
| Program-Specific Career Advising |  |  |  |  |
| Student Advising |  |  |  |  |
| Financial Aid Office |  |  |  |  |
| WorkSource/WIA |  |  |  |  |
| Supplemental Food Employment and Training |  |  |  |  |
| Worker Retraining |  |  |  |  |
| Opportunity Grants |  |  |  |  |
| Work Study |  |  |  |  |
| Specialized Supports (explain) |  |  |  |  |
| Other: explain |  |  |  |  |
| Other: explain |  |  |  |  |
| Other: explain |  |  |  |  |

*\*Accessibility refers to hours of operation and eligibility requirements*

**SkillUp Washington Environmental Scan, continued**

**Part Two -** **The Certificate/Degree/Training Scan** provides information about specific aspects of the training program and/or other partner resources and programs available to students. Answers will help navigators and other system partners understand how to strategically leverage and align resources to support student transitions, minimize service duplication and promote sustainability planning.

**Part Two: Certificate / Degree / Training Program Scan**

1. College name
2. Specific certificate/degree/training program name
3. Instructor name, status (FTE, contract employee, etc.) and affiliation
4. Roles, names and affiliations of other key faculty/staff (including recruiters, lab assistants, navigators, evaluators, etc.)
5. Class names and start and end dates of *all* classes (current and future) associated with the certificate, degree and training program
6. Certificate/Degree/Training program mode of instruction: (e.g. hybrid, online, compressed, stackable certificates for each course, etc.)
7. Cohort status, if applicable (e.g. open cohort, closed cohort)
8. Targeted demographics of students
9. Special assistance and/or resources available to student population
10. Certificate/degree/training outcomes: e.g.; enrollment, persistence, training-related placements, system reform outcomes, number of credits; specific names and order of certificates received, etc.
11. SkillUp Washington and other funding sources for the certificate/degree/training
12. Gaps which certificate/degree/training funding does not address
13. Proposed methods to address gaps described above
14. Expected types of employment resulting from certificate/degree/training
15. Labor market demand data for the above occupations
16. Names and roles of employer/labor partners
17. Business and labor associations/listservs etc. connected to this certificate/degree/training program
18. Types and amounts of supportive services (bus tickets, etc.) available to students; and eligibility requirements
19. Books/materials/special equipment assistance available to students
20. Free/reduced rate laptops provided to students
21. Technology troubleshooting resources available to students
22. Time and type of tutoring resources available to students
23. Are there other similar certificate/degree/training programs offered in the community?
24. How does this program dovetail/complement/duplicate and coordinate with these other programs?
25. If applicable, what programs feed into this certificate/degree/training program?
26. If applicable, how does this certificate/degree/training program feed into other next step education or training opportunities?
27. Is childcare available during class hours/times students need to be on campus?
28. Are computer labs accessible to students during class hours/times students will be on campus?
29. Is the library open to students during class hours/times students will be on campus?
30. Is the cafeteria open to students during class hours/times students will be on campus?
31. What do you consider to be the level of institutional, employer/labor, public and political will for this certificate/degree/training program?
32. What do you consider to be the most significant strengths that this program offers?
33. What do you consider to be the most significant challenges that this program may encounter?
34. What do you consider to be the institutional, employer/labor; public and political will to sustain the program after funding ends?