

# Learn Without Leaving: An Assessment of Nantucket's Educational & Workforce Needs

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# EXECUTIVE SUMMARY

In August 2014, ReMain Nantucket, in partnership with the University of Massachusetts Boston College of Advancing and Professional Studies and Nantucket Community School, engaged Economic Development Research Group, Inc. (EDR Group), to study Nantucket’s educational and workforce needs. EDR Group, in partnership with Mt. Auburn Associates, spent three months surveying, interviewing, and conducting focus groups with Nantucket residents, visitors, employers, and representatives from the public school system. Findings from this research, which have been paired with regional and national data when possible, include both career- and enrichment-related educational and training needs. **Importantly, the findings serve to highlight gaps in programming and should not be interpreted as proof of market potential for, or financial feasibility of, a given educational offering—both of which should be future considerations.**

Nantucket has undergone dramatic change since its emergence and eventual decline as a center of the American whaling industry. Today, the island is a destination for tourists and seasonal residents, but is also home to over 10,000 year-round residents. As Nantucket continues to grow, as tourism- and construction-driven projections suggest it will, new educational opportunities will reap important benefits<sup>1</sup>: The stock of knowledge and skills among working age residents will expand, thereby improving wage potential and allowing businesses to grow. Similarly, personal enrichment opportunities will contribute to the island’s social vitality by allowing residents and non-residents to interact with one another.

Several findings point to a need for new educational programming on Nantucket:

- It takes an **average of 6.6 weeks for surveyed employers to fill job openings**—two weeks longer than the U.S. average.<sup>2</sup> Interviewed employers echo this challenge.
- **Two-thirds of surveyed employers have difficulty filling job openings**, and around half expect to have difficulty in the future.
- **Over 60 percent of surveyed residents and visitors face challenges in advancing their career.** Reasons include the availability of jobs on Nantucket, their level of education, their current skillset, and a mismatch between their skillset and the available jobs. Some of the same reasons are cited by focus groups participants.
- **Over 80 percent of surveyed residents and visitors report at least one challenge in reaching their educational goals;** the most-cited challenge is the unavailability of educational opportunities on Nantucket.

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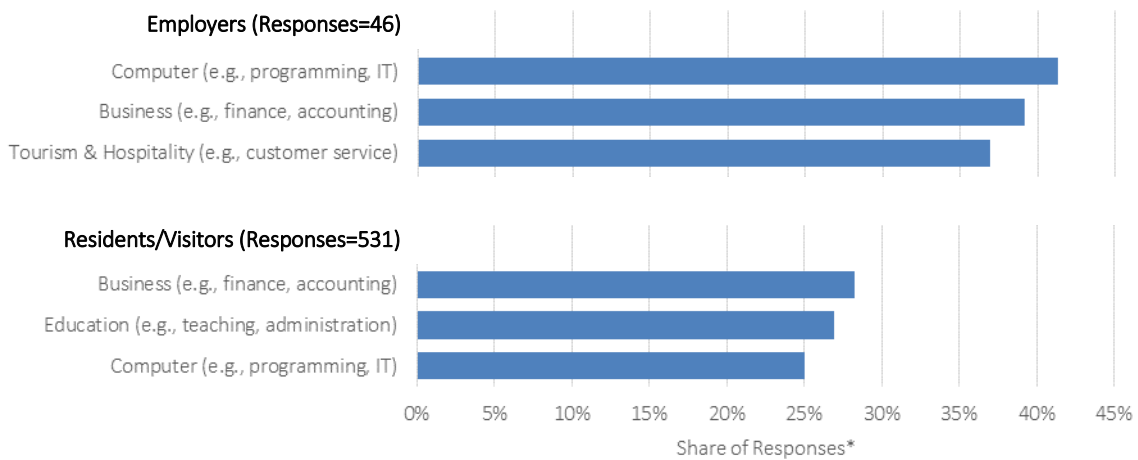
<sup>1</sup> See <http://lmi2.detma.org/Lmi/projections.asp> for short- and long-term industry projections.

<sup>2</sup> DiceHiring Indicators Dice-DFH Vacancy Duration Measure for the 12-month period beginning in October 2013 and ending in September 2014 (<http://bit.ly/1DFOAa2>).

Educational subjects most needed on Nantucket reflect the requirements of the island’s largest industries and those of today’s knowledge-based economy: business and computer skills, and training for positions in tourism, hospitality, and education.

- Over 40 percent of surveyed employers, as well as several represented in interviews and focus groups, feel job applicants and existing employees could use **more computer skills**. Specific needs include advanced training in
  - Microsoft Office (Excel, Word, PowerPoint),
  - Adobe Creative Suite (e.g., Photoshop), and
  - computer-aided design (CAD).
- **Business skills** are also in high demand, particularly those related to
  - entrepreneurship,
  - accounting, and
  - management.

Top Subjects Demanded by Employers & Needed by Residents/Visitors

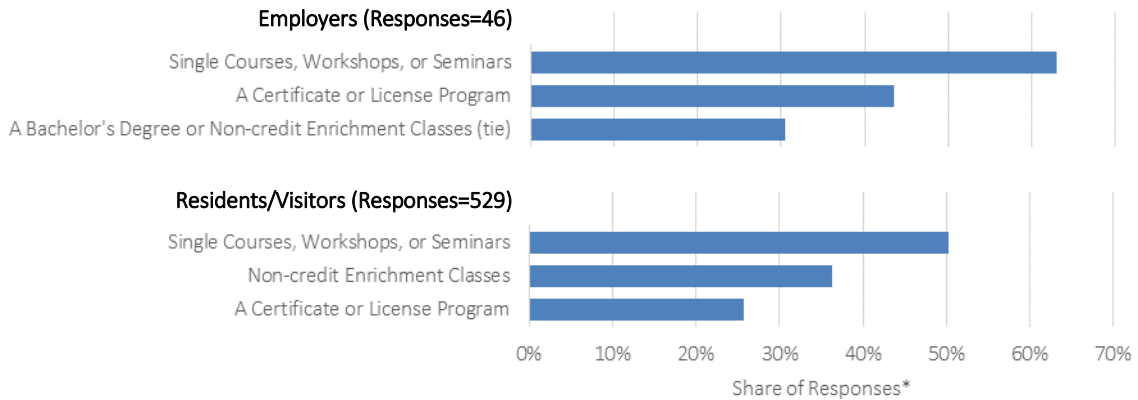


\*Response shares may sum to more than 100 percent because respondents selected multiple choices.

**Single courses, workshops, or seminars are most likely to be successful** on Nantucket, with over 60 percent of surveyed employers believing they are needed and half of residents indicating a likelihood of enrolling in such programming.<sup>3</sup> Both focus group participants and survey respondents see **opportunities for new certification and re-certification offerings**, but the two groups are somewhat split when it comes to the need for new enrichment offerings. Many surveyed employers, residents, and visitors express an interest in offerings that some focus group participants feel are already available on Nantucket (e.g., arts and humanities and basic education for immigrants, including English as a Second Language), suggesting a need for better marketing of existing programs.

<sup>3</sup> While visitors to Nantucket were eligible to participate in the educational needs survey, over 95 percent of respondents are year-round residents.

### Top Programming Needs of Employers & Most Likely to Be Enrolled In



\*Response shares may sum to more than 100 percent because respondents selected multiple choices.

Regarding **professional certifications**, there is strong support among all stakeholders for programs targeted toward

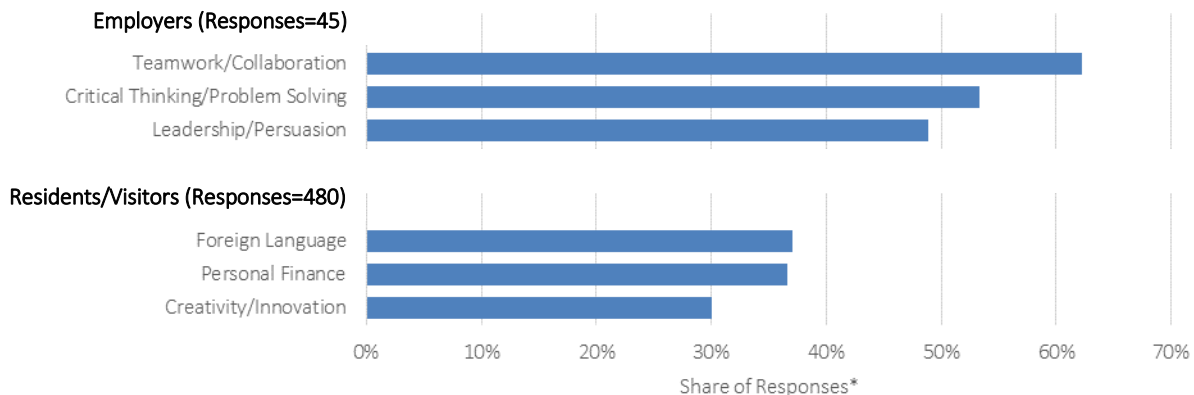
- teachers and early childhood educators;
- medical workers and healthcare providers; and
- those interested or employed in the skilled trades.

Three out of every five surveyed employers believe job applicants and existing employees need **better teamwork and collaboration skills**, and around half place an emphasis on critical thinking, problem solving, leadership, and persuasion. Residents most desire

- foreign language skills,
- personal finance skills, and
- greater creativity and innovation.

Interviewees, focus group participants, and Spanish-speaking survey respondents echo many of these needs, believing that they and others will benefit from **enrichment opportunities related to money management, writing skills, and professionalism**.

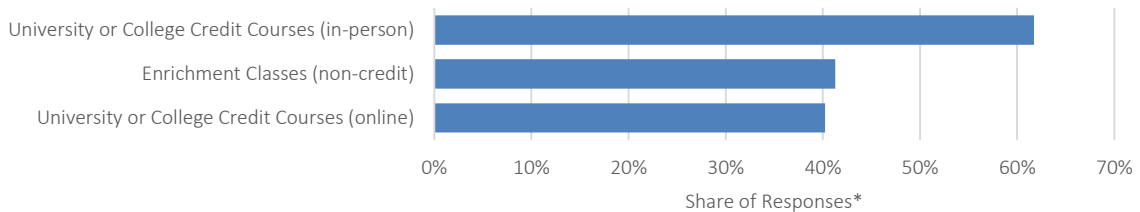
### Top Transferable Skills Demanded by Employers & Needed by Residents/Visitors



\*Response shares may sum to more than 100 percent because respondents selected multiple choices.

In-person, **credit-granting university or college courses are the most preferred format** for new educational opportunities on Nantucket, followed by enrichment classes and online, credit-granting courses. Close to half of surveyed employers are willing to provide their workers with education or training through an educational institution, indicating that **partnerships with Nantucket businesses will increase the feasibility of new programming**. Several interviewees spoke to the benefits of online learning, especially in an island setting, but feel that **hybrid courses (those combining online and in-person learning) will be most successful**.

Top Formats Preferred by Residents/Visitors (Responses=567)

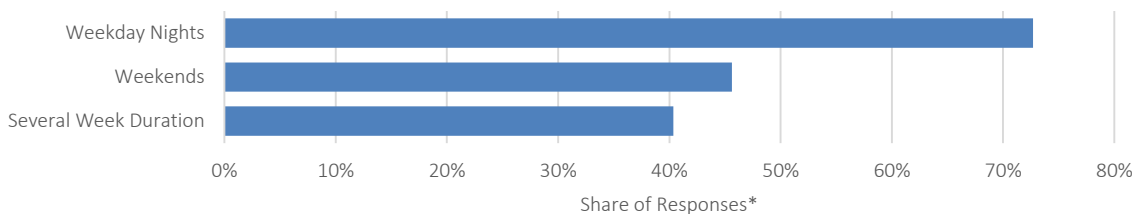


\*Response shares may sum to more than 100 percent because respondents selected multiple choices.

Reflecting the constraints faced by working adults, **over 70 percent of survey respondents prefer weekday night classes lasting several weeks**. Weekends are also preferred by many respondents, and focus group participants emphasize the importance of providing off-season opportunities for prospective students who are too busy during the summer. Other scheduling suggestions include

- self-paced online classes and programs,
- flexible class hours, and
- yearlong classes meeting weekly or monthly with study requirements in between.

Top Scheduling Options Preferred by Residents/Visitors (Responses=399)

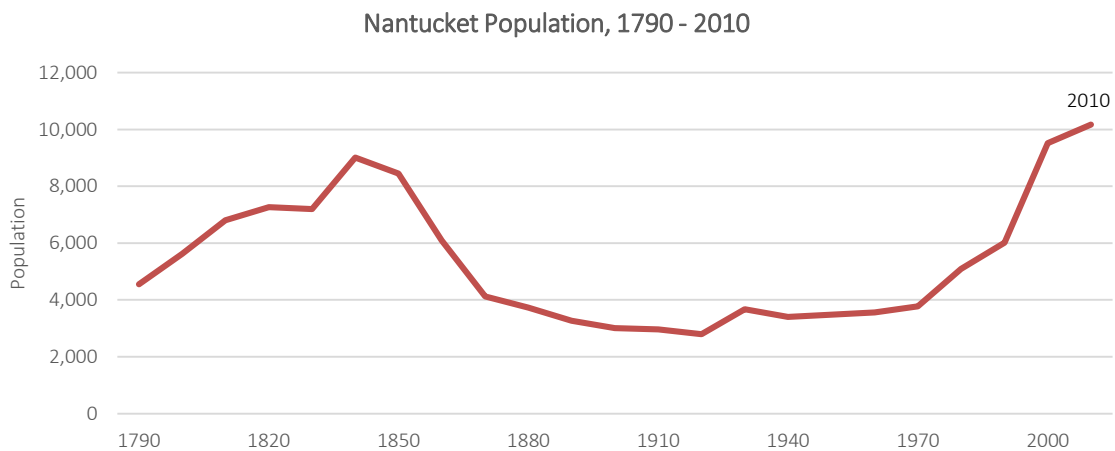


\*Response shares may sum to more than 100 percent because respondents selected multiple choices.

# 1

## NANTUCKET TODAY

Nantucket has undergone dramatic change since its emergence and eventual decline as a center of the American whaling industry. Today, after decades of residential development and population growth at a rate not seen since the early 19<sup>th</sup> Century, the island is home to over 10,000 year-round residents. Nantucket now has a housing stock exceeding 11,500 units, and of the 3,900 units occupied year-round, nearly 44 percent were built during a 20-year period beginning in 1980. Trends also suggest that Nantucket will continue to grow; from 2000-2010, its population increased by nearly 7 percent while the number of households with children—a predictor of future growth—increased by over 16 percent.<sup>4</sup>



**Source:** Bureau of Labor Statistics, U.S. Department of Labor

Like Martha’s Vineyard, its island neighbor to the west, Nantucket has become a destination for tourists and seasonal residents. Over half of the island’s housing stock is for seasonal use, and recent estimates have attributed as many as 231,000 annual ferry embarkations and 105,000 air enplanements to visitors. These visitors, who include seasonal residents and tourists, in turn spend an estimated \$300 million annually on retail goods, \$72 million on food and beverages, and \$31 million on lodging.<sup>5</sup> In fiscal year 2012, Nantucket County—of which the Town of Nantucket is coterminous—generated nearly two million dollars in state hotel room occupancy tax revenue and another two million dollars in local option revenue.<sup>6</sup> (While Nantucket comprises less than two-tenths of a percentage of the Commonwealth’s population, the island generated 1.6 percent of its occupancy tax collections in 2012.)

<sup>4</sup> U.S. Census Bureau (under the Census definition, housing may also be used for recreational uses)

<sup>5</sup> *Downtown Nantucket: A Path Forward*, Acktown, accessed November 12, 2014, <http://www.acktown.com/uploads/JuneReport0613.pdf>.

<sup>6</sup> *2013 Annual Report*, Massachusetts Office of Travel & Tourism, accessed November 11, 2014, <http://www.massvacation.com/wp-content/uploads/2014/06/2013-Annual-Report.pdf>. Nantucket adopts a local sales tax of 0.75 percent on the sale of restaurant meals and a room occupancy tax of 6 percent on rents paid for bed and breakfast establishments, hotels, lodging houses, and motels.

Because Nantucket depends in large part on the stimulus provided by seasonal residents and visitors, boosting off-season business activity has become a stated goal of ReMain Nantucket. Diversifying the island's economy is one way of addressing seasonality, and building the island's human capital—or stock of knowledge and skills among its working-age residents—is a necessary step in accomplishing this goal. In contrast to economic development strategies that target specific industries for attraction and retention, investments in human capital can improve career mobility (on- or off-island) among existing workers, thereby improving their wage potential. In addition, investments in human capital allow businesses that are currently constrained by a lack of qualified applicants to grow, while simultaneously freeing up existing career ladders for entry-level applicants. A workforce-centered approach is particularly appropriate for a small island like Nantucket, where businesses are isolated from large, highly-skilled labor pools and workers are isolated from training and education opportunities.

Maintaining the island's social vitality is also a central goal of ReMain Nantucket, and one that can be furthered by providing more educational opportunities for personal growth and enrichment. As the population of Nantucket grows, and the island continues to attract part-time residents and visitors, educational opportunities can provide new opportunities for residents and non-residents alike to interact and engage with the community.

## 1.1 Nantucket's Economy

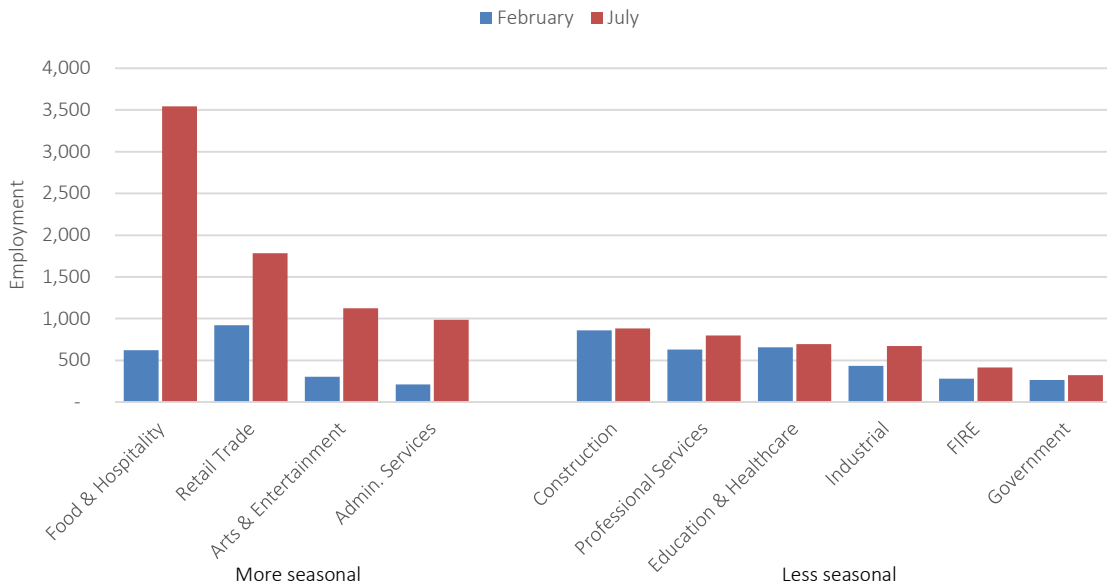
Because Nantucket's population swells during the summer and shoulder seasons, the local economy follows a cyclical pattern, with employment exceeding 11,000 in the summer before falling by more than half each winter. Employment in businesses supporting tourists and seasonal residents (retail trade, arts, entertainment, recreational services, eating and drinking establishments, lodging, and janitorial and cleaning services industries) fluctuates greatly, employing over 60 percent of the Nantucket workforce in July and August but only slightly more than a third in January and February. Nantucket's most stable industries employ between 3,100-3,800 workers year-round and include construction, education and healthcare, and professional services, as well as finance, insurance, and real estate (FIRE).<sup>7</sup> Nantucket Island Resorts, which owns and operates several hotels, is the island's largest employer, followed by Nantucket Public Schools, Nantucket Cottage Hospital, and the Nantucket Golf Club.<sup>8</sup>

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<sup>7</sup> Employment control totals are sourced from Local Area Unemployment Statistics (LAUS), a program of the U.S. Department of Labor Bureau of Labor Statistics (BLS). Industry totals are then estimated using shares from ES-202 employment and wage data provided by the Massachusetts Executive Office of Labor and Workforce Development.

<sup>8</sup> Massachusetts Office of Labor and Workforce Development, [http://lmi2.detma.org/lmi/Largest\\_employer\\_index.asp](http://lmi2.detma.org/lmi/Largest_employer_index.asp); employer information provided by Infogroup®, not the Unemployment Insurance reporting system

## Estimated Nantucket Employment by Industry, 2014

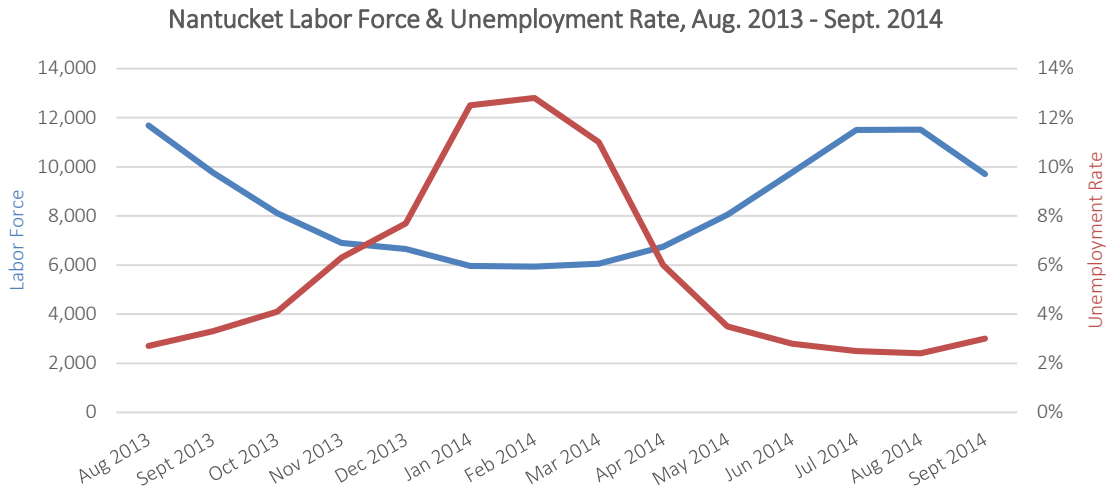


**Note:** According to the U.S. Bureau of Labor Statistics, Administrative Services includes “office administration, hiring and placing of personnel, document preparation and similar clerical services, solicitation, collection, security and surveillance services, cleaning, and waste disposal services.” FIRE includes finance, insurance, and real estate. Industrial includes manufacturing, wholesale trade, and transportation and warehousing. Professional Services includes information (e.g., publishing, recording, broadcasting, and telecom), professional and technical services (e.g., legal, architectural, engineering, and consulting services), and other services.

**Sources:** Bureau of Labor Statistics, U.S. Department of Labor; Massachusetts Executive Office of Labor and Workforce Development

Nantucket’s labor force size and unemployment rate also fluctuate as the island transitions from its peak (seasonal) to its off-peak economy each year. During summer 2013, the size of Nantucket’s measureable labor force (i.e., the number of people available for work) expanded to an estimated 11,700—beyond the size of the year-round population—while the unemployment rate fell below 3 percent. Over the winter, when the demand for workers slackened, Nantucket’s labor force shrank to 6,000 people and the unemployment rate spiked to over 12 percent.<sup>9</sup>

<sup>9</sup> Bureau of Labor Statistics, U.S. Department of Labor



Source: Bureau of Labor Statistics, U.S. Department of Labor

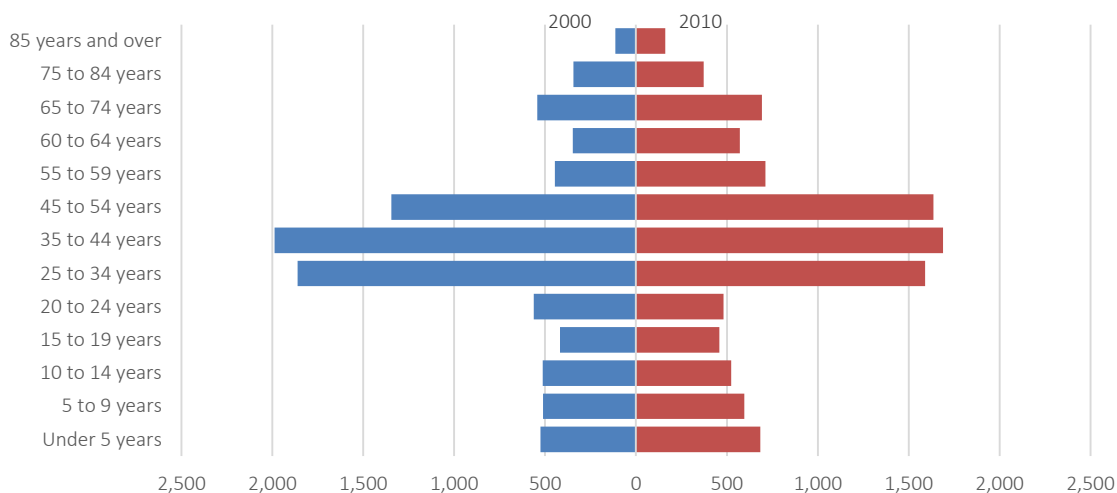
## 1.2 Nantucket’s Population & Workforce

In several ways, Nantucket’s population is more diverse today than it was just 10 to 15 years ago. The size of both its youngest (under 19 years) and oldest age cohort (over 45 years) has increased since 2000, and the island is home to a mix of races and ethnicities. Over 9 percent of Nantucket’s population is Hispanic or Latino—an increase from 2 percent in 2000—and more than 12 percent of residents are nonwhite. As a result of immigration, an estimated 15 percent of Nantucket’s population is foreign-born, and 14.3 percent speaks a language other than English at home, with Spanish being the most prevalent.<sup>10</sup> As of November 2014, Hispanic students make up more than 20 percent of enrollment in the Nantucket Public School system.<sup>11</sup>

<sup>10</sup> 2008-2012 American Community Survey, U.S. Census Bureau

<sup>11</sup> Mia Silverio, “Hispanic students drive surging diversity,” *Veritas*, November 13, 2014.

Nantucket Population Distribution by Age, 2000 & 2010



Source: U.S. Census Bureau

Relative to the population of Massachusetts and that of the United States, Nantucket’s population is highly educated. Close to 44 percent of Nantucket residents over the age of 25 have a bachelor’s degree or higher, compared with 39 percent in Massachusetts and 29 percent in the U.S. Similarly, over 93 percent of Nantucket residents are high school graduates, compared with 89 percent of Mass. residents and 86 percent of Americans.

Nantucket’s occupational mix reflects the island’s seasonal, tourism-oriented economy. One-fifth of Nantucket residents work in a service occupation, many of which support the arts, entertainment, food, and hospitality (lodging) industries. Another quarter of Nantucket residents work in sales and office occupations in industries including retail trade and FIRE. And because Nantucket has a large and growing stock of second homes, over one-fifth of its working-age residents work in natural resources, construction, and maintenance occupations. (The remaining residents work in business, science, and arts occupations or production and transportation occupations.)

Each summer, the demand for workers grows as Nantucket businesses prepare for the surge in seasonal residents and visitors. At the same time, factors including Nantucket’s geographic isolation and high cost of living (particularly for housing) limit the local supply of workers who are willing and able to fill job openings.<sup>12</sup> This dynamic creates upward pressure on wages in most of Nantucket’s seasonal industries, which consequently attract high-wage-seeking, itinerant workers from off-island. In the creative occupations (e.g., arts and design), the median income on Nantucket is over 50 percent higher than that in Massachusetts. In personal care and services occupations, the median income on Nantucket—nearly \$32,000 in 2012—is roughly double than that in Mass. and the U.S.

<sup>12</sup> Nantucket lies less than 30 miles from the American mainland. In 2013, the median monthly housing cost on Nantucket was \$2,018 (compared with \$1,368 in Massachusetts).

**Median Income by Select Occupation Category in the U.S., Mass. & Nantucket, 2012 (2012 dollars)**

<b>Occupational Categories</b>	<b>United States</b>	<b>Massachusetts</b>	<b>Nantucket</b>
Arts, design, entertainment, sports & media	\$36,269	\$40,639	\$61,482
Building and grounds maintenance	\$53,171	\$61,457	\$78,500
Personal care and service	\$14,962	\$16,380	\$31,899
Sales and office	\$28,156	\$32,523	\$36,606
Office and administrative support	\$28,870	\$32,620	\$40,403
Construction and extraction	\$32,133	\$41,892	\$44,071
Installation, maintenance & repair	\$40,629	\$47,100	\$46,324

In the building and technical trades—including construction, building and grounds maintenance, and installation, maintenance, and repair—income levels generally exceed those in Massachusetts and the U.S., but by lower margins. In reality, median income levels for the trades may differ from official estimates as a result of unrecorded wage payments.

# 2

## RESEARCH METHODOLOGY

### 2.1 Focus Groups & Interviews

**Background.** Three on-island focus groups were conducted during fall 2014. Conducted by Mt. Auburn Associates with assistance from EDR Group, focus groups were designed to separately target and dialogue with employers, stakeholders who are familiar with workforce advancement needs, and stakeholders who are familiar with resident enrichment needs. Eight individuals attended the employer focus group on September 29, ten attended the workforce focus group on October 6, and seven attended the enrichment focus group on October 7.

A series of in-person and phone interviews were also conducted by EDR Group for this study. In-person interviewees were recommended by ReMain Nantucket and represent some of the island's largest employers and critical stakeholders. These interviews were conducted with eight individuals from the Town of Nantucket, Nantucket Cottage Hospital, Nantucket Island Resorts, and Nantucket Public Schools.

Phone interviewees were suggested by ReMain Nantucket with input from the University of Massachusetts and Nantucket Community School, and consist of stakeholders who have a strong understanding of island educational needs. Nine individuals were interviewed by phone between October 6 and November 18, 2014.

With the exception of manufacturing and utilities—which together employ a relatively small share of Nantucket's workforce—every major industry sector is represented by interviewees and participants in the employer or workforce advancement focus groups. Participants in the enrichment focus group—all of whom represent nonprofit organizations—have worked with Nantucket residents of various ages, ethnicities, and backgrounds.

Findings from the focus groups and interviews are incorporated in aggregate form throughout the body of the report, and reflect semi-structured data collection protocols that probe for the following information: general human capital and workforce development needs (from the perspectives of employers and the education system); personal enrichment needs; specific recommendations for new educational programming; measures of success and ideal outcomes for new programming; likelihood of participating in new programming; and logistical recommendations for new programming.

## 2.2 Survey

**Background.** During a three-month period beginning in September 2014, Nantucket residents, visitors, and employers were surveyed about educational and workforce needs on the island. One questionnaire was targeted toward residents and visitors and the other was targeted toward employers. The resident/visitor questionnaire was available online and in paper format, and was translated to Spanish during the second month of surveying. The employer questionnaire was available online only. SurveyMonkey was used to host and disseminate online questionnaires.

Both questionnaires were advertised on social media, in newsletters, on 97.7 ACKFM radio, and through e-mail. In order to capture residents and visitors who do not have access to the Internet, English and Spanish paper surveys were printed during the third month of surveying and distributed at the following locations: Nantucket Atheneum, Nantucket Food Pantry, and Nantucket High School. To encourage responses, sweepstakes were advertised and then held on the following dates: October 1, October 15, October 31, and November 15. The first two drawings awarded \$250 Visa gift cards to a resident/visitor and an employer. The last two drawings awarded \$250 Visa gift cards to a resident/visitor only. Winners were selected using a random number generator in Microsoft Excel.

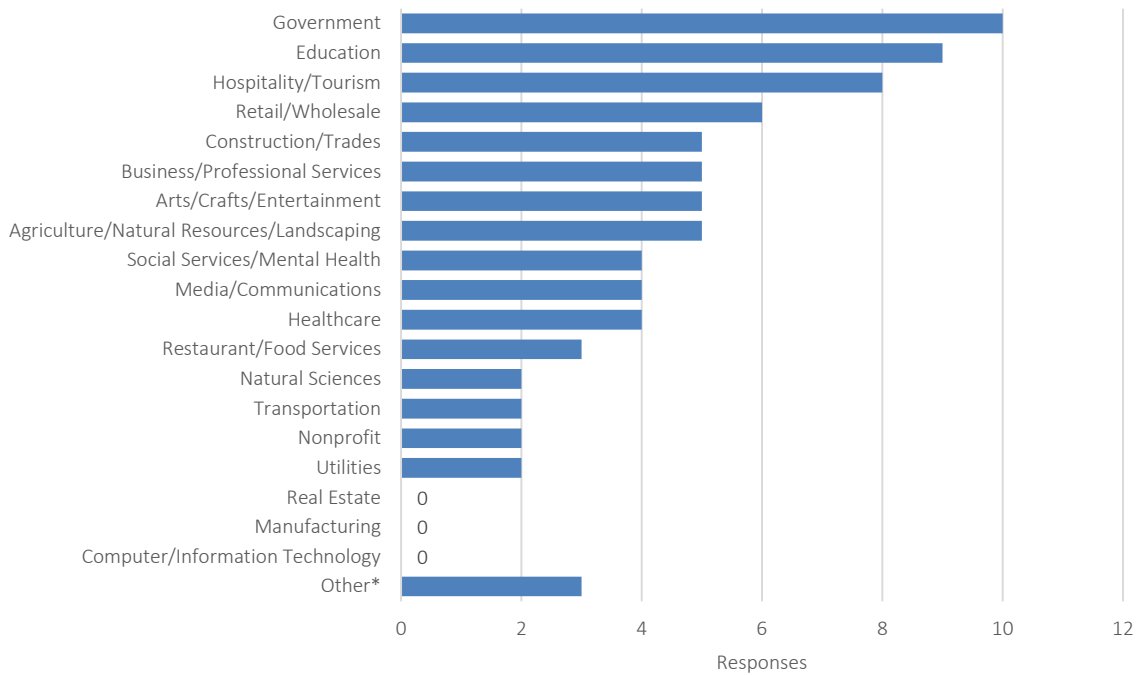
A total of 595 people responded to the resident/visitor questionnaire (12 of whom submitted Spanish versions), and a total of 51 people responded to the employer questionnaire. Copies of both questionnaires, including the Spanish version, are available in the appendix.

**Employer Survey.** Over 90 percent (41) of the employers represented by survey respondents conduct year-round business on Nantucket, with the remaining conducting seasonal business (8) or conducting business during regular visits to the island (1).<sup>13</sup> Together, employers represented by the survey sample employ up to 474 part-time Nantucket workers and 1,232 full-time workers in a variety of industries. Except for the manufacturing, real estate, and computer and information technology industries, every industry group is represented by at least two respondents. The most represented industries include government (10), education (9), hospitality and tourism (8), and retail and wholesale trade (6). (It is important to note that employment totals and industry representation may be overstated if more than one respondents representing the same employer completed the questionnaire.)

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<sup>13</sup> Approximately 55 percent (28) of respondents are employers, with the rest representing an employer or working with an employer (e.g., an educator).

**Industries Represented by Responding Employers (Responses=49)**

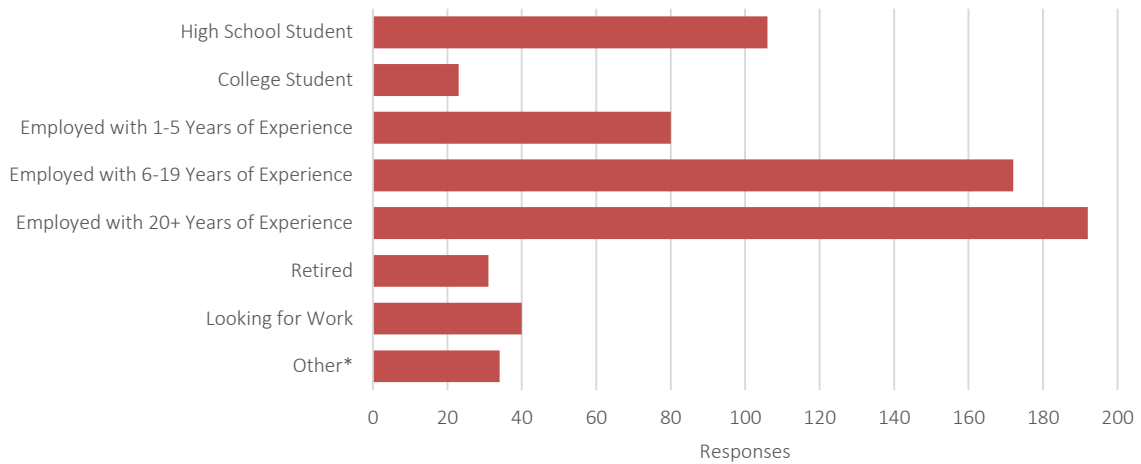


\*Other responses include design and marketing, energy, and printing and shipping.

**Resident & Visitor Survey.** Of all resident/visitor questionnaire respondents, over 95 percent (565) live on Nantucket the entire year—a sample that represents about 5.5 percent of Nantucket’s total year-round population. The remaining respondents who answered the question regarding resident status are seasonal residents (18), regular, non-resident visitors (7), or other types of residents/visitors (3).<sup>14</sup> Many types of residents are represented among the survey sample, including high school and college students, employed workers, retirees, the unemployed, and stay-at-home moms. Three-quarters of respondents are employed (444), with over 190 having 20 or more years of experience, while 6.8 percent (40) are unemployed and looking for work. Approximately 22 percent (129) of respondents are students.

<sup>14</sup> One respondent is a “hopeful year-round [resident]” who moved to the island in May 2014. Another respondent is a traveling technician who visits the island.

### Self-Identification of Survey Respondents (Responses=589)



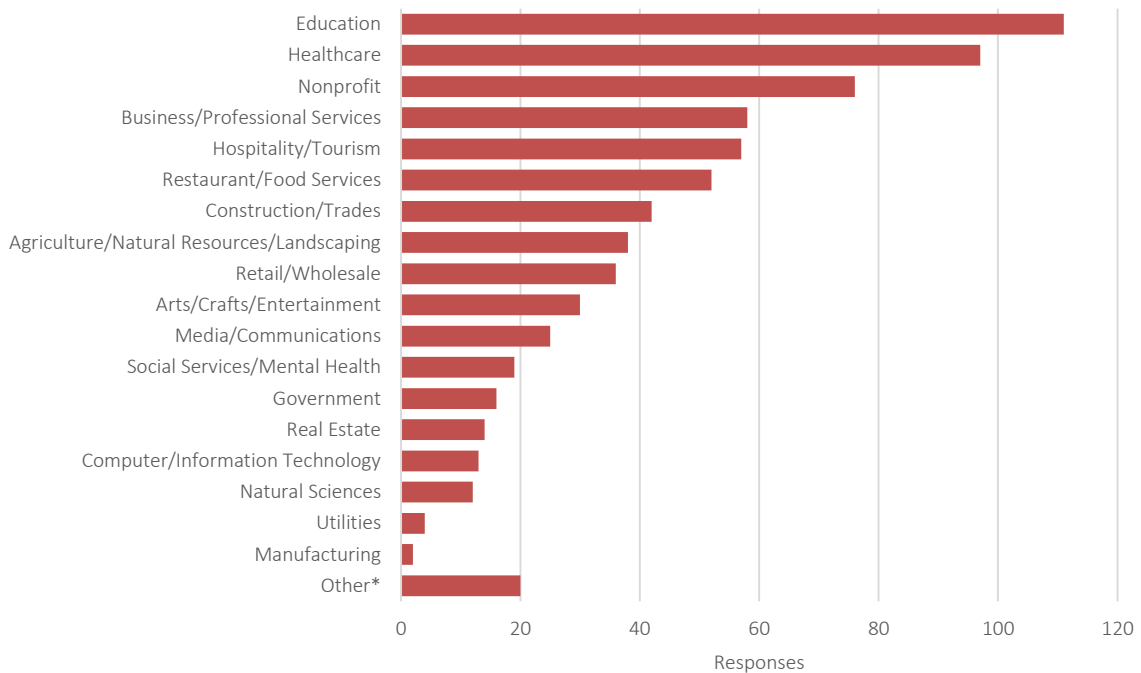
\*Other respondents include stay-at-home moms, self-employed workers, semiretired workers, entrepreneurs, and an au pair.

Over half of respondents (313) have a bachelor’s degree or higher, while 38 indicated that they have an associate’s degree and 94 indicated that they have some college but no degree. Another 18 percent (107) of respondents indicated that they completed some high school but had no diploma, and 6.6 percent (39) indicated that they are a high school graduate. (Of the 110 respondents without a high school diploma, including three who have completed less than 9<sup>th</sup> grade, 91 are current high school students, 28 are employed, and 8 are unemployed.)

Among respondents who are currently employed, three-quarters (404) work year-round, with 308 working full-time and 96 working part-time. Approximately 30 percent (163) of respondents work seasonally, with 79 working part-time and 84 working full-time.<sup>15</sup> Working respondents are employed in a variety of industries, with the largest concentrations in education (111), healthcare (97), the nonprofit sector (76), business and professional services (58), and hospitality and tourism (57). Industries with the least representation among the resident survey respondent sample include those that have a relatively small presence on Nantucket, i.e., manufacturing, utilities, natural sciences, computer and information technology, real estate, and government.

<sup>15</sup> Because respondents could select more than one answer, percentages sum to more than 100.

### Industries in which Respondents Currently Work (Responses=576)



\*Other responses include engineering, animal science, law enforcement and criminology, foreign affairs, fitness and personal training, aquaculture and scalloping, childcare and house cleaning, writing and editing, military, museum, and conservation.

Over 60 percent (346) of respondents face challenges in advancing their career, with the top reasons including the availability of jobs on Nantucket (146), their level of education (123), a mismatch between their skillset and the available jobs on Nantucket (107), and their current skillset (101). Other reasons include limited English proficiency, limited Spanish proficiency, the cost of housing and transportation, the cost of education, the lack of educational opportunities on Nantucket, and competition from unlicensed workers and immigrants. Many responding residents and visitors also face challenges in reaching their *educational* goals. Approximately 84 percent (473) of respondents report at least one challenge, with the most-cited including the unavailability of educational opportunities on Nantucket (293), affordability (287), and time constraints (240).<sup>16</sup> Uncertainty over what opportunities to pursue (98) and challenges related to scheduling are also cited.

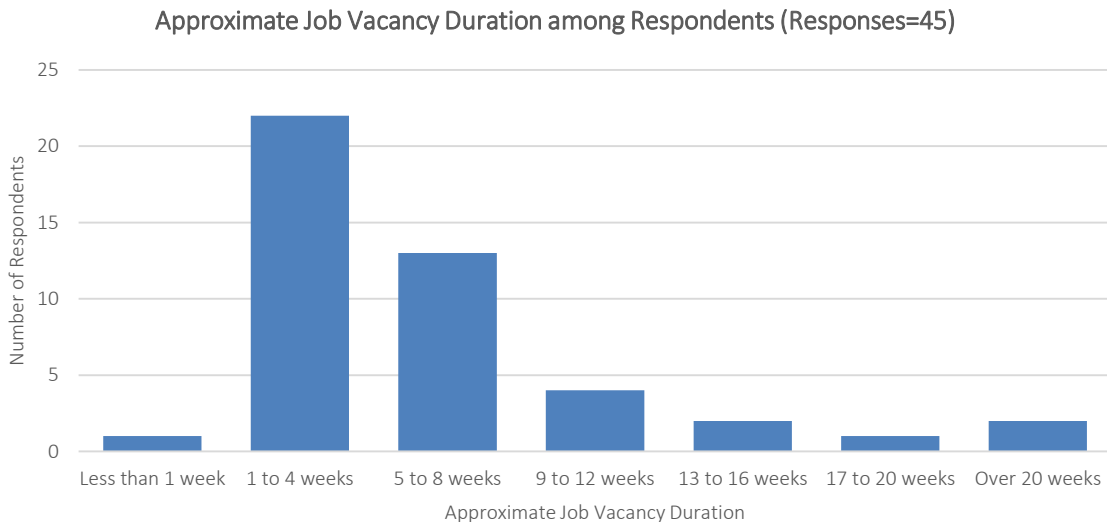
<sup>16</sup> At least one respondent expresses a need for military benefits: “Consider offering no cost commitment to Military Members, most services offer tuition [sic] assistance...however due to current budget constraints not all services wil [sic] cover 100 percent with tuition assistance...consider covering what the service will not.”

# 3

## RESEARCH FINDINGS

### 3.1 Employer Needs

**Workforce Challenges.** During the last year (2013 Q4-2014 Q4), employers represented by survey respondents had up to 664 job openings on Nantucket. While it takes an average of 6.6 weeks for these employers to fill most job openings, seven employers report it taking between 9-20 weeks and two report it taking over 20 weeks. The average job vacancy duration on Nantucket exceeds a national average of 23.8 working days (or four weeks) during a similar period.<sup>17</sup> Interviewees representing large employers attest to this issue: Nantucket Public Schools has an opening for a food services director that has been posted for three months; Nantucket Cottage Hospital has an opening for a physical plant maintenance position that has been posted for three months, and four specialized nursing positions that have each been posted for over a year.



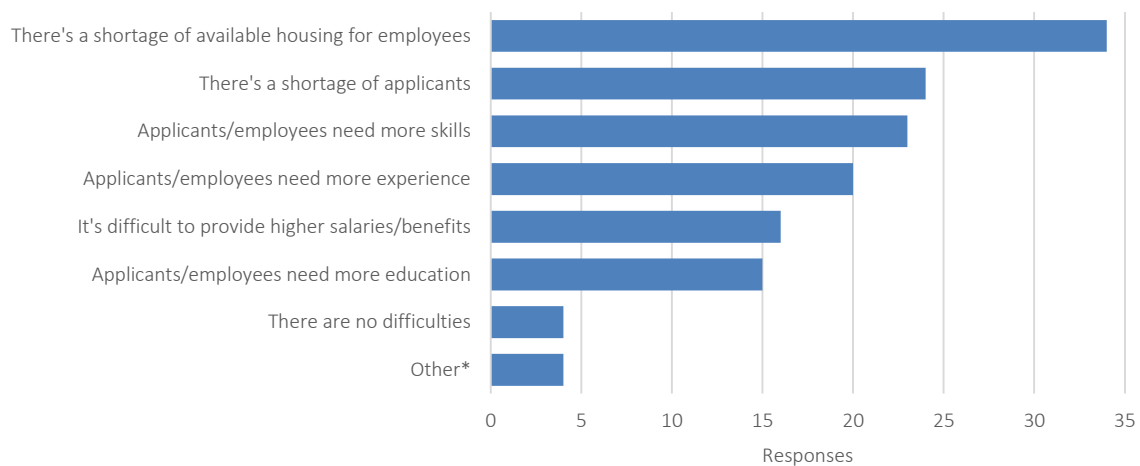
Close to two-thirds (31) of respondents report having current difficulty filling job openings, and slightly less than half (23) expect to have difficulty filling openings in the future. For employers having difficulty filling job openings or growing, the reasons vary. A shortage of available housing for employees (34) is the most-cited reason for hiring difficulties, with one respondent who represents Nantucket’s government sector stating that “[a] lack of housing has created a very shallow resource pool.” According to another respondent, “[I]nformation regarding these problems has been well documented and largely ignored by the governing body resulting in a growing crisis that needs to be addressed sooner [rather] than later.” These employer sentiments suggest that new educational programming will be

<sup>17</sup> DiceHiring Indicators Dice-DFH Vacancy Duration Measure for the 12-month period beginning in October 2013 and ending in September 2014 (<http://faculty.chicagobooth.edu/steven.davis/pdf/2014-11DiceHiringIndicators.pdf>). Note that a working day is defined as Monday through Saturday (with major national holidays excluded).

most effective at meeting workforce needs if cost-of-living issues are also addressed.

Housing-related challenges are followed by a shortage of applicants (24) and factors related to the level of skills (23) and experience (20) held by applicants and current employees. The level of education held by applicants and employees (15) is also cited as a difficulty, as is the ability to provide the salaries and benefits needed to attract qualified applicants (16). Because of these challenges, over 78 percent (36) of respondents report that their business or the business they represent operates with a labor shortage. About 89 percent (32) of these respondents have a shortage of 1-5 workers, while the remaining have shortages of 6-15 workers.

Reasons Respondents Have Difficulty Filling Openings or Growing (Responses=46)



\*Other responses include the level of work ethic held by applicants and the national shortage of labor/delivery/recovery/postpartum (LDRP) nurses.

A shortage of available housing for employees is cited at least once by every industry represented, while a shortage of job applicants is cited by all industries *except* restaurant and food services. Nantucket’s housing shortage is also a challenge for employers represented by focus group participants. According to participants, housing costs place a major strain on employers not only because they create a shortage of qualified applicants, but also because worker productivity falls when employees must worry about finding and retaining stable housing each season—a trend referred to as the “Nantucket shuffle.”<sup>18</sup> While some large employers in the hospitality, food services, and retail trade industries provide seasonal housing for employees as part of their compensation, it is becoming increasingly difficult to do so because of rising costs and a limited supply.

Difficulties related to the level of skills, education, and experience held by applicants and employees are a concern for all industries, but especially healthcare, social services/mental health, and media/communications. And focus group participants express the fact that,

<sup>18</sup> Mike Ross, “The Nantucket housing shuffle,” *The Boston Globe*, July 13, 2014.

while education helps, employers are interested in applicants who have experience—something that cannot be gained by taking courses. Industries with a lower frequency of respondents who cite difficulties filling job openings include education, government, hospitality/tourism, and utilities. In fact, one respondent who represents the government sector feels that “the problem is not attracting qualified applicants; the problem is retaining qualified workers.” While some job openings (e.g., entry-level) may be easy to fill for certain industries, interviewees representing the Town of Nantucket feel that searches for specialized and management-level positions are especially difficult. Consequently, the Town engages an off-island head-hunter to conduct searches that can sometimes take up to nine months; has had to hire second-best candidates for some positions; and must pay for three highly-skilled but part-time employees to commute to Nantucket from the mainland.

Nantucket employers are not alone in their reported struggle to find qualified job applicants; the so-called “skills gap” has, in recent years, generated significant debate surrounding the role of educators and employers in workforce development.<sup>19</sup> In a widely cited survey conducted by ManpowerGroup in 2013, 39 percent of U.S. employers expressed difficulty filling jobs.<sup>20</sup> While Nantucket’s geographic isolation and cost of living create unique challenges that undoubtedly contribute to employers’ difficulty filling job openings, deficiencies in skills, education, and experience among applicants and existing employees point toward a need for additional on-island educational opportunities. If businesses are unable to attract more well-qualified workers from off-island by providing higher wages and more benefits, educating Nantucket’s existing workforce is one way of meeting their needs.

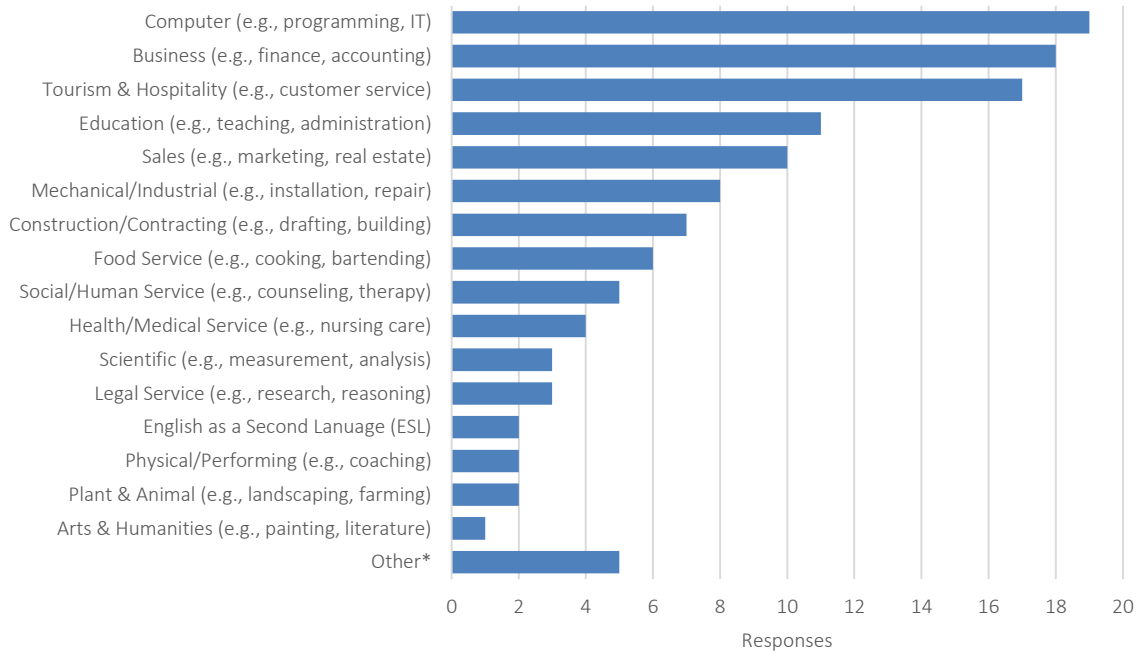
**Educational Needs.** According to survey respondents, the areas of training and study in which new educational programming is most needed reflect the requirements of Nantucket’s primary industries as well as those of today’s knowledge-based economy. Computer skills including programming and information technology are in demand by every industry represented by survey respondents, and the same is true for business skills (with the exception of three industries: natural sciences, utilities, and the arts). Seasonal industries are most in need of additional tourism- and hospitality-related educational opportunities (e.g., customer service), and several industries express a need for sales education, including business and professional services, hospitality, retail, and the arts.

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<sup>19</sup> See <https://hbr.org/2014/08/employers-arent-just-whining-the-skills-gap-is-real> for examples of the arguments on both sides of the skills gap debate.

<sup>20</sup> See [http://www.manpowergroup.com/wps/wcm/connect/587d2b45-c47a-4647-a7c1-e7a74f68fb85/2013\\_Talent\\_Shortage\\_Survey\\_Results\\_US\\_high+res.pdf?MOD=AJPERES](http://www.manpowergroup.com/wps/wcm/connect/587d2b45-c47a-4647-a7c1-e7a74f68fb85/2013_Talent_Shortage_Survey_Results_US_high+res.pdf?MOD=AJPERES).

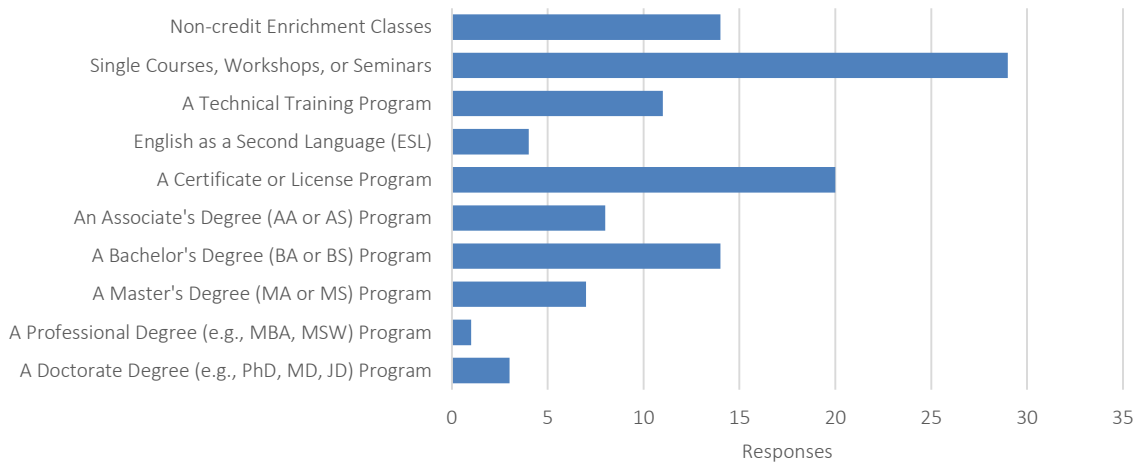
### Subjects Needed by Nantucket Job Applicants or Employees (Responses=46)



\*Other responses include writing, design, and marketing; photography and videography; wine, beer, and spirit education; aviation; fundraising; and database administration.

Many employers (29) across all industries represented feel that single courses, workshops, or seminars are needed. Certificate and license programs are demanded by 20 respondents representing the trades (i.e., agriculture, arts, landscaping, construction, and utilities) as well as the education, government, healthcare, and seasonal industries (i.e., hospitality and food services). And while 33 respondents from all represented industries express a need for additional college degree offerings, particular emphasis came from the education and social services/mental health industries.

### Educational Programming Needed by Job Applicants or Employees (Responses=46)



Regarding certificates and licenses, focus group participants see a need for non-degree programs in teaching, healthcare, accounting, and early childhood education, as well as trades including plumbing, hoisting machinery operation, pesticide application, and pool operation. At least one focus group participant feels that individuals who obtain an accounting certificate would have significant employment opportunities, especially if they are willing to provide services to several companies. (The same participant recommends offering this type of program in Spanish in addition to English.) Vocational training in agriculture and landscaping (especially for high school students who are unsure about attending college) and dual-enrollment (i.e., college credit-granting) programs in nursing and computer graphics are also recommended by one interviewee.

In the education realm, participants see a need for an on-island offering of the Massachusetts Early Education & Care (EEC) Professional Certification as well as courses in child growth and development (recommended at once-a-week), classroom management, and behavior management. At the K-12 levels, guidance counselors and vocational teachers travel off-island once every October to attend a professional development training session at Cape Cod Collaborative. This training and others throughout the year represent a significant expense for Nantucket Public Schools that could be mitigated by providing opportunities on-island, according to one interviewee. And while much professional development for school staff is conducted online, there are sometimes concerns over its effectiveness, indicating a need for in-person instruction.

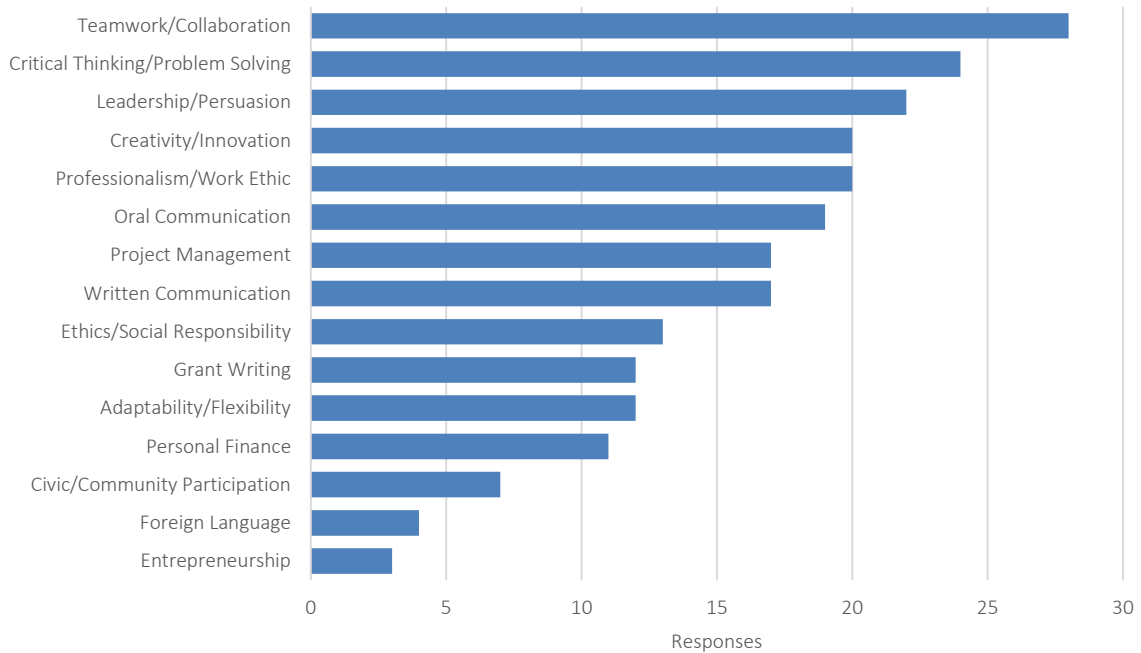
For Nantucket Community School, finding instructors is its biggest workforce development challenge. As a result, many classes are offered because an instructor approached the Community School with a subject matter. Specifically, finding childhood education and enrichment instructors is challenging because of the odd working hours, as well as instructors with specific skills such as Spanish and driver education.

Other valuable skillset needs that could be developed through a certificate program include graphic design and childcare. Focus group participants believe childcare certification could be a good match for non-native residents, and that vocational, trades-oriented education would be particularly valuable for middle and high students who are not college-bound and express a desire to stay on-island after graduation. One interviewee feels that, in general, there is a lack of training for the skilled trades, and that Nantucket High School's culinary arts program is a good example for future programming that could be adapted for the building and construction industries (which are in the process of recovering from the Great Recession).

Transferable skills, which are also referred to as "soft" skills, prepare employees for a variety of industries and occupations. According to focus group participants, a large share of Nantucket residents could become more marketable (and better able to support their families) by improving the following skill areas: English as a Second Language (ESL); basic family literacy and life skills; computer technology; résumé-building, job searching, and interviewing; American citizenship and government; and personal finance. Among survey

respondents representing Nantucket employers, the transferable skills most needed by job applicants and existing employees include teamwork/collaboration (28), critical thinking/problem solving (24), and leadership/persuasion (22).

Transferable Skills Needed by Job Applicants or Employees (Responses=45)



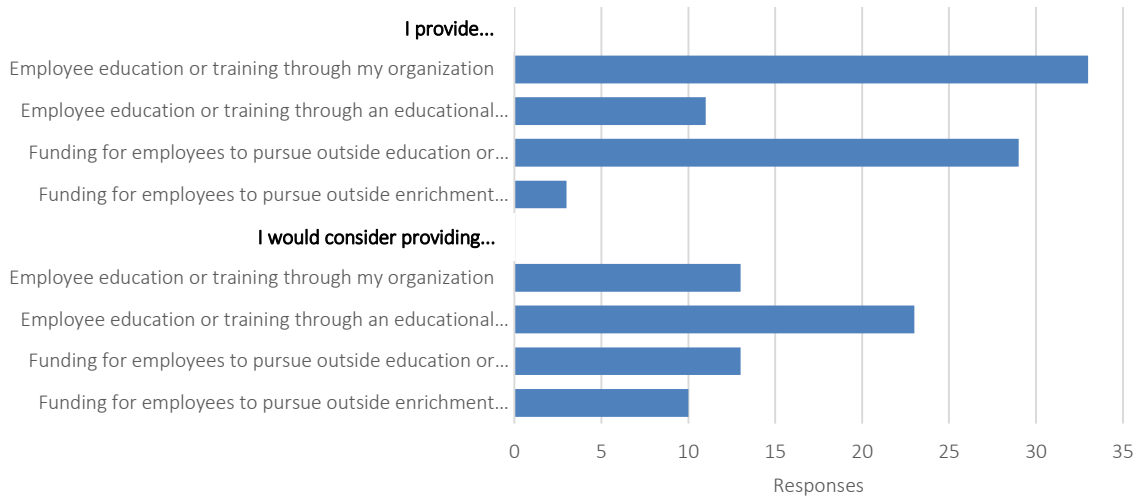
Regarding language skills, employers feel that English instruction should begin at an early age (e.g., during pre-school) because many children from immigrant families only speak English during school. According to a November 2014 article in *Veritas*, Nantucket High School’s student-run newspaper, 107 new English Language Learner (ELL) students have enrolled in the school system since 2013, with the largest concentration at Nantucket Elementary.<sup>21</sup> Spanish speakers make up 80 percent of ELL students, according to an interviewee from Nantucket Public Schools, with the rest speaking Portuguese, Bulgarian, Nepali, Filipino, and various other Asian languages. Focus group participants also stress the need for improved cultural competence across all racial and ethnic groups that comprise Nantucket’s population. Participants say their employees witness ignorant commentary related to different cultures on the island, and representatives from the landscaping industry express a need for better understanding between Hispanic and Eastern European workers.

Some Nantucket employers take workforce development into their own hands by providing opportunities and resources for employee education or training. Among employers represented by the survey, 33 provide in-house education or training for their employees and 11 provide opportunities through an educational institution (that could be on- or off-island). Nantucket Island Resorts (NIR), one of the island’s largest employers, is

<sup>21</sup> Mia Silverio, “Hispanic students drive surging diversity,” *Veritas*, November 13, 2014.

proactive in designing in-house training programs (some of which are conducted by off-island experts) that equip employees with transferable skills. NIR claims that the local workforce is not interested in seasonal positions, and has achieved worker longevity by investing in recruiting (from off-season winter resort destinations such as Colorado, Utah, and Vermont) and promoting from within. As a result of the organization’s practices, interviewees representing NIR cite few workforce challenges beyond a shortage of cooks and a need for an on-island pool maintenance certification program.

**Employer Willingness to Provide or Sponsor Employee Education (Responses=47)**



Employers also support their employees indirectly, with 29 respondents indicating that they provide funding for employees to pursue outside, career-related education or training, and three providing support for enrichment opportunities (unrelated to their employees’ careers). Specific examples of this include Nantucket Public Schools, which reimburses staff up to \$3,000 annually for certification-related education expenses, and Nantucket Cottage Hospital, which offers up to \$1,500. More generally, nonprofit organizations fund employee trips to Cape Cod for professional development and the skilled trades fund trips to Worcester for certification tests and trainings.

Importantly, 23 respondents would consider providing employee education or training through an educational institution, and 13 would consider providing funding for employees to do so on their own. Industries most likely to enroll employees in an educational institution include agriculture/natural resources/landscaping, construction/trades, healthcare, hospitality/tourism, and retail/wholesale. Industries most likely to provide funding for their employees to pursue educational and training opportunities include agriculture/natural resources/landscaping and business/professional services. Focus group participants agree that, with the exception of the restaurant industry, some businesses would be support incentives for employees to pursue education and training opportunities (e.g., reimbursements or paid time off).

Focus group participants also feel that employers are most likely to allow employees to take time out of their workday to attend re-certification courses. In addition, participants feel that taking advantage of workday hours, scheduling courses during the off-season, and providing childcare options will all maximize enrollment.

**Nonprofits.** According to GuideStar.org, there are approximately 130 nonprofit organizations on Nantucket—about one for every 78 residents. Because of their ubiquity, and the wide range of services they offer to residents and visitors, both focus group participants and interviewees feel nonprofits present a unique opportunity to grow and develop Nantucket’s workforce.

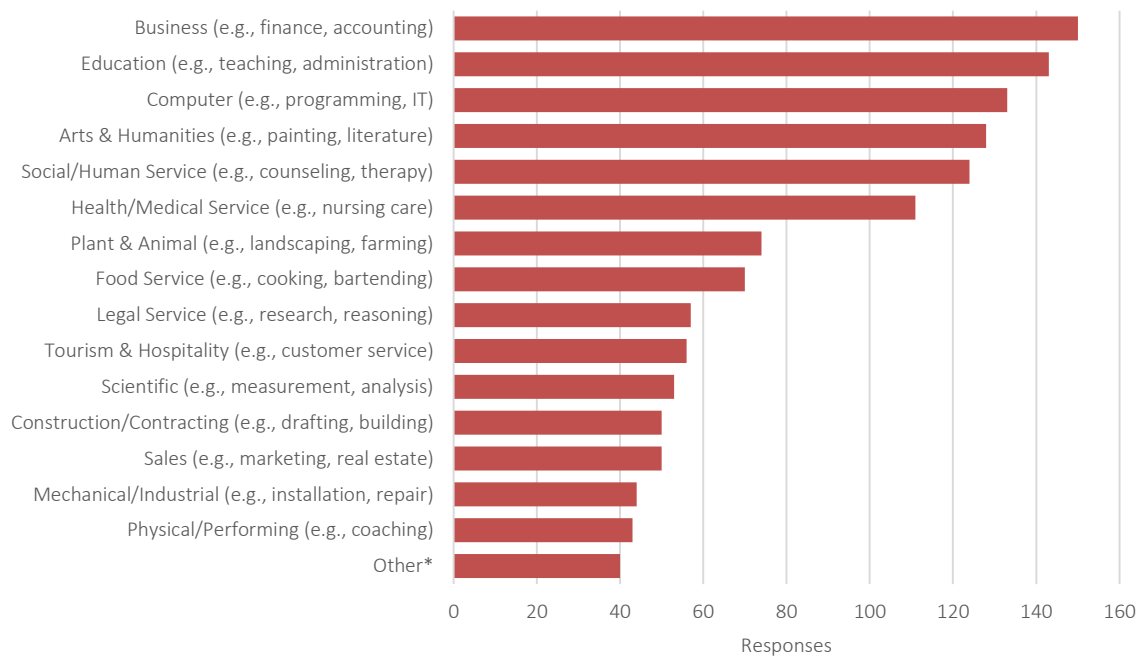
According to one interviewee, there is a serious lack of professional training in the island’s nonprofit sector, i.e., formal education or experience in larger nonprofit organizations on the mainland. Workers join many of the island’s nonprofit organizations with little training in nonprofit management or fundraising, and minimal experience working with boards of directors. At the same time, some nonprofit organizations are criticized because their boards lack representation from year-round Nantucket residents (qualified board members are recruited from off-island seasonal residents).

For these reasons, classes related to nonprofit management and governance may be valuable for residents and may inspire nonparticipants to become involved. More specifically, focus group participants feel that graduate-level courses in nonprofit management, philanthropy (e.g., donor database management), and finance would be utilized if offered. Professional development seminars and workshops for existing executives and small organizations would also be valuable.

## 3.2 Resident & Visitor Needs

**Preferred Subjects.** Among responding residents, the fields in which they would most like additional education or training are very similar to those prioritized by Nantucket employers. Significantly, business, education, and computer skills are among the five most-desired subject areas for both employers *and* residents. (Responding visitors to Nantucket—of which there are nine—are most likely to want social/human service and computer-related education.) Indicating a desire for enrichment opportunities, 128 residents and visitors would like educational programs in the arts and humanities—a field that ranks last among employers.

### Subjects Needed or Desired by Residents or Visitors (Responses=531)



\*Other responses include media and design (graphic and other), musicianship and dance, marine biology and zoology, marine industry studies, nonprofit and human resource management, economics, criminal justice and fire science, autism studies, massage, taxi driving, and electrical work.

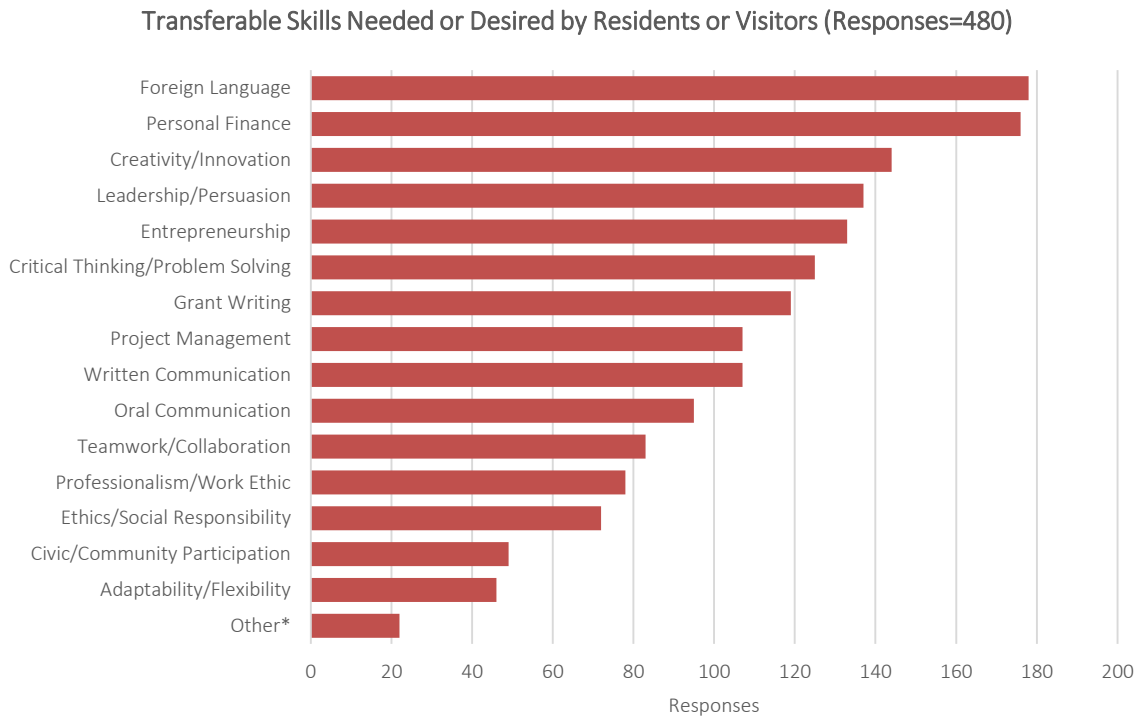
Focus group participants agree that Nantucket residents, particularly those with entrepreneurial drive, are in need of business- and computer-related skills. Specific subjects that participants recommend offering for enrichment or workforce development purposes include website design, customer service, social media, office administration and marketing, supervision, and financial management. An interviewee from Nantucket Public Schools also sees a need for more technology-driven educational opportunities, and would like to strengthen the computer graphics courses available to students.

Phone interviewees feel that because of Nantucket’s geographic isolation, entrepreneurial and small business management skills are particularly important. Instead of leaving Nantucket because of limited employment opportunities within the public school system, one interviewee suggests, young adults interested in the education services field could learn how to start and operate their own daycare. And even when demand for a certain product or service does not exist on Nantucket, residents can start businesses that serve off-island markets and do not require frequent customer interface—a strategy that can be encouraged as a way to diversify the local economy.

According to one interviewee, Nantucket lends itself to a number of academic subjects, including ecology and environmental sustainability; conservation, land management, and water quality studies; and hospitality. By building on the island’s unique qualities, she believes, educational providers can make Nantucket a destination for immersive (i.e.,

focused, hands-on) academic programming. Several organizations already offer enrichment opportunities that play to Nantucket’s ecosystem and historical attributes, including the University of Massachusetts Field Station, Nantucket Community School, and the Nantucket Historical Association Whaling Museum (maritime history).

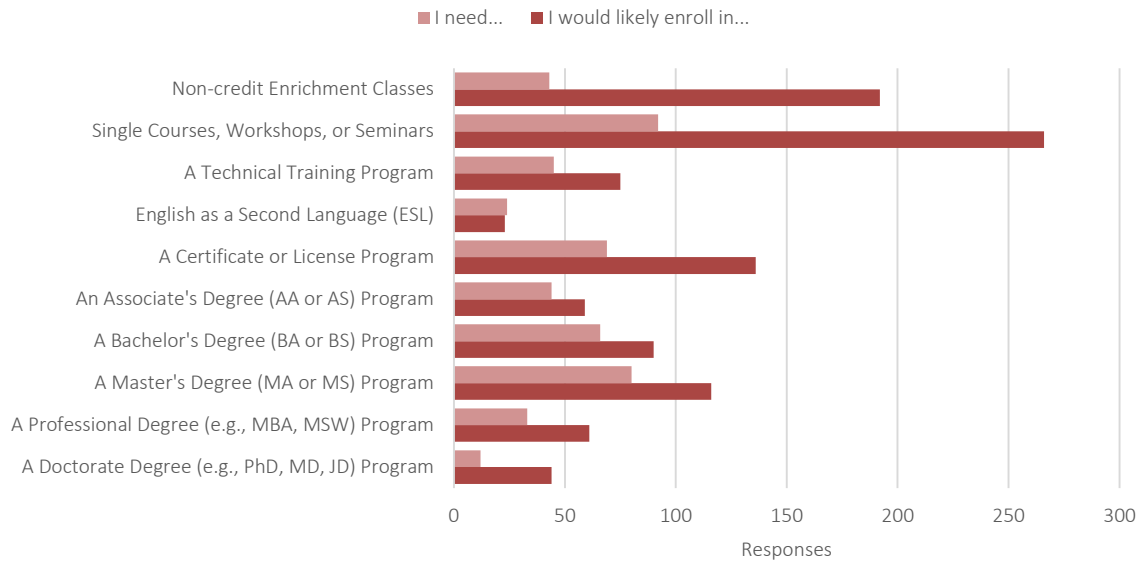
Transferable skills most needed or desired by Nantucket residents are somewhat different than those demanded by employers. Foreign language learning opportunities are most desired, as expressed by 178 residents or visitors, followed by those related to personal finance (176), creativity/innovation (144), leadership/persuasion (137), and entrepreneurship (133). Spanish and French are two foreign languages cited, while investment fundamentals are cited as a specific personal finance need.



\*Other responses include statistical analysis, advanced computer and technology, and public speaking.

**Preferred Formats.** Nantucket residents most need and are most likely to enroll in single courses, workshops, or seminars—a type of programming that employers also feel is most-needed of applicants and current employees. In total, 266 respondents are likely to enroll in this type of program, with arts and humanities (84), business (76), computer (74), and education (71) being the most desired fields. Residents are also likely to enroll in bachelor (90) and master degree (116) programs, but even more are likely to enroll in non-credit enrichment classes (192) or certificate or license programs (136). For those respondents who would likely enroll in enrichment classes, the top fields listed include arts and humanities (68), computer (60), business (58), and education (49). For residents who would likely enroll in a certificate or license program, the top fields include business (46), education (40), social/human service (38), and computer (36).

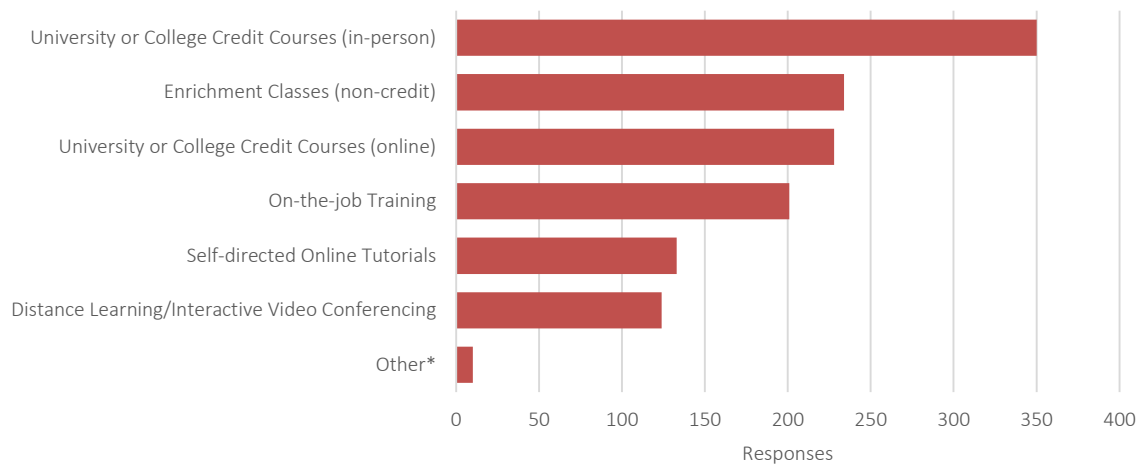
### Resident or Visitor Need for or Likelihood of Enrolling (Responses=529)



Among respondents who would likely enroll in a college degree program (i.e., associate’s through doctorate), the top fields desired include business (74), education (64), health/medical service (62), and social/human service (58). In the education field, respondents express specific needs for training in early childhood education, elementary education, special education, and autism studies. In the healthcare and social/human service fields, respondents express specific needs for training in medical lab technology, x-ray technology, ultrasound technology, health information management, mental health, and paramedics.

Among survey respondents, the most preferred format for new educational offerings is an in-person course that grants university or college credit (350), followed by a non-credit enrichment class (234) and an online credit-granting college course (228). On-the-job training is preferred by 201 (less than half) of respondents, and self-directed online tutorials are preferred by 133 respondents, and distance learning (e.g., live lectures supported by video conferencing) is preferred by 124 respondents. Because the unavailability of educational opportunities on Nantucket is cited as the top challenge preventing residents from reaching their educational goals, it follows that many prefer in-person offerings.

### Education or Training Formats Preferred by Residents or Visitors (Responses=567)

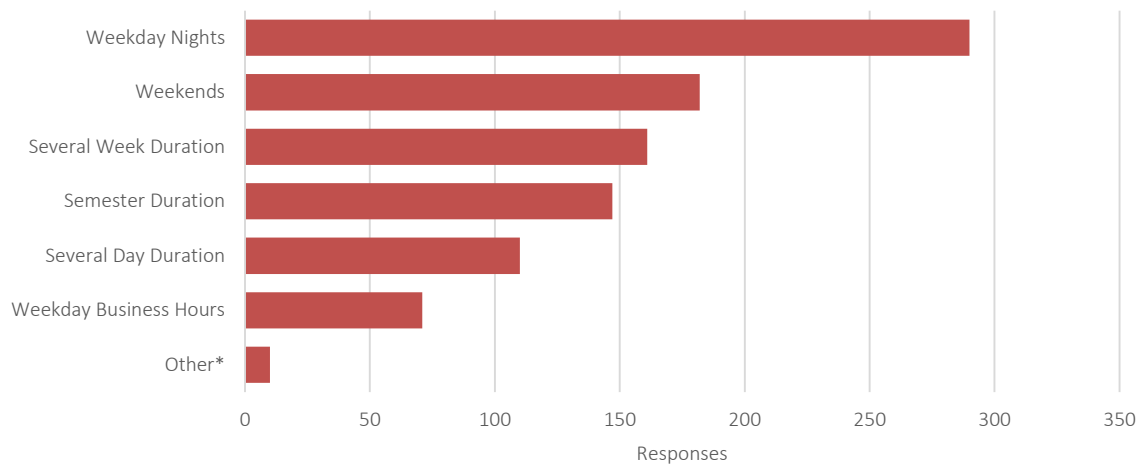


\*Other responses include intensive credit or noncredit workshops, intensive group learning with periods of independent study, a mix of in-person and online, and a University Without Wall-type program.

Focus group participants are very supportive of online learning, and propose the following concepts: First, they envision offering massive open online courses (MOOC) at a set time and place as a way to hold students accountable and create a community of learners. Second, they feel that a clearinghouse for online courses, each vetted beforehand for quality, would benefit enrollees seeking career advancement. A hybrid approach is also mentioned by one phone interviewee, who suggests that the best way to accommodate the lifestyles of mid-career adult learners, especially, is to mix online and in-person learning formats.

Survey respondents are most likely to attend new educational programs if they are held on weekday nights—a scheduling option preferred by 290 residents or visitors. The next most preferred options are weekends (182) and weekday business hours (71). Focus group participants suggest weekday lunchtime hours to accommodate workers (during lunchtime) and parents. Regarding program duration and frequency, several-week-long offerings (161) are most preferred, followed by semester-long (147) and several-day-long (110) offerings. Other suggestions include self-paced online classes and programs, flexible class hours, and a yearlong class meeting weekly or monthly with intensive and independent study in between. Among focus group participants, there is a strong preference for winter classes because residents are so busy April through September.

Scheduling Options Preferred by Residents or Visitors (Responses=399)



\*See main body text

**Immigrants.** Nantucket’s growing immigrant population faces unique challenges related to job readiness and career advancement. According to the U.S. Census Bureau, in 2013, Nantucket residents of Hispanic or Latino origin—the largest immigrant group—were four times as likely to live in poverty when compared with white residents who are not Hispanic or Latino. One interviewee feels that, because many of Nantucket’s immigrant residents are working to obtain green card status, they would benefit from training and seminars related to the process for doing so (especially those who cannot afford legal assistance). Courses in personal finance, bookkeeping, and writing would also help the immigrant population. Many immigrant women, in particular, believe that nursing education is the right step for them, and travel to Cape Code Community College for the certified nursing assistant (CNA) program.

Spanish speakers, when polled with a translated version of the resident and visitor questionnaire, are challenged primarily by their level of education (5) and a lack of educational opportunities on Nantucket (4). Many (9) are interested in ESL courses and technical training programs, and can use more teamwork, collaboration, professionalism, and writing skills. Career fields of most interest to Spanish-speaking respondents include landscaping (4), farming (4), healthcare (2), and construction (2). The fact that Spanish-speaking respondents are interested in ESL courses that currently exist but cite a lack of opportunities on Nantucket suggests that these types of programs could be marketed more heavily.

**High School Students.** Because current high school students comprise nearly 18 percent of all survey respondents, and represent possible candidates for traditional college programming, it is useful to consider their educational needs in isolation of the wider population. With regard to their career-aspirations, the top five industries in which high school students have an interest in working are as follows:

1. Healthcare (20)
2. Business/Professional Services (19)
3. Arts/Crafts/Entertainment (18)
4. Social Services/Mental Health (17)
5. Education (16)

Educational subjects most-desired by high school students largely correspond with the career fields they are most interested in: health/medical service (24), business (23), social/human service (22), and computer (20). Other fields of interest to high school students include zoology and veterinary science, criminal justice, fire science, art instruction, and music. Personal finance (52) is the most-desired transferable skill among high school students, followed by creativity/innovation (32), foreign language (32), and entrepreneurship (30).

If offered the opportunity, high school students are most likely to enroll in single courses, workshops, or seminars or a bachelor's degree program—the most-needed option. Some students are also likely to enroll in an associate's degree program (12) or a graduate program (presumably after obtaining an undergraduate degree). A total of 16 students would likely enroll in non-credit enrichment classes. Interestingly, while in-person courses granting university or college credit (82) are the most-preferred educational format among high school students, on-the-job training is preferred by half (52) of all respondents. (Online and distance learning options—whether organized by a college or university or self-directed—are preferred by relatively few students. Also, while only 13 students indicated scheduling preference, those who did would most like semester-long weekday night and weekend options.)

Among the challenges faced by high school students in reaching their educational goals, affordability is cited by 51 respondents, followed by uncertainty over what opportunities to pursue (27) and the unavailability of opportunities on Nantucket (24). (About 17 percent of respondents have no challenges.) One student summarizes his or her desires as follows:

I wish they would teach here! And I hope more jobs and positions would be offered after. There would be a lot of people who [would] apply...[it] would be worth it because of traveling and how expensive that alone is on top of books and tuition!

According to one interviewee, teenagers understand the importance of higher education, but some find it difficult to travel off-island immediately after high school. Additional on-island educational opportunities would provide Nantucket's young population with more options for personal and career advancement. Statistics from the Nantucket Public Schools scholarship program paint a picture of educational goals among adult and high school aged learners: There were over 50 applicants in 2014, many of whom were pursuing careers in healthcare and education (with a disproportionate amount of women). Regarding their plans for higher education, it is common for island-born students to say they are going off-island to obtain a degree but plan to return to Nantucket.

# 4

## RECOMMENDATIONS

“Think long and hard about what is taught...we are ambassadors. Collaboration is key on Nantucket—I see many opportunities for fair and honest collaboration. Please introduce ideas long before fruition to allow private enterprises to address possible competition issues.”

— Survey Respondent

As stated succinctly by one survey respondent, Nantucket stakeholders and educational providers should engage in coordinated planning in order to minimize redundancy while providing high-quality programs that meet the needs of residents, visitors, and employers. In allocating resources for new educational programming, workforce needs should be balanced with those of enrichment-seekers. Similarly, while meeting the needs of employers is likely to address immediate labor market issues including unemployment, underemployment, and job satisfaction, workforce needs expressed by working age residents should also be considered. And when the needs of residents are not aligned with those of employers (training in a field that does not exist on Nantucket, for e.g.), consider these opportunities to diversify Nantucket’s economy and encourage entrepreneurs who serve off-island customers.

New programming will need to be financially sustainable for educational providers while remaining affordable to enrollees and sponsoring employers. Once stakeholders agree upon the proper balances to strike in meeting various needs, the following implementation process is recommended:

1. Identify “low hanging opportunities” from the needs described above that will deliver maximum results in terms of strengthening Nantucket’s year-round economy, e.g., filling labor shortages or addressing worker qualification shortfalls, and providing enrichment opportunities that do not currently exist;
2. Using survey-generated estimates of potential enrollment, begin dialogues with Nantucket Cottage Hospital, Nantucket Public Schools, and other large employers to determine if a critical mass of target enrollees exists for specific certification and degree programs that could eventually be marketed to the broader population or attract enrichment-seekers who do not face work-related challenges; and
3. Again using survey-generated estimates as a starting point, begin dialogues with major employers and educational providers regarding the following program logistics: course pricing, support for employee sponsorship and course subsidization, and course structure (e.g., duration, time of year and time of day, and the type of credentials granted, if any).

With this general process in mind, the following specific recommendations are offered for consideration and as a place to begin:

**Sponsor on-island professional development certification and re-certification programs that are currently offered on the mainland but attract many of Nantucket’s working age residents.**

Certifications and re-certifications are mandated by employers in many fields and require employees to obtain continuing education credits. Because many employers currently pay for employees to travel to mainland Massachusetts to attend certification classes, there is demand for on-island programs which, employers agree, would save time and money.

Consideration should be given to the following certification programs: procurement training mandated by the Commonwealth for Town of Nantucket employees; police and advanced life support ambulance service training; and Sexual Assault Nurse Examiner (SANE) and certified nursing assistant (CNA) training. Regarding certificates and licenses, focus group participants also see a need for non-degree programs in teaching, healthcare, accounting, and early childhood education, as well as trades including plumbing, hoisting machinery operation, pesticide application, and pool operation.

Additional educational needs could emerge by researching the required contractor qualifications set forth by the Nantucket Department of Public Works and other agencies (e.g., licenses and certifications required of carpenters to perform work on Nantucket). If specific certifications are to be offered on-island, educational providers could start by meeting public sector needs as well as needs expressed by Nantucket Cottage Hospital and other healthcare providers such as Our Island Home (e.g., nursing license requirements).

**Create a single website—or clearinghouse—that advertises and promotes *all* Nantucket enrichment opportunities.**

One important sentiment among focus group participants is that Nantucket is already home to a wealth of enrichment opportunities offered by numerous organizations.<sup>22</sup> At the same time, many survey respondents indicate a desire for and likelihood of enrolling in enrichment-style classes. To maximize Nantucket’s existing resources while simplifying the process for prospective learners, ReMain or Nantucket Community School should spearhead the development of an online clearinghouse for enrichment opportunities.

Creating a central website such as [www.nantucketenrichment.com](http://www.nantucketenrichment.com) would provide residents and visitors with a one-stop source for class descriptions, schedules, and reviews.<sup>23</sup> (An example of this concept is [www.teenlife.com](http://www.teenlife.com), a website designed by

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<sup>22</sup> A simple Google search of the term “Nantucket enrichment” generates a result list showing a number of different organizations offering programs.

<sup>23</sup> This domain is currently available.

TeenLife Media in Brookline, Massachusetts.) Doing so would promote enrollment among year-round residents who feel overwhelmed by the number of opportunities, and would also drive tourism by building Nantucket's image as a place to learn. For educational providers, a central website that is updated regularly would also expose redundancies.

If new enrichment opportunities are created for residents and visitors, classes in high-demand fields including arts, humanities, foreign language, personal finance, computer skills, and business (entrepreneurship and grant writing) are recommended. Over 190 resident or visitor survey respondents indicate they are likely to enroll in non-credit enrichment classes, with a strong preference for weekday night and weekend offerings lasting several weeks at a time.

### **Market a single, go-to place for online and distance learning.**

While survey respondents express the greatest demand for in-person educational opportunities, focus group attendees strongly support the concept of a centralized education center where students can participate in online courses together. Under this hybrid approach, a proctor would guide students through the course while addressing their technology needs. Nantucket Community School, which has an interactive classroom and a computer lab, and Nantucket Atheneum, which recently developed a distance learning lab, are both venues that can serve as hosts to this type of learning experience. At least two interviewees feel that online learning through MOOCs is improved when learners have an opportunity to meet in person and, in some cases, meet the instructor.

Nantucket Community School, Nantucket Atheneum, or another venue should be marketed to island residents and visitors as the place to go for guided online and distance learning, and a single organization should play a brokerage role by connecting students with courses. Over 250 resident and visitor survey respondents have a preference for online, credit-granting university or college courses or distance learning and video conferencing opportunities. Among these respondents, the most demanded subjects include education, business, and healthcare, with a desire for semester-long courses offered on weekday nights or weekends.

### **Partner with employers to provide business and vocational education.**

Entrepreneurial and small business skills are in high-demand by both employers and working age residents on Nantucket, and the local Chamber of Commerce already offers seminars in these areas through the U.S. Small Business Administration Service Corps of Retired Executives (SCORE) Association. But because some of these seminars are more basic than what employers demand of applicants, future programming should build on curricula developed by SCORE while engaging the Chamber in marketing and promotional efforts. Employers themselves should also serve as partners by providing space in which classes can be held.

Nantucket Atheneum is also embarking on programs that support the MakerSpace movement—a trend toward encouraging creativity, innovation, and tinkering among learners of all ages. Time for tinkering is being “elbowed out” of the typical classroom setting because of the pressure on teachers to cover an enormous amount of material, according to one interviewee. Examples include classes where students learn how to design and build their own computers and computer games; create wooden objects using conventional tools; and design and produce objects using 3D printers. Nantucket Community School should work with Nantucket Atheneum and employers to promote the MakerSpace movement and respond to immediate workforce needs. Resources should be targeted toward trades including culinary arts, landscaping, and construction.

### **Create dual-enrollment (bridge) and bachelor degree programs for fast-growing occupations.**

Because there is strong interest in dual enrollment opportunities for high school students, Nantucket Public Schools and the University of Massachusetts could collaborate on future course offerings that are eligible for college credits. The University of Massachusetts could also offer independent bachelor degree programs in subjects that are most likely to lead to on-island employment. According to projections by the Massachusetts Executive Office of Labor and Workforce Development (EOLWD), occupations requiring more than a high school degree that are expected to grow the most by 2022 on Cape Cod, Nantucket, and Martha’s Vineyard include those in healthcare, social work, software development, and management.

Currently, both employers and residents express a specific need for nursing courses and degree programs that are flexible and affordable. In designing on-island nursing programs, accommodating nontraditional students by offering flexible scheduling options and bridge programs (i.e., LPN to RN) is highly recommended. Nantucket Cottage Hospital has specific educational needs related to a requirement that, by 2020, 80 percent of its nurses hold at least a bachelor of science in nursing (BSN); currently, only 32 percent of nurses have this level of education. Interviewees estimate that 6-20 nurses would likely enroll in an associates-to-bachelors program if it were offered on-island at least two nights per week. The target market for students could be broadened by offering courses or degrees in healthcare administration, another in-demand area of study.

College-level programs (as well as those in specific enrichment areas) are even more likely to be financially feasible if they attract students from mainland America, a prospect Nantucket Island School of Design and the Arts has proven the possibility of. In summary, there are at least two unique educational structures that could provide the greatest flexibility for students: (1) continuing education for teachers, therapists, nurses, and other professionals that provides pathways to two- or four-year degrees, master’s degrees, and professional licensure, and (2) dual enrollment for high school and possibly middle school students that allows them to simultaneously complete secondary education and higher education requirements by taking college-level courses.

# APPENDIX

## Employer Survey

### 1. Do you identify as any of the following? (Select all that apply.)

- Employer
- Someone who represents an employer (e.g., an employee)
- Someone who works with employers (e.g., an educator)
- What employer(s)? (optional)

If you are not an employer, please respond to the following questions from the perspective of employers you represent/work with.

### 2. Which of the following apply to you? (Select all that apply.)

- I conduct year-round business on Nantucket
- I conduct seasonal business on Nantucket
- I make regular visits to Nantucket to conduct business
- I make occasional visits to Nantucket to conduct business
- Other (please specify)

### 3. How many people do you employ on Nantucket?

Part-Time Employees

Full-Time Employees

### 4. What industry are you part of? (Select all that apply.)

- |  |  |
|--|--|
| <input type="checkbox"/> Agriculture/Natural Resources/Landscaping | <input type="checkbox"/> Manufacturing                 |
| <input type="checkbox"/> Arts/Crafts/Entertainment                 | <input type="checkbox"/> Media/Communications          |
| <input type="checkbox"/> Business/Professional Services            | <input type="checkbox"/> Natural Sciences              |
| <input type="checkbox"/> Computer/Information Technology           | <input type="checkbox"/> Retail/Wholesale              |
| <input type="checkbox"/> Construction/Trades                       | <input type="checkbox"/> Real Estate                   |
| <input type="checkbox"/> Education                                 | <input type="checkbox"/> Restaurant/Food Services      |
| <input type="checkbox"/> Government                                | <input type="checkbox"/> Social Services/Mental Health |
| <input type="checkbox"/> Healthcare                                | <input type="checkbox"/> Utilities                     |
| <input type="checkbox"/> Hospitality/Tourism                       |  |

Please specify or list other industries

**5. Approximately how many job openings on Nantucket did you have during the last 12 months?**

**6. Approximately how many weeks does it take for you to fill most job openings on Nantucket?**

**7. Do any of the following conditions apply to you? (Select all that apply.)**

- I currently have difficulty filling job openings
- I expect to have difficulty filling job openings in the future
- My employees could use more education or training
- My employees do not need more education or training

**8. If you have difficulties filling job openings or growing, what are the reasons? (Select all that apply.)**

- There's a shortage of applicants
- Applicants/employees need more education
- Applicants/employees need more skills
- Applicants/employees need more experience
- It's difficult to provide higher salaries/benefits
- There's a shortage of available housing for employees
- There are no difficulties

Other (please specify)

**9. If you have a labor shortage, how big is it?**

- 1-5 workers
- 6-10 workers
- 11-15 workers
- 16-20 workers
- Over 20 workers (please specify below)
- There is no shortage
- Other

**10. Do applicants or employees need education or training in any of the following categories? (Select all that apply.)**

- |   |  |
|---|--|
| <input type="checkbox"/> Education (e.g., teaching, administration)         | <input type="checkbox"/> Computer (e.g., programming, IT)                    |
| <input type="checkbox"/> Mechanical/Industrial (e.g., installation, repair) | <input type="checkbox"/> Legal Service (e.g., research, reasoning)           |
| <input type="checkbox"/> Physical/Performing (e.g., coaching)               | <input type="checkbox"/> Arts & Humanities (e.g., painting, literature)      |
| <input type="checkbox"/> Scientific (e.g., measurement, analysis)           | <input type="checkbox"/> Construction/Contracting (e.g., drafting, building) |
| <input type="checkbox"/> Social/Human Service (e.g., counseling, therapy)   | <input type="checkbox"/> Plant & Animal (e.g., landscaping, farming)         |
| <input type="checkbox"/> Tourism & Hospitality (e.g., customer service)     | <input type="checkbox"/> Food Service (e.g., cooking, bartending)            |
| <input type="checkbox"/> Sales (e.g., marketing, real estate)               | <input type="checkbox"/> Business (e.g., finance, accounting)                |
| <input type="checkbox"/> Health/Medical Service (e.g., nursing care)        |  |

Please specify or list other skills

**11. If applicants or employees need education or training in the skills indicated above, which level do they need? (Select all that apply.)**

- |   |   |
|---|---|
| <input type="checkbox"/> Non-credit Enrichment Classes          | <input type="checkbox"/> An Associate's Degree (AA or AS) Program       |
| <input type="checkbox"/> Single Courses, Workshops, or Seminars | <input type="checkbox"/> A Bachelor's Degree (BA or BS) Program         |
| <input type="checkbox"/> A Technical Training Program           | <input type="checkbox"/> A Master's Degree (MA or MS) Program           |
| <input type="checkbox"/> English as a Second Language (ESL)     | <input type="checkbox"/> A Professional Degree (e.g., MBA, MSW) Program |
| <input type="checkbox"/> A Certificate or License Program       | <input type="checkbox"/> A Doctorate Degree (e.g., PhD, MD, JD) Program |

Please specify field of study

**12. Do applicants or employees need to develop skills in any of the following areas? (Select all that apply.)**

- |  |  |
|--|--|
| <input type="checkbox"/> Professionalism/Work Ethic        | <input type="checkbox"/> Civic/Community Participation |
| <input type="checkbox"/> Foreign Language                  | <input type="checkbox"/> Written Communication         |
| <input type="checkbox"/> Adaptability/Flexibility          | <input type="checkbox"/> Leadership/Persuasion         |
| <input type="checkbox"/> Critical Thinking/Problem Solving | <input type="checkbox"/> Grant Writing                 |
| <input type="checkbox"/> Entrepreneurship                  | <input type="checkbox"/> Personal Finance              |
| <input type="checkbox"/> Project Management                | <input type="checkbox"/> Teamwork/Collaboration        |
| <input type="checkbox"/> Creativity/Innovation             | <input type="checkbox"/> Ethics/Social Responsibility  |
| <input type="checkbox"/> Oral Communication                |  |

Please specify or list other skills

**13. Do you provide any of the following? If not, would you consider doing so?  
(Select all that apply.)**

	I provide...	I would consider providing...
Employee education or training through my organization	<input type="checkbox"/>	<input type="checkbox"/>
Employee education or training through an educational institution	<input type="checkbox"/>	<input type="checkbox"/>
Funding for employees to pursue outside education or training (career-related)	<input type="checkbox"/>	<input type="checkbox"/>
Funding for employees to pursue outside enrichment opportunities (unrelated to career)	<input type="checkbox"/>	<input type="checkbox"/>

Other (please specify)

**14. Do you have any other comments, questions, or concerns?**

**15. Would you like to be notified if or when new educational programming becomes available on Nantucket?**

- Yes  
 No

**16. If you answered YES to Question 15, please provide your e-mail address so we can contact you.**

Note: We will not sell your e-mail address or distribute it to third parties in any way. E-mail addresses will be used only to contact gift card winners and notify interested respondents about new educational programming offered on Nantucket as a result of this study.

**Thank you for participating!**

Sources for some categories: ManpowerGroup (Q8/Q13); Connecticut Department of Labor, <http://www.ctdol.state.ct.us/progsupt/jobsrvce/skills.htm> (Q10); Society for Human Resource Management (Q11/Q12)

# Resident Survey

## 1. Which of the following apply to you?

- I'm a year-round resident of Nantucket
- I'm a seasonal resident of Nantucket
- I make regular visits to Nantucket (non-resident)
- I make occasional visits to Nantucket (non-resident)
- Other (please specify)

## 2. Do you identify as any of the following? (Select all that apply.)

- High School Student
- College Student
- Employed with 1-5 Years of Experience
- Employed with 6-19 Years of Experience
- Employed with 20+ Years of Experience
- Retired
- Looking for Work
- Other (please specify)

## 3. What is your level of education?

- Less than 9th Grade
- 9th to 12th Grade, No Diploma
- High School Graduate (includes equivalency, e.g., GED)
- Some College, No Degree
- Associate's Degree
- Bachelor's Degree
- Graduate or Professional Degree

## 4. If you are currently employed, which of the following conditions apply to you? (Select all that apply.)

- I work part-time seasonally
- I work full-time seasonally
- I work part-time year-round
- I work full-time year-round

**5. What industry do you currently work in OR have an interest in working in?  
(Select all that apply.)**

	I currently work in...	I have an interest in...
Agriculture/Natural Resources/Landscaping	<input type="checkbox"/>	<input type="checkbox"/>
Arts/Crafts/Entertainment	<input type="checkbox"/>	<input type="checkbox"/>
Business/Professional Services	<input type="checkbox"/>	<input type="checkbox"/>
Computer/Information Technology	<input type="checkbox"/>	<input type="checkbox"/>
Construction/Trades	<input type="checkbox"/>	<input type="checkbox"/>
Education	<input type="checkbox"/>	<input type="checkbox"/>
Government	<input type="checkbox"/>	<input type="checkbox"/>
Healthcare	<input type="checkbox"/>	<input type="checkbox"/>
Hospitality/Tourism	<input type="checkbox"/>	<input type="checkbox"/>
Manufacturing	<input type="checkbox"/>	<input type="checkbox"/>
Media/Communications	<input type="checkbox"/>	<input type="checkbox"/>
Natural Sciences	<input type="checkbox"/>	<input type="checkbox"/>
Nonprofit	<input type="checkbox"/>	<input type="checkbox"/>
Restaurant/Food Services	<input type="checkbox"/>	<input type="checkbox"/>
Retail/Wholesale	<input type="checkbox"/>	<input type="checkbox"/>
Real Estate	<input type="checkbox"/>	<input type="checkbox"/>
Social Services/Mental Health	<input type="checkbox"/>	<input type="checkbox"/>
Utilities	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>

Please specify or list other industries

**6. Do you face challenges in advancing your career? If so, which challenges? (Select all that apply.)**

- My level of education
- My current skillset
- Availability of jobs on Nantucket
- A mismatch between my skillset and the available jobs on Nantucket
- There are no challenges
- Not applicable
- Other (please specify)

**7. Would you like education or training in any of the following categories? (Select all that apply.)**

- |  |   |
|--|---|
| <input type="checkbox"/> Physical/Performing (e.g., coaching)                | <input type="checkbox"/> Sales (e.g., marketing, real estate)             |
| <input type="checkbox"/> Mechanical/Industrial (e.g., installation, repair)  | <input type="checkbox"/> Social/Human Service (e.g., counseling, therapy) |
| <input type="checkbox"/> Construction/Contracting (e.g., drafting, building) | <input type="checkbox"/> Food Service (e.g., cooking, bartending)         |
| <input type="checkbox"/> Arts & Humanities (e.g., painting, literature)      | <input type="checkbox"/> Scientific (e.g., measurement, analysis)         |
| <input type="checkbox"/> Health/Medical Service (e.g., nursing care)         | <input type="checkbox"/> Education (e.g., teaching, administration)       |
| <input type="checkbox"/> Legal Service (e.g., research, reasoning)           | <input type="checkbox"/> Plant & Animal (e.g., landscaping, farming)      |
| <input type="checkbox"/> Tourism & Hospitality (e.g., customer service)      | <input type="checkbox"/> Business (e.g., finance, accounting)             |
| <input type="checkbox"/> Computer (e.g., programming, IT)                    |   |

Please specify or list other skills

**8. Do you need or want any of the following educational offerings for the skills you indicated above? If these were available on Nantucket, would you likely enroll? (Select all that apply.)**

	I need...	I would likely enroll in...
Non-credit Enrichment Classes	<input type="checkbox"/>	<input type="checkbox"/>
Single Courses, Workshops, or Seminars	<input type="checkbox"/>	<input type="checkbox"/>
A Technical Training Program	<input type="checkbox"/>	<input type="checkbox"/>
English as a Second Language (ESL)	<input type="checkbox"/>	<input type="checkbox"/>
A Certificate or License Program	<input type="checkbox"/>	<input type="checkbox"/>
An Associate's Degree (AA or AS) Program	<input type="checkbox"/>	<input type="checkbox"/>
A Bachelor's Degree (BA or BS) Program	<input type="checkbox"/>	<input type="checkbox"/>
A Master's Degree (MA or MS) Program	<input type="checkbox"/>	<input type="checkbox"/>
A Professional Degree (e.g., MBA, MSW) Program	<input type="checkbox"/>	<input type="checkbox"/>
A Doctorate Degree (e.g., PhD, MD, JD) Program	<input type="checkbox"/>	<input type="checkbox"/>

Please specify field of study

**9. Do you need or want to develop skills in any of the following areas? (Select all that apply.)**

- |  |  |
|--|--|
| <input type="checkbox"/> Civic/Community Participation | <input type="checkbox"/> Ethics/Social Responsibility      |
| <input type="checkbox"/> Personal Finance              | <input type="checkbox"/> Leadership/Persuasion             |
| <input type="checkbox"/> Written Communication         | <input type="checkbox"/> Creativity/Innovation             |
| <input type="checkbox"/> Foreign Language              | <input type="checkbox"/> Teamwork/Collaboration            |
| <input type="checkbox"/> Adaptability/Flexibility      | <input type="checkbox"/> Critical Thinking/Problem Solving |
| <input type="checkbox"/> Project Management            | <input type="checkbox"/> Entrepreneurship                  |
| <input type="checkbox"/> Professionalism/Work Ethic    | <input type="checkbox"/> Grant Writing                     |
| <input type="checkbox"/> Oral Communication            |  |

Please specify or list other skills

**10. What education and training formats do you prefer? (Select all that apply.)**

- Enrichment Classes (non-credit)
- University or College Credit Courses (in-person)
- University or College Credit Courses (online)
- Distance Learning/Interactive Video Conferencing
- Self-directed Online Tutorials
- On-the-job Training
- Other (please specify)

**11. What education and training scheduling options do you prefer? (Select all that apply.)**

- |   |   |
|---|---|
| <input type="checkbox"/> Semester Duration      | <input type="checkbox"/> Weekday Business Hours |
| <input type="checkbox"/> Several Week Duration  | <input type="checkbox"/> Weekday Nights         |
| <input type="checkbox"/> Several Day Duration   | <input type="checkbox"/> Weekends               |
| <input type="checkbox"/> Other (please specify) |   |

**12. Do you face challenges in reaching your education goals? If so, which challenges?  
(Select all that apply.)**

- Affordability
- Time constraints
- I'm not sure what opportunities I should pursue
- Education opportunities are not available on Nantucket
- There are no challenges
- Not applicable
- Other (please specify)

**13. Do you have any other comments, questions, or concerns?**

**14. Would you like to be entered for a chance to win a \$250 Visa card?**

- Yes
- No

**15. Would you like to be notified if or when new educational programming becomes available on Nantucket?**

- Yes
- No

**16. If you answered YES to Question 14 or Question 15, please enter your e-mail address so we can contact you.**

Note: We will not sell your e-mail address or distribute it to third parties in any way. E-mail addresses will be used only to contact gift card winners and notify interested respondents about new educational programming offered on Nantucket as a result of this study.

**Thank you for participating!**

Sources for some categories: U.S. Census Bureau (Q3); Connecticut Department of Labor, <http://www.ctdol.state.ct.us/progsupt/jobsrvce/skills.htm> (Q7); Society for Human Resource Management (Q8/Q9)

# Resident Survey in Spanish (Encuesta Residente)

## 1. Seleccione la opción apropiada:

- Resido en Nantucket todo el año
- Resido en Nantucket parte del año
- Hago visitas regulares a Nantucket (no residente)
- Hago visitas ocasionales a Nantucket (no residente)
- Otros (especifique por favor)

## 2. ¿Cuál es su situación laboral? (Seleccione todas las respuestas apropiadas.)

- Estudiante de Secundaria
- Estudiante de Universidad
- Empleado con 15 años de experiencia
- Empleado con 6 a 19 años de experiencia
- Empleado con más de 20 años de experiencia
- Retirado
- Buscando trabajo
- Otros (especifique por favor)

## 3. ¿Cuál es su nivel de educación?

- Educación primaria, Grados 1-8
- Educación secundaria, Grados 9-12 , sin diploma
- Graduado de Escuela Secundaria (incluye equivalencia , por ejemplo: GED )
- Algo de universidad , sin diploma
- Diplomado
- Licenciatura
- Licenciado o título profesional

## 4. Si usted está empleado: (Seleccione todas las respuestas apropiadas.)

- Yo trabajo a tiempo parcial, solamente en temporada
- Yo trabajo a tiempo completo solamente en temporada
- Yo trabajo a tiempo parcial durante todo el año
- Yo trabajo a tiempo completo durante todo el año

**5. ¿En qué industria trabaja o tiene interés en trabajar? (Seleccione todas las respuestas apropiadas.)**

	Trabajo en...	Tengo interés en...
Agricultura / Recursos Naturales / Jardinería	<input type="checkbox"/>	<input type="checkbox"/>
Arte / Artesanía / Entretenimiento	<input type="checkbox"/>	<input type="checkbox"/>
Negocios / Servicios Profesionales	<input type="checkbox"/>	<input type="checkbox"/>
Informática / Tecnología de la Información	<input type="checkbox"/>	<input type="checkbox"/>
Construcción / Oficinas de la construcción	<input type="checkbox"/>	<input type="checkbox"/>
Educación	<input type="checkbox"/>	<input type="checkbox"/>
Gobierno	<input type="checkbox"/>	<input type="checkbox"/>
Salud	<input type="checkbox"/>	<input type="checkbox"/>
Hostelería / Turismo	<input type="checkbox"/>	<input type="checkbox"/>
Fabricación	<input type="checkbox"/>	<input type="checkbox"/>
Medios / Comunicaciones	<input type="checkbox"/>	<input type="checkbox"/>
Ciencias Naturales	<input type="checkbox"/>	<input type="checkbox"/>
Sin Fines de Lucro	<input type="checkbox"/>	<input type="checkbox"/>
Restaurante / Servicios de Alimentación	<input type="checkbox"/>	<input type="checkbox"/>
Ventas al por mayor/por menor	<input type="checkbox"/>	<input type="checkbox"/>
Inmobiliaria	<input type="checkbox"/>	<input type="checkbox"/>
Servicios Sociales / Salud Mental	<input type="checkbox"/>	<input type="checkbox"/>
Servicios Públicos	<input type="checkbox"/>	<input type="checkbox"/>
Otros	<input type="checkbox"/>	<input type="checkbox"/>

Por favor especifique y/o liste qué otras industrias

**6. ¿Qué obstáculos ha encontrado para el avance de su carrera? (Seleccione todas las respuestas apropiadas.)**

- Mi nivel de educación
- Mis habilidades o entrenamiento
- La disponibilidad de puestos de trabajo en Nantucket
- Disparidad entre mis habilidades y los puestos de trabajo disponible en Nantucket
- No hay obstáculo
- No aplicable
- Otros (especifique por favor)

**7. ¿Te gustaría tener más educación o instrucción en alguna de las siguientes categorías? (Seleccione todas las respuestas apropiadas.)**

- |   |  |
|---|--|
| <input type="checkbox"/> Plantas y Animales (jardinería, agricultura)       | <input type="checkbox"/> Mecánico/Industrial (instalación, reparación)         |
| <input type="checkbox"/> Turismo y Hospitalidad (servicio al cliente)       | <input type="checkbox"/> Científico (medición, análisis)                       |
| <input type="checkbox"/> Ordenador (programación, IT)                       | <input type="checkbox"/> Construcción/Contratación (trazar planes, construir)  |
| <input type="checkbox"/> Ventas (marketing, inmobiliaria)                   | <input type="checkbox"/> Servicios Jurídico (investigación, razonamiento)      |
| <input type="checkbox"/> Artes y Humanidades (ejemplo: pintura, literatura) | <input type="checkbox"/> Servicios Sociales y Humanos (asesoramiento, terapia) |
| <input type="checkbox"/> Física/Escénicas (coaching)                        | <input type="checkbox"/> Negocios (finanzas, contabilidad)                     |
| <input type="checkbox"/> Salud/Servicio médico (atención de enfermería)     | <input type="checkbox"/> Educación (enseñanza, administración)                 |
| <input type="checkbox"/> Servicio de alimentos (cocina, coctelería)         |  |

Por favor especifique qué otras categorías

**8. ¿Necesita, o está interesado en más educación en esas áreas? ¿Si estuvieran disponibles en Nantucket, estaría interesado en inscribirse?**

	Necesito...	Me gustaría inscribirse para...
Cursos individuales, talleres, seminarios	<input type="checkbox"/>	<input type="checkbox"/>
Un programa de formación técnica	<input type="checkbox"/>	<input type="checkbox"/>
Inglés como Segundo Idioma (ESL)	<input type="checkbox"/>	<input type="checkbox"/>
Un programa de licencia o certificación	<input type="checkbox"/>	<input type="checkbox"/>
Programa de Diplomado (AA o AS)	<input type="checkbox"/>	<input type="checkbox"/>
Programa de Licenciatura (BA o BS)	<input type="checkbox"/>	<input type="checkbox"/>
Programa de Licenciatura Superior (MA o MS)	<input type="checkbox"/>	<input type="checkbox"/>
Programa de Licenciatura Profesional (ejemplo, MBA, MSW)	<input type="checkbox"/>	<input type="checkbox"/>
Programa de Doctorado (ejemplo, PhD, MD, JD)	<input type="checkbox"/>	<input type="checkbox"/>

Por favor, especifique el campo de estudio

**9. ¿Necesita o desea desarrollar habilidades en las siguientes áreas? (Seleccione todas las apropiadas.)**

- |  |  |
|--|--|
| <input type="checkbox"/> Trabajo en Equipo/Colaboración      | <input type="checkbox"/> Creatividad/Innovación                    |
| <input type="checkbox"/> Participación Cívica / Comunitaria  | <input type="checkbox"/> Finanzas personales                       |
| <input type="checkbox"/> Ética/ Responsabilidad Social       | <input type="checkbox"/> Pensamiento Crítico/Solución de Problemas |
| <input type="checkbox"/> Liderazgo/Persuasión                | <input type="checkbox"/> Comunicación Escrita                      |
| <input type="checkbox"/> Redacción de Propuestas             | <input type="checkbox"/> Empresarial                               |
| <input type="checkbox"/> Comunicación Oral                   | <input type="checkbox"/> Adaptabilidad/Flexibilidad                |
| <input type="checkbox"/> Lengua Extranjera                   | <input type="checkbox"/> Dirección de Proyectos                    |
| <input type="checkbox"/> Profesionalismo/Ética en el trabajo |  |

Por favor especifique o liste otras

**10. ¿Qué formato de educación y formación prefiere? (Seleccione todas las apropiadas.)**

- Clases de enriquecimiento (sin crédito)
- Universidad o Cursos de crédito universitario (en persona)
- Universidad o Cursos de crédito universitario (en línea)
- Aprendizaje a Distancia/ Videoconferencia interactiva
- Tutoriales autodirigidos en línea
- Formación en el trabajo
- Otros (especifique por favor)

**11. ¿Qué horarios de educación y formación prefiere? (Seleccione todas las apropiadas.)**

- |  |   |
|--|---|
| <input type="checkbox"/> Semestre                      | <input type="checkbox"/> Horario de oficina (lunes a viernes) |
| <input type="checkbox"/> Varias semanas de duración    | <input type="checkbox"/> Día de la semana, noches             |
| <input type="checkbox"/> Varios días de duración       | <input type="checkbox"/> Fines de semana                      |
| <input type="checkbox"/> Otros (especifique por favor) |   |

**12. ¿Qué obstáculos encuentra para alcanzar sus objetivos de educación? (Seleccione todas las apropiadas.)**

- Asequibilidad
- Tengo tiempo muy limitado
- No estoy seguro qué oportunidades debería aprovechar
- Oportunidades para educación no están disponibles en Nantucket
- No hay desafíos
- No hay obstáculo
- Otros (especifique por favor)

**13. ¿Tiene otros comentarios, preguntas o quejas?**

**14. ¿Le gustaría participar en un sorteo para ganar una tarjeta Visa de \$250?**

- Sí
- No

**15. ¿Quiere ser notificado si/cuando nueva programación educativa esté disponible en Nantucket?**

- Sí
- No

**16. Si contestó "Sí" a la pregunta 14 o 15, por favor, denos su dirección de correo electrónico para que le podamos contactar.**

Nota: No vendemos su dirección de correo electrónico ni la distribuimos a terceras partes. La dirección de correo electrónico será utilizada únicamente para contactar a los ganadores de las tarjetas de regalo y notificar a los encuestados interesados en la nueva programación educativa que se ofrecerá en Nantucket como resultado de este estudio.

**Gracias por su participación!**

Fuentes para algunas categorías: Oficina del Censo de los Estados Unidos (03); Departamento de Trabajo de Connecticut, <http://www.ctdol.state.ct.us/progsupt/jobsvce/skills.htm> (07); Sociedad para la Gestión de Recursos Humanos (08/09)