

State of Alaska FY2004 Governor's Operating Budget

Department of Education and Early Development Mt. Edgecumbe Boarding School BRU/Component Budget Summary

BRU/Component: Mt. Edgecumbe Boarding School

(There is only one component in this BRU. To reduce duplicate information, we did not print a separate BRU section.)

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Component Mission

To provide a residential high school for Alaskan students.

Component Services Provided

Mt. Edgecumbe High School (MEHS) provides a quality secondary educational alternative in a residential setting for students from, annually, more than 100 Alaska communities. Admissions preference is given to students who have no access to, or limited access to, secondary education in their local communities, or who would particularly benefit from placement in a residential setting. Some of these students would otherwise be placed in foster care or other state-sponsored programs.

Mt. Edgecumbe offers both academic and residential services to over 330 students. Residential services include housing, food service, recreation, and general supervision seven days per week, 24 hours per day. Academic services include a comprehensive educational program largely college preparatory in nature and designed to ensure students have numerous post-secondary choices upon graduation.

Mt. Edgecumbe High School has been in operation for over fifty years - with many of Alaska's rural leaders listed among its alumni. The school enjoys strong parental support, receiving over 300 applications each year for approximately 140 openings. As a recognized leader in education reform, Mt. Edgecumbe High School maintains a tradition of producing successful, responsible Alaska citizens.

Component Goals and Strategies

Mt. Edgecumbe High Schools goals and strategies are to:

- Update the school's technology infrastructure and related curriculum to continue providing students with courses and training in computer technology and systems management that prepares them for today's fast-changing technological environment.
- Expand the school's ties with its Pacific Rim sister schools to support the school's commitment to developing global citizens through innovative curriculum and educational partnerships.
- Review the school's curriculum and explore a "differentiated diploma" system. The differentiated diploma would offer incentives for students to enroll in rigorous, upper division courses which would provide enhanced academic challenge and school-to-work experience.
- Solicit and nurture collaborative partnerships with business partners, such as IBM, BP, and Alyeska to secure resources, internships, and other opportunities for students.
- Use Comprehensive School Reform Demonstration Grant funds to train staff in strategies for implementing research-based programs across the curriculum that improve students' literacy skills. The school will use the continuous improvement model to identify and deliver training opportunities that increase staff's capacity to deliver instruction based on data and assessment.
- Emphasize continued integration of State content and performance standards into the school's curriculum to ensure student success on the Alaska High School Graduation Qualifying Examination.

- Re-define the academic program for those incoming 9th and 10th grade students who lack essential literacy skills to promote their academic success by offering classes appropriate to their instructional needs. Staff will meet in instructional teams to implement strategies which address students' needs through an interdisciplinary approach.
- Utilize literacy experts to train staff in teaching strategies that improve students' literacy skills.
- Develop teacher lesson plans using a standardized format that incorporates student learning styles, literacy strategies, essential questions, and assessment of student learning.
- Encourage parent-school communication to strengthen ties between the school, families and villages to support student learning and adjustment to residential life.
- Continue the school's focus as a State of Alaska pilot site with on-going implementation of the Carnegie Computer Assisted Math Program.
- Identify and offer developmental assets which provide teenagers with the necessary support to enhance student success at a boarding school. This goal will be accomplished by working with the University of Alaska and the Association of Alaska School Boards to integrate "40 Developmental Teen Assets" throughout Mt. Edgecumbe's 24-hour program.
- Secure funds to continue improving the residential facilities and alleviate academic classroom overcrowding.

Key Component Issues for FY2003 – 2004

An ongoing issue remains for Mt. Edgecumbe High School the need for an appropriate level of funding that provides necessary support for essential services in both the academic and residential programs. Instructional costs are funded through the State's foundation program. However, the residential program is funded through a direct general fund appropriation that, essentially, has remained static over the past several years while operational costs have continued to rise. Consequently, providing a safe, comfortable living and learning environment 24 hours a day, seven days a week, within these financial constraints offers staff a continuing challenge.

Due to limited residential space, Mt. Edgecumbe High School can accommodate approximately 330 students in its dormitories and academic buildings. Therefore, enrollment is expected to remain constant until such time as additional dorm facilities are constructed and the classroom area is expanded.

Because many students entering Mt. Edgecumbe's academic program do not possess the requisite skills necessary to pass the HSGQE or to complete a college-preparatory high school program, the school's instructional program will continue to provide programs that address the instructional needs of these students. Mt. Edgecumbe meets this challenge by sustaining a rich curriculum, supported by on-going professional development activities for teachers. Teachers learn strategies that strengthen students' essential literacy skills. In addition, the school supplements its academic program by offering rigorous upper division classes taught by University of Alaska Southeast and Sheldon Jackson College instructors.

Another ongoing issue continues to be the school's need for capital improvement funding necessary to maintain its aging campus, most of which was constructed between 1939-1945. Mt. Edgecumbe administration worked in conjunction with DOE & ED facilities management personnel and an architectural firm to design a Six Year Facilities Improvement Plan which identifies facility maintenance needs and provides clear prioritization and direction as to what areas should be addressed first.

Major Component Accomplishments in 2002

- Counseled and assisted Mt. Edgecumbe graduates to enroll in colleges or other post-secondary institutions. Eighty-nine percent (89%) of the school's graduates over the last five (5) year period have enrolled in a post-secondary institution.
- Demonstrated positive student performance results on the spring 2002 HSGQE exam. Mt. Edgecumbe sophomores surpassed the State average success rates in ALL three (3) content areas (reading, writing, and math) tested. In fact, ninety-six percent (96%) of all Mt. Edgecumbe sophomores passed the writing portion on their first attempt.

- Used grant funds to employ a reading specialist, a school improvement specialist, and a Quality Schools tutor to expand school literacy and tutorial efforts while implementing the continuous improvement model.
- Offered a structured residential environment that maintained the school's tradition of providing a safe, stable, supportive atmosphere which instilled in young people a sense of personal responsibility and accomplishment.
- Refined and expanded Edgecam (student orientation activities), which included ROPES, challenge course events, peer training activities, and goal-setting exercises.
- Maintained a partnership with Sheldon Jackson College that encouraged high school seniors who did not receive diplomas last year to enroll in college and continue their education in a supportive post-secondary environment. The school foresees expanding this program to include those students who do not pass the HSGQE within the traditional four (4) year high school timeframe.
- Continued school efforts to recruit and retain highly competent AK Native teachers. Approximately forty percent (40%) of the Mt. Edgecumbe High School academic staff (teachers-principals) are Alaska Natives who serve as role models to our students.
- Partnered with the Alaska Association of School Boards to secure professional development activities for the school's residential and teaching staffs. Staff were encouraged to implement initiatives that built student success by enhancing teen assets.
- Using CIP funds designated by the Alaska State Legislature, the school installed new windows, repaired dormers, and re-roofed the boys' and girls' dorms while accomplishing other significant renovations and repairs of campus facilities.
- Expanded partnerships with other members of the Sitka Education Consortium to supplement Mt. Edgecumbe High School's curriculum by adding college prep and vocational courses.
- Continued refinement of the school's course offerings and diploma requirements to insure students were held to high academic standards. Yet, staff were able to provide concentrated remedial instruction in math, reading, and writing to those students who needed to strengthen their core literacy skills.
- In partnership with the AK Department of Education & Early Development, continued implementation of Carnegie Computer Assisted Math Curriculum in Algebra 1, Geometry, and Algebra 2. Mt. Edgecumbe staff trained other teachers from throughout Alaska in the Carnegie math program.
- Provided specialized staff in-service in reading, writing, math, technology, and the continuous improvement process to assist teachers in improving student outcomes.

Statutory and Regulatory Authority

AS 14.16.010
AS 14.16.020
AS 14.16.050

Key Performance Measures for FY2004

Measure:

the percentage of applicants who are admitted to the school;

Sec 56(b)(1) Ch 124, SLA 2002(HB 515)

Alaska's Target & Progress:

Mt. Edgecumbe H.S. (MEHS) continues to receive more student applications than it has space available. Three hundred forty-nine (349) students submitted completed applications for school year 2002-03. Of this number, 156 new students were admitted. Thus, 45% of student applicants were successful in securing admission to Mt. Edgecumbe for school year 2002-03. Both dormitory beds and academic classrooms are at full capacity and, thus, limit Mt. Edgecumbe's enrollment. The school has the capability to house 332 residential students and 12 non-residential students. Through an innovative partnership with Sheldon Jackson College, which helped the school provide services to those seniors who were unable to meet graduation requirements, MEHS began the year with a total of 344 students - its largest enrollment since the school re-opened in 1985.

Benchmark Comparisons:

Since school year 1993-94, an average of 51% of all students who submitted completed applications were admitted to Mt. Edgecumbe High School.

Background and Strategies:

The percentage of applicants who were admitted to Mt. Edgecumbe in school year 2002-03, (45%), compares favorably with the preceding eight (8) years' average of 51%. Actually, a lower percentage of applicants admitted should be interpreted as a favorable number, for two (2) of Mt. Edgecumbe's goals are to attract more student applicants and to reduce student attrition. In other words, because enrollment numbers are limited by residential capacity, if more students stay enrolled in Mt. Edgecumbe from year to year, there will be fewer spaces for new students and, consequently, a lower percentage of applicants admitted to school.

Mt. Edgecumbe continues to provide students with a challenging curriculum enhanced by career and social counseling through its innovative programs supplemented by partnerships with the Assoc. of AK School Boards (Teen Assets Program), the University system (college course offerings, internships, ALVA), IBM, BP, Sheldon Jackson College, Sitka Education Consortium, Sitka Youth Advocates, other boarding schools, and a number of agencies. Staff strive to identify and implement those assets and programs which will make students more successful while, hopefully, encouraging them to stay longer at boarding school. In addition, Mt. Edgecumbe offers students a full complement of recreational and tutorial services in a clean, safe, structured environment.

Measure:
the percentage of students enrolled at Mt. Edgecumbe High School who take and pass the state high school qualifying exam in the current school year;
 Sec 56(b)(2) Ch 124, SLA 2002(HB 515)

Alaska's Target & Progress:

Eighty-three (83) Mt. Edgecumbe High School sophomores (Class of 2004) took the HSGQE in Spring 2002. Mt. Edgecumbe High School's sophomores performed as follows on last spring's HSGQE:

.	Reading	Writing	Math	Tested
Spring 2000	66.0%	56.0%	30.0%	84
Spring 2001	49.3%	36.1%	48.6%	73
Spring 2002	73.5%	96.4%	77.1%	83

Benchmark Comparisons:

The State of Alaska averages of sophomores (Class of 2004) passing the HSGQE Spring 2002 were as follows:

.	Reading	Writing	Math
State Average	70.2%	84.6%	64.0%
MEHS	73.5%	96.4%	77.1%

Background and Strategies:

Mt. Edgecumbe High School is doing the following to improve students' HSGQE test scores:

1. Providing an extensive, after-school tutorial program staffed by five (5) tutors with specialties in different subject areas - that runs from 6:00-10:00 p.m., Sundays through Thursdays, throughout the school year - for those students in need of academic assistance.
2. Employing a staff reading specialist and Quality School tutor who teach courses that build requisite skills using research-based literacy strategies to help students pass the HSGQE.
3. Adapting its curriculum to provide intensive, year-long instruction to students in classes that strengthen students' literacy skills - reading, writing, and math. Some of these classes are provided through partnerships with Sheldon Jackson College and the University of Alaska Southeast.
4. Providing intensive staff development activities for teachers to assist them in implementing literacy strategies in their classes through funding of the Comprehensive School Reform Demonstration Grant and Title II funds.
5. Employing a Data Improvement Specialist to collect, analyze and distribute useful student assessment results to teachers, so they can adjust curriculum/instruction.
6. Using the Continuous Improvement Process to review data and programs to better meet students' needs.
7. Sending key staff members to summer school at the University of Arizona to work on their reading specialist endorsements, so they can act as on-site staff training resources.
8. Serving as an AK Department of Education & Early Development pilot site and training center for the Carnegie Math program, a nationally recognized, computer-assisted algebra I & 2, and geometry program, which appears to be having a significant, positive impact on increasing students' math skills.

9. Offering intensive tutorial sessions in preparation for those students who wish to review academic material, to take practice HSGQE questions, and to learn test-taking strategies.

Measure:

the percentage of students in a high school grade level at Mt. Edgecumbe who pass the state high school graduation qualifying exam on a cumulative basis;

Sec 56(b)(3) Ch 124, SLA 2002(HB 515)

Alaska's Target & Progress:

- 153 out of 215 (71.5%) Mt. Edgecumbe H.S. students from the Classes of '02, 03 and '04 have passed all three sections of the HSGQE.
- 175 out of 207 (84.5%) Mt. Edgecumbe H.S. students from the Classes of '02, 03 and '04 have passed two or more sections of the HSGQE.
- 202 out of 207 (97.6%) Mt. Edgecumbe H.S. students from the Classes of '02, 03 and '04 have passed at least one section of the HSGQE since Spring 2000.

Benchmark Comparisons:

56 out of 83 (67.5%) Mt. Edgecumbe H.S. 10th grade students taking the HSGQE passed all three sections of the exam on their first attempt in Spring 2002.

17 out of 73 (23.3%) Mt. Edgecumbe H.S. 10th grade students taking the HSGQE passed all three sections of the exam on their first attempt in Spring 2001.

19 out of 84 (22.6%) Mt. Edgecumbe H.S. 10th grade students taking the HSGQE passed all three sections of the exam on their first attempt in Spring 2000.

Background and Strategies:

In addition to the "Background and Strategies" noted previously, Mt. Edgecumbe:

- requires that all students who have not passed all sections of the HSGQE continue to re-take those areas of the test they have not passed in order to gain experience with the test and continue to strive to pass the test.
- places those students who lack literacy skills in skills building courses based on the students' individual assessment results.
- requires students to take requisite courses that offers academic rigor and challenge and exceeds State diploma requirements.
- offers remedial reading courses taught by a reading specialist for those students who require more direct intervention.
- individually reviews the results of the HSGQE with each student, explaining to the student which areas of the HSGQE he/she demonstrated deficiencies, so the student could concentrate on learning those skills and preparing for the next exam.
- regularly reports HSGQE student test results, and other assessment data, to all teachers along with providing them with on-going professional in-service on how teachers they could use this data to adjust instruction and improve student performance.
- uses a variety of assessment tools to measure student progress.
- contracts with a university reading specialist to and to guide school reading strategies, interpret HSGQE and other assessment results, and to provide staff with professional consultation.

Measure:

the average duration of an individual student's enrollment at the school;

Sec 56(b)(4) Ch 124, SLA 2002(HB 515)

Alaska's Target & Progress:

- Fifty-seven percent (57%) of all students who enrolled in Mt. Edgecumbe for school year 2001-02 returned to Mt. Edgecumbe for school year 2002-03. This compares favorably to the year previous in which fifty-five percent (55%) of all students who enrolled in Mt. Edgecumbe for school year 2000-01 returned to Mt. Edgecumbe for school year

2001-02.

- Forty-four percent (44%) of all Mt. Edgecumbe students who enrolled as 9th graders, attended all four (4) years at Mt. Edgecumbe and received their diplomas in the May 2002. This is an increase of eleven percent (11%) over the number of 9th graders who attended all four (4) years at Mt. Edgecumbe and received their diplomas in May 2002.

Benchmark Comparisons:

- For the eight (8) years preceding school year 2001-02, an average of 50% of all students who enrolled in Mt. Edgecumbe High School, returned to Mt. Edgecumbe the following year.
- In the thirteen (13) years preceding school year 2001-02, an average of 39% of those students who enrolled in Mt. Edgecumbe High School as 9th graders stayed all four years and graduated from Mt. Edgecumbe High School.

Background and Strategies:

Mt. Edgecumbe High School continues to offer programs that support long-term student attendance and graduation success. Some of these programs are:

1. Activities of the Teen Assets program provide which provide access to three (3) counselors teen resiliency specialists on the Mt. Edgecumbe campus. Their duties are to identify a) assets which make students academically and socially successful at a boarding school; b) things which encourage students to stay at a boarding school; and c) processes that build programs which enhance students' assets and success.
2. On-site counseling services offered by Sitka Teen Resource Center's Youth Advocates provides licensed mental health clinicians who offer professional guidance to staff, testing services, individual and group therapy to students, drug/alcohol assessments, and general counseling to students as needed.
3. Ongoing staff development initiatives for both contracted and State residential staff improving their abilities to assist students in adjusting to residential life.
4. An after-school tutorial program, staffed by five tutors, keeps the school open to students from 6:00 to 10:00 p.m., Sundays through Thursdays, and provides ongoing academic assistance to students.
5. Complete computer lab, library, and classroom accessibility from 6:00 to 10:00 p.m., Sundays through Thursdays.
6. A variety of recreational programs aimed at promoting students' healthy life choices.
7. Academic and personal counseling support services that utilize school resources and community providers, including SEARHC Hospital, to insure students receive appropriate medical, psychological, and social services.
8. Varied cultural activities that provide students with a tie to their own and other's cultures
9. Numerous school-to-work programs, internships, and other educational opportunities provided as a result of school partnerships with businesses (such as IBM, Alyeska Pipeline, and British Petroleum), Native corporations and university partners (UAA, UAS, SJC).

Measure:

the percentage of graduates who enroll in a postsecondary education institution or program; and
Sec 56(b)(5) Ch 124, SLA 2002(HB 515)

Alaska's Target & Progress:

Seventy-five percent (75%) of the Mt. Edgecumbe High School graduating Class of 2002 enrolled in a post-secondary educational institution or program. This percentage is lower than the percentage of the Class of 2001 in which 92% of the graduates enrolled in a post-secondary educational institution or program. However, it still indicates a predominant trend by graduating Mt. Edgecumbe seniors to explore post-secondary opportunities. Interestingly, ten percent (10%) of the 2002 graduates enlisted in a branch of the armed forces.

Benchmark Comparisons:

In the preceding five years, an average of 89% of the Mt. Edgecumbe High School graduating class enrolled in a post-secondary educational institution or program. Typically, more than ninety percent (90%) of the Mt. Edgecumbe student population are Alaska Natives from rural areas.

Nationwide, only 17% of Alaska Native/American Indian high school graduates go on to college.

Background and Strategies:

Mt. Edgecumbe High School:

1. Partners with the University of Southeast-Sitka Campus and Sheldon Jackson College to offer college courses

to Mt. Edgecumbe students that allow them to gain college credit while attending high school.

2. Requires all students to earn 24 pre-requisite credits to obtain a diploma. These required courses emphasize essential academic skills – reading, writing, math - and Pacific Rim languages, science, technology, and social science.
3. Explores ways to work with the private sector and the university system to provide scholarships, internships, resources, and school-to-work opportunities for students. Mt. Edgecumbe's active partners include IBM, BP, Alyeska, UAA, UAS, and SJC.
4. Offers a challenging, diverse academic curriculum bolstered by a variety of electives (some provided by the University of Alaska Southeast-Sitka Campus and Sheldon Jackson College) that prepares students for the rigors of post-secondary study.
5. Uses dormitory environment to help students develop personal responsibility, organizational skills while learning to live away from home. Consequently, students and parents report that Mt. Edgecumbe graduates seem more able to cope with transitional issues many college freshmen undergo, in particular, those college freshmen from remote Alaskan villages.
6. Actively promotes an inclusive, technology-rich environment where students are expected to utilize technology during their course of study. In addition to partnering with IBM and BP, the school has been able to repair and update discarded computers sent to State surplus by other State agencies. These refurbished computers support all areas of the curriculum. Consequently, the school has approximately 300 computers networked across campus to serve 341 students.
7. Lends strong staff encouragement and counseling assistance to students to help them explore postsecondary opportunities and apply for scholarships. Staff help students understand how they can pay for college. One class, Senior Futures, focuses specifically on teaching skills that prepare students for post-secondary life, assisting students in completing scholarship applications, and providing opportunities for vocational exploration.
8. Hosts on the MEHS campus a college/career fair which includes colleges, employers, scholarship coordinators, Alaska Native organizations and their education specialists, armed forces recruiters, vocational school recruiters, Job Corps recruiters, and more.

Measure:

the total state cost per student (set out as instructional costs and residential costs) at Mt. Edgecumbe High School compared to the per student cost for high school students in the school districts in the students' home communities.

Sec 56(b)(6) Ch 124, SLA 2002(HB 515)

Alaska's Target & Progress:

The average yearly cost to educate a Mt. Edgecumbe High School student in FY2002 was \$13,384. This total cost includes classroom instruction, room, board, travel to and from school, and all other miscellaneous expenses, such as recreation and counseling services.

Benchmark Comparisons:

In the preceding five years, the average yearly cost to educate a Mt. Edgecumbe High School student was \$13,208 per year. Mt. Edgecumbe has continued its trend to reduce, or maintain, its yearly cost per student since FY94.

	FY1997	FY1998	FY1999	FY2000	FY2001	FY2002
No. of Students	293	307	302	329	330	331
Instruct/Resid Costs	\$ 4,024,135	\$ 4,063,500	\$ 4,028,374	\$ 4,176,100	\$ 4,302,632	\$ 4,430,200
Average Yearly Cost	\$ 13,734	\$ 13,236	\$ 13,339	\$ 12,693	\$ 13,038	\$ 13,384

Included in the Instructional/Residential Costs are foundation funding (I/A receipts) and general funds only. A comparison of regional educational attendance areas must be made on an individual basis. The Mt. Edgecumbe High School student population is made up of 344 students coming from over 100 different Alaskan communities.

Background and Strategies:

Even though costs to operate schools have risen, Mt. Edgecumbe has been able to reduce the average cost per year required to educate students through essentially two avenues:

- 1) increased student numbers to obtain economy of scale and
- 2) increased privatization by contracting for necessary support services when applicable.

3) assigned staff member to submit grants to supplement and enhance educational program

Mt. Edgecumbe Boarding School
Component Financial Summary

All dollars in thousands

	FY2002 Actuals	FY2003 Authorized	FY2004 Governor
Non-Formula Program:			
Component Expenditures:			
71000 Personal Services	1,898.5	1,825.6	1,853.8
72000 Travel	358.9	204.5	204.5
73000 Contractual	2,982.3	2,392.3	2,392.3
74000 Supplies	163.2	114.8	114.8
75000 Equipment	6.5	16.5	16.5
76000 Land/Buildings	0.0	0.0	0.0
77000 Grants, Claims	0.0	0.0	0.0
78000 Miscellaneous	0.0	0.0	0.0
Expenditure Totals	5,409.4	4,553.7	4,581.9
Funding Sources:			
1004 General Fund Receipts	2,513.8	2,463.8	2,469.6
1005 General Fund/Program Receipts	36.3	0.0	0.0
1007 Inter-Agency Receipts	2,859.3	2,032.5	2,054.9
1156 Receipt Supported Services	0.0	57.4	57.4
Funding Totals	5,409.4	4,553.7	4,581.9

Mt. Edgecumbe Boarding School

Proposed Changes in Levels of Service for FY2004

Annualize FY2003 COLA increase for General Government and Supervisory Bargaining Units (\$.6)

In FY2003 COLA increases were not in effect for the entire year for the General Government, Confidential and Supervisory bargaining units. This request adds funding to pay the COLA for these bargaining units for the full year in FY2004.

\$75 per Month Health Insurance for Non-covered Staff (\$27.6)

The employer contribution to health insurance for non-covered staff will increase by \$75.00 from \$630.00 per month to \$705.00 per month.

Summary of Component Budget Changes

From FY2003 Authorized to FY2004 Governor

All dollars in thousands

	<u>General Funds</u>	<u>Federal Funds</u>	<u>Other Funds</u>	<u>Total Funds</u>
FY2003 Authorized	2,463.8	0.0	2,089.9	4,553.7
Adjustments which will continue current level of service:				
-Annualize FY2003 COLA Increase for General Government Bargaining Unit	0.0	0.0	0.6	0.6
-\$75 per Month Health Insurance for Non-covered Staff	5.8	0.0	21.8	27.6
FY2004 Governor	2,469.6	0.0	2,112.3	4,581.9

Mt. Edgecumbe Boarding School**Personal Services Information**

	Authorized Positions		Personal Services Costs	
	<u>FY2003</u> <u>Authorized</u>	<u>FY2004</u> <u>Governor</u>		
Full-time	5	5	Annual Salaries	514,269
Part-time	27	27	Premium Pay	909,309
Nonpermanent	0	0	Annual Benefits	463,688
			<i>Less 1.77% Vacancy Factor</i>	(33,466)
			Lump Sum Premium Pay	0
Totals	32	32	Total Personal Services	1,853,800

Position Classification Summary

Job Class Title	Anchorage	Fairbanks	Juneau	Others	Total
Accounting Tech II	0	0	0	1	1
Administrative Clerk II	0	0	0	1	1
Administrative Clerk III	0	0	0	1	1
Asst.Dir.Instruction & Housing	0	0	0	2	2
Division Director	0	0	0	1	1
Dormitory Attendant	0	0	0	2	2
Education Prog Assistant	0	0	0	1	1
Nurse II	0	0	0	1	1
Recreation Assistant	0	0	0	2	2
Social Services Associate II	0	0	0	1	1
Social Services Specialist II	0	0	0	1	1
Teacher, Mt. Edgecumbe HS	0	0	0	18	18
Totals	0	0	0	32	32