

State of Alaska FY2009 Governor's Operating Budget

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

RDU/Component: Mt. Edgecumbe Boarding School

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

Contribution to Department's Mission

To provide a comprehensive residential high school for Alaskan students.

Core Services

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 400 students. Mt. Edgecumbe is a licensed residential child care facility; services include housing, food service, cultural and recreation activities, and general supervision seven days per week, 24 hours per day. Academic services include a comprehensive secondary educational program largely college preparatory in nature and designed to ensure students have numerous post-secondary choices upon graduation. Mt. Edgecumbe also offers national standards based, university articulated, career and technical courses in four areas: construction, welding, allied health, and information technology. Mt. Edgecumbe strives to provide students with extra-curricular opportunities and community learning opportunities to strengthen their academic preparation.

Mt. Edgecumbe High School has been in operation for sixty 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 180 openings. As a recognized leader in education excellence, Mt. Edgecumbe High School maintains a tradition providing a comprehensive program enabling students to become successful, productive, responsible Alaska citizens.

| End Result | Strategies to Achieve End Result |
|---|--|
| <p>A: Increase the percentage of students enrolled at Mt. Edgecumbe High School who take and pass the Alaska High School Qualifying Exam.</p> <p><u>Target #1:</u> 71.48% of the students who take the HSGQE at MEHS proficient or advanced in language arts sections of the HSGQE. <u>Measure #1:</u> The percentage of students proficient or advanced in language arts.</p> <p><u>Target #2:</u> 57.61% of the students who take the HSGQE at MEHS proficient or advanced in mathematics section of the HSGQE. <u>Measure #2:</u> The percentage of students proficient or advanced in mathematics.</p> | <p>A1: Provide an extensive, after school tutorial program staffed by 5 tutors in specific specialty areas throughout the school year and adapt curriculum to provide intensive year long instruction to students.</p> <p><u>Target #1:</u> 98% participation in the tutorial program by students identified as needing academic assistance in specific areas. <u>Measure #1:</u> The percentage change in the number of identified students participating in the tutorial program for specific areas.</p> <p>A2: Provide professional staff development and support for teachers to assist them in implementing Alaska's Grade Level Expectations, GLE formative instructional assessments, and differentiated instructional strategies in their classes.</p> <p><u>Target #1:</u> 100% of teachers addressing Grade Level Expectations, GLE formative assessments and differentiated instructional strategies within the classroom after participation in staff development activity.</p> |

| | <p>Measure #1: The percentage change in the number of teachers implementing Grade Level Expectations, GLE formative assessments and differentiated instructional strategies within their classroom.</p> |
|--|--|
| End Result | Strategies to Achieve End Result |
| <p>B: Increase the average duration of an individual student's enrollment at MEHS.</p> <p><u>Target #1:</u> Increase the rate of returning students to an average of 60%.</p> <p><u>Measure #1:</u> The percentage of students returning to MEHS.</p> | <p>B1: Engage students in cultural and recreational activities to enhance their academic experiences.</p> <p><u>Target #1:</u> 100% of student enrolled engaged in one or more cultural and recreational activity.</p> <p><u>Measure #1:</u> The percentage change in the number of students participating in cultural and recreational opportunities provided by MEHS.</p> |
| End Result | Strategies to Achieve End Result |
| <p>C: Increase the percentage of MEHS graduate who enroll in a post-secondary education institution or program.</p> <p><u>Target #1:</u> Increase the percentage of MEHS graduates attending a post-secondary education institution or program to 90%.</p> <p><u>Measure #1:</u> The percentage change of MEHS graduates attending a post-secondary education institution or program.</p> | <p>C1: Guidance counseling of the graduating class at MEHS</p> <p><u>Target #1:</u> 100% counseling of the graduating class of MEHS concerning post-secondary education institutions or programs.</p> <p><u>Measure #1:</u> The percentage change in the number of students in the graduating class at MEHS participating in a counseling activity.</p> |

| Major Activities to Advance Strategies | |
|---|--|
| <ul style="list-style-type: none"> • Employ a comprehensive evening and weekend academic tutorial program • Reading specialists delivering focused instruction in reading and assisting staff building reading skills • Employing three new mathematical instructors • Employ the Carnegie Mathematics Program for Algebra 1 & 2 and Geometry • Collect, analyze and distribute useful student assessment results by Alaska Standards to teachers in order to adjust curriculum in a timely manner • Offer intensive tutorial sessions in review of academic material and testing strategies • Use of placement testing data to meet individual students' needs and provide intensive year long instruction to strengthen students skills • Provide reading and mathematics review classes and programs for HSGQE • Provide extended (year long) mathematics (pre-Algebra) curriculum • Provide on-site academic, career and social counseling • Provide counseling assistance and exploration of scholarships and careers • Provide professional development and student tools for Career Pathway planning | <ul style="list-style-type: none"> • Provide health lifestyles activities • Provide on-going professional staff development in AK. Grade Level Expectations, GLE formative assessments and differential instruction • Facilitate a large variety of cultural and recreational programs • Provide school to work programs, service learning, internships and other community based opportunities • Partner with UAS to offer college credited courses and articulated programs of study to MEHS students • Require 24 credits to graduate with an emphasis on post-secondary academic preparation • Prepare students with independent living skills • Host a College Fair and "World of Work" career fair with Sitka Education Consortium • Support Pacific Rim studies and language curriculum • Pursue school-business partnerships that enhance academic and residential components • Continue the "Partners in Education" school-business partnership with IBM and other Alaska corporations • Collect annual parent and student survey data and use this data to help guide program improvements in both residential and academic components |

FY2009 Resources Allocated to Achieve Results

| | | |
|---|-------------------|-----------|
| FY2009 Component Budget: \$7,428,900 | Personnel: | |
| | Full time | 34 |
| | Part time | 10 |
| | Total | 44 |

Performance Measure Detail

A: Result - Increase the percentage of students enrolled at Mt. Edgecumbe High School who take and pass the Alaska High School Qualifying Exam.

Target #1: 71.48% of the students who take the HSGQE at MEHS proficient or advanced in language arts sections of the HSGQE.

Measure #1: The percentage of students proficient or advanced in language arts.

Percentage of MEHS Students Proficient or Advanced in Language Arts on the HSGQE

| Year | YTD Total |
|------|-----------|
| 2004 | 76% |
| 2005 | 78% |
| 2006 | 84% |
| 2007 | 88% |

Analysis of results and challenges: In alignment with NCLB, the goal is to increase the percentage of students proficient in language arts on the HSGQE. This is a measure of proficient students in the spring of each year.

Change from 2006 to 2007: Over the last reporting period, the percentage of students proficient in language arts increased from 84% to 88%. This increased percentage was influenced by refinements in our pre-testing and placement of students in appropriate language arts courses based on individual needs.

Target #2: 57.61% of the students who take the HSGQE at MEHS proficient or advanced in mathematics section of the HSGQE.

Measure #2: The percentage of students proficient or advanced in mathematics.

Percentage of MEHS Students Proficient or Advanced in Mathematics on the HSGQE

| Year | YTD Total |
|------|-----------|
| 2004 | 75% |
| 2005 | 71% |
| 2006 | 64% |
| 2007 | 72% |

Analysis of results and challenges: In alignment with NCLB, the goal is to increase the percentage of students proficient in mathematics on the HSGQE. This is a measure of proficient students in the spring of each year.

Change from 2006 to 2007: Over the last reporting period, the percentage of students proficient in mathematics increased from 64% to 72%. This increased percentage was influenced by refinements in our pre-testing and placement of students in appropriate mathematics courses based on individual needs.

A1: Strategy - Provide an extensive, after school tutorial program staffed by 5 tutors in specific specialty areas throughout the school year and adapt curriculum to provide intensive year long instruction to students.

Target #1: 98% participation in the tutorial program by students identified as needing academic assistance in specific areas.

Measure #1: The percentage change in the number of identified students participating in the tutorial program for specific areas.

Percentage of Students Participating in Tutorial Programs

| Year | YTD Total |
|------|-----------|
| 2004 | 92% |
| 2005 | 95% |
| 2006 | 95% |
| 2007 | 95% |

Analysis of results and challenges: In alignment with No Child Left Behind legislation, the needs of students in a residential setting, and the absence of immediate family support, the goal is to increase the percentage of students participating in evening and weekend academic tutorial assistance programs. This measure is based on a year-long average participation rate.

Change from 2006 to 2007: These tutorial programs are comprehensive and provide students with assistance in language arts, mathematics and other content related coursework. With an increase in student enrollment, the maintenance of this participation rate indicates successful growth in the tutorial assistance program. Over the last reporting period, the percentage of students participating in tutorial programs remained flat. A 95% participation rate is considered highly successful and a stable rate of participation. There are some soft factors that impede achieving a 100% participation rate such as illness, student travel, scheduling conflicts, personal student travel, and extra-curricular or residential activities.

A2: Strategy - Provide professional staff development and support for teachers to assist them in implementing Alaska's Grade Level Expectations, GLE formative instructional assessments, and differentiated instructional strategies in their classes.

Target #1: 100% of teachers addressing Grade Level Expectations, GLE formative assessments and differentiated instructional strategies within the classroom after participation in staff development activity.

Measure #1: The percentage change in the number of teachers implementing Grade Level Expectations, GLE formative assessments and differentiated instructional strategies within their classroom.

Implementation of Literacy Strategies

| Year | YTD |
|------|------|
| 2004 | 100% |
| 2005 | 100% |
| 2006 | 100% |
| 2007 | 100% |

Analysis of results and challenges: In alignment with No Child Left Behind, Alaska Standards, and Alaska Grade Level Expectations (GLE), the goal is to increase the percentage of teachers integrating instruction aimed at GLE's, GLE formative assessments, and differentiated instructional strategies to accommodate individual student needs.

Change from 2006 to 2007: This measure remains at 100% as two professional development sessions each year are devoted to learning and implementing these instructional features. Teacher evaluations incorporate monitoring individual teacher progress and performance using these tools. To maintain a 100% achievement level, professional development activities deliver content based on Alaska Standards, Alaska Grade Level Expectations, formative instructional assessments, differentiated instructional strategies, and professional

learning communities.

B: Result - Increase the average duration of an individual student's enrollment at MEHS.

Target #1: Increase the rate of returning students to an average of 60%.

Measure #1: The percentage of students returning to MEHS.

Percentage of Students Returning to MEHS

| Year | YTD |
|------|-----|
| 2004 | 66% |
| 2005 | 62% |
| 2006 | 82% |
| 2007 | 88% |

Analysis of results and challenges: In alignment with No Child Left Behind, the needs of students in a residential setting, and the absence of immediate family support, the goal is to increase the percentage of freshman, sophomore, and junior students, from the previous school-year, choosing to return to Mt. Edgecumbe to continue the high school education. Increasing the average duration of a student's enrollment at Mt. Edgecumbe will increase the life-long learning benefits and success for each student.

Change from 2006 to 2007: Over the last reporting period, the percentage of students choosing to return to Mt. Edgecumbe to continue the high school education increased from 82% to 88%. The student body increased by 30 students in 2005 and in 2006 which accounts for an 8.7% increase in the first year of expansion and an 8% increase of students in 2006. The 2005 to 2006 analysis of the 20% increase appeared to have come from the atmosphere of an expanding school which students said made them excited to be here and to return. The second factor gleaned from student surveys indicated the stable residency staff and a new residential contractor delivering services the past 2 years, to have been a significant factor in causing students to return to Mt. Edgecumbe.

B1: Strategy - Engage students in cultural and recreational activities to enhance their academic experiences.

Target #1: 100% of student enrolled engaged in one or more cultural and recreational activity.

Measure #1: The percentage change in the number of students participating in cultural and recreational opportunities provided by MEHS.

Percentage of Students Participating in Outreach Opportunities

| Year | YTD |
|------|------|
| 2003 | 100% |
| 2005 | 100% |
| 2006 | 100% |
| 2007 | 100% |

Analysis of results and challenges: In alignment with No Child Left Behind, Alaska's Cultural Standards, the needs of students in a residential setting, and the absence of immediate community and family support, the goal is to increase the percentage of participating in a cultural or outreach program.

Change from 2006 to 2007: This measure remains at 100% based on the premise that: Engaging students in a variety of activities in addition to the academic courses reduces the incidences of home sickness and discipline issues, and ultimately the students' satisfaction with their overall residential experience at Mt. Edgecumbe, thereby helping to increase the average duration of individual students' enrollments.

C: Result - Increase the percentage of MEHS graduate who enroll in a post-secondary education institution or program.

Target #1: Increase the percentage of MEHS graduates attending a post-secondary education institution or program to 90%.

Measure #1: The percentage change of MEHS graduates attending a post-secondary education institution or program.

Percentage of MEHS Students Attending a Post-Secondary Education Institution or Program

| Year | YTD |
|------|-----|
| 2003 | 87% |
| 2004 | 90% |
| 2005 | 90% |
| 2006 | 95% |
| 2007 | 93% |

Analysis of results and challenges: In alignment with No Child Left Behind, and responsive to the needs of students choosing Mt. Edgecumbe High School as an alternative academic program, the goal is to increase the percentage graduating students attending a post-secondary institution, thereby continuing their education and ultimately their self-sufficiency and civic engagement.

Change from 2006 to 2007: Over the last reporting period, the percentage of students choosing to return to Mt. Edgecumbe to continue the high school education decreased from 95% to 93%. This decrease in percentage was influenced by a change in the mechanism to gather this data. Previously this percentage was based on the number of students who had applied, been accepted, and enrolled in a post-secondary program. The current percentage is based on initial results of a Mt. Edgecumbe graduate study (1986-2006) being conducted by the Institute of Social and Economic Research (ISER) at the University of Alaska Anchorage. Mt. Edgecumbe maintains a number of college-aligned and credited courses preparing students to successfully attend post-secondary institutions.

C1: Strategy - Guidance counseling of the graduating class at MEHS

Target #1: 100% counseling of the graduating class of MEHS concerning post-secondary education institutions or programs.

Measure #1: The percentage change in the number of students in the graduating class at MEHS participating in a counseling activity.

Percentage of Students Participating in Post-Secondary Education Outreach or Counseling

| Year | YTD |
|------|------|
| 2004 | 100% |
| 2005 | 100% |
| 2006 | 100% |
| 2007 | 100% |

Analysis of results and challenges: In alignment with No Child Left Behind, and responsive to the needs of students choosing Mt. Edgecumbe High School as an alternative academic program to prepare for post-secondary education, the goal is to maintain post-secondary career counseling services for 100% of the student body.

Change from 2006 to 2007: This measure remains at 100% based on the premise that: Providing post-secondary career counseling services for students is essential increasing the percentage of MEHS students attending a post-secondary education institution or program. Students are provided individual career counseling around 16 different career pathways.

Key Component Challenges

- Providing resiliency services; residential recreational, cultural and counseling staffing in the absence of Alaska

ICE- Teen Assets staff resources

- Meeting individual needs of students by providing a comprehensive curriculum, supported by tutorial assistance, on-going professional development for teachers: Alaska Grade Level Expectations (GLE's), GLE formative assessments, differentiated instruction, health and safety, and special education.
- Assessing all aspects of the academic and residential services (annual parent & student surveys, State residential care and health and safety inspections and reviews, and student services and performance data) to provide a safe, comfortable living and learning environment 24 hours a day, seven days a week, within the fiscal and staffing constraints, presents staff and administration a continuing challenge.
- Addressing on-going preventative and general maintenance and CIP for an aging campus most of which was constructed between 1939 -1945. Most of the classroom facilities constructed in 1988 are showing needed CIP funding.

Significant Changes in Results to be Delivered in FY2009

There are no significant changes in results to be delivered in FY2009.

Major Component Accomplishments in 2007

- Maintained Mt. Edgecumbe's student enrollment at over 405.
- Counseled and assisted Mt. Edgecumbe graduates to enroll in colleges or other post-secondary institutions. Ninety-one percent (93%) of the school's graduates over the last five (5) year period have enrolled in a post-secondary institution;
- Mt. Edgecumbe maintains a number of college-aligned and credited courses preparing students to successfully attend post-secondary institutions- including national standards based, university articulated, career and technical courses in four areas: construction, welding, allied health, and information technology.
- Demonstrated positive student performance results on the fall 2006 and the spring 2007 High School Graduation Qualifying Examination HSGQE exam. Mt. Edgecumbe sophomores surpassed the State average success rates in ALL three (3) content areas - reading, writing (88% language arts) (this was an 4% increase over the previous year) and 72% on mathematics (this was an 8% increase over the previous year).
- Graduation Rate was 94% in 2006-2007 (this was a 1% increase over the previous year).
- 100 % of teachers are highly qualified, with three specialists, and one doctorate. 100% of classes were taught by highly qualified teachers.
- All student attendance rate was 96.8%.
- 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, accomplishment, and confidence;
- Continued to refine Edgecamp (student orientation activities), which incorporates a certified ROPES challenge course, peer training activities, and goal-setting exercises;
- Continued school efforts to recruit and retain highly competent Alaska Native teachers; Approximately thirty percent (30%) of the Mt. Edgecumbe High School academic staff (teachers-principals) are Alaska Natives who serve as role models to our students;
- Continued partnerships with other members of the Sitka Education Consortium and the Alaska Tech Prep Consortium to supplement Mt. Edgecumbe High School's curriculum by adding standards-based career and technical courses; aligning Mt. Edgecumbe's ETT program with the University of Alaska under a formal articulation agreements, and construction and welding courses that are national standards-based and college credited;
- Continued refinement of the school's course offerings and diploma requirements to ensure each student is held to high academic standards, and fully prepared for post-secondary education. Continued providing concentrated remedial instruction in math, reading, and writing to those students who needed to strengthen their core literacy skills;
- Continued implementation of Carnegie Computer Assisted Math Curriculum in Algebra 1, Geometry, and Algebra 2; Continued offering year long pre-algebra/algebra mathematics;
- Provided specialized staff in-service in special education, personal health and safety, first aid, Heart-Saver certification, reading, writing, math, instructional technology, Alaska Grade Level Expectations, classroom formative assessment, and professional learning communities to assist teachers in improving student outcomes;
- Expanding school-business partnership with IBM under the Partners in Education program to provide technology equipment, software, faculty loans from IBM, internships for Mt. Edgecumbe staff, and career pathway experiences; linked to a non-profit partnership with the Sitka Economic Development Association (SEDA);

continued to recruit Alaskan corporations to join this effort- with the addition of Arctic Slope Regional Corporation (ASRC).

- Continued to offer healthy lifestyle options for students by providing an outdoor education and recreation programs.

Statutory and Regulatory Authority

AS 14.16.010

AS 14.16.020

AS 14.16.050

| Contact Information |
|---|
| <p>Contact: Bill Denkinger, Director Phone: (907) 966-2201 Fax: (907) 966-2442 E-mail: Bill_Denkinger@mehs.us</p> |

**Mt. Edgecumbe Boarding School
Component Financial Summary**

All dollars shown in thousands

| | FY2007 Actuals | FY2008 Management Plan | FY2009 Governor |
|---------------------------------|----------------|---------------------------|-----------------|
| Non-Formula Program: | | | |
| Component Expenditures: | | | |
| 71000 Personal Services | 3,327.5 | 3,131.1 | 3,238.2 |
| 72000 Travel | 533.6 | 215.5 | 215.5 |
| 73000 Services | 3,611.9 | 3,464.0 | 3,843.9 |
| 74000 Commodities | 196.3 | 114.8 | 114.8 |
| 75000 Capital Outlay | 6.8 | 16.5 | 16.5 |
| 77000 Grants, Benefits | 0.0 | 0.0 | 0.0 |
| 78000 Miscellaneous | 0.0 | 0.0 | 0.0 |
| Expenditure Totals | 7,676.1 | 6,941.9 | 7,428.9 |
| Funding Sources: | | | |
| 1004 General Fund Receipts | 3,582.0 | 3,002.8 | 3,452.4 |
| 1007 Inter-Agency Receipts | 4,036.7 | 3,881.7 | 3,919.1 |
| 1156 Receipt Supported Services | 57.4 | 57.4 | 57.4 |
| Funding Totals | 7,676.1 | 6,941.9 | 7,428.9 |

Estimated Revenue Collections

| Description | Master Revenue Account | FY2007 Actuals | FY2008 Management Plan | FY2009 Governor |
|---------------------------------|------------------------------|----------------|---------------------------|-----------------|
| Unrestricted Revenues | | | | |
| None. | | 0.0 | 0.0 | 0.0 |
| Unrestricted Total | | 0.0 | 0.0 | 0.0 |
| Restricted Revenues | | | | |
| Interagency Receipts | 51015 | 4,036.7 | 3,881.7 | 3,919.1 |
| Receipt Supported Services | 51073 | 57.4 | 57.4 | 57.4 |
| Restricted Total | | 4,094.1 | 3,939.1 | 3,976.5 |
| Total Estimated Revenues | | 4,094.1 | 3,939.1 | 3,976.5 |

**Summary of Component Budget Changes
From FY2008 Management Plan to FY2009 Governor**

All dollars shown in thousands

| | <u>General Funds</u> | <u>Federal Funds</u> | <u>Other Funds</u> | <u>Total Funds</u> |
|---|----------------------|----------------------|--------------------|--------------------|
| FY2008 Management Plan | 3,002.8 | 0.0 | 3,939.1 | 6,941.9 |
| Adjustments which will continue current level of service: | | | | |
| -Correct Unrealizable Fund Sources for Salary Adjustments: GGU | 47.7 | 0.0 | -47.7 | 0.0 |
| -FY 09 Bargaining Unit Contract Terms: Labor Trades and Crafts Unit | 12.1 | 0.0 | 0.0 | 12.1 |
| -Remove Fuel/Utility Cost Funding Distribution from FY2008 Authorized OTI | -82.2 | 0.0 | 0.0 | -82.2 |
| -FY 09 Health Insurance Increases for Exempt Employees | 0.4 | 0.0 | 0.2 | 0.6 |
| -FY 09 Bargaining Unit Contract Terms: General Government Unit | 2.9 | 0.0 | 47.7 | 50.6 |
| -FY 09 Bargaining Unit Contract Terms: TEAME | 18.7 | 0.0 | 37.2 | 55.9 |
| Proposed budget increases: | | | | |
| -Food Services and Dorm Management Services Contractual Increases | 450.0 | 0.0 | 0.0 | 450.0 |
| FY2009 Governor | 3,452.4 | 0.0 | 3,976.5 | 7,428.9 |

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

| Authorized Positions | | Personal Services Costs | | |
|----------------------|-------------------|-------------------------|----------------------------------|------------------|
| | <u>FY2008</u> | <u>FY2009</u> | | |
| | <u>Management</u> | <u>Governor</u> | | |
| | <u>Plan</u> | | | |
| Full-time | 36 | 34 | Annual Salaries | 557,800 |
| Part-time | 11 | 10 | COLA | 93,564 |
| Nonpermanent | 0 | 0 | Premium Pay | 1,738,551 |
| | | | Annual Benefits | 924,076 |
| | | | <i>Less 2.29% Vacancy Factor</i> | <i>(75,791)</i> |
| | | | Lump Sum Premium Pay | 0 |
| Totals | 47 | 44 | Total Personal Services | 3,238,200 |

Position Classification Summary

| Job Class Title | Anchorage | Fairbanks | Juneau | Others | Total |
|--------------------------------|-----------|-----------|----------|-----------|-----------|
| Accounting Tech II | 0 | 0 | 0 | 1 | 1 |
| Administrative Clerk III | 0 | 0 | 0 | 1 | 1 |
| Administrative Manager II | 0 | 0 | 0 | 1 | 1 |
| Asst.Dir.Instruction & Housing | 0 | 0 | 0 | 2 | 2 |
| Data Processing Tech I | 0 | 0 | 0 | 1 | 1 |
| Division Director | 0 | 0 | 0 | 1 | 1 |
| Dormitory Attendant | 0 | 0 | 0 | 2 | 2 |
| Education Prog Assistant | 0 | 0 | 0 | 1 | 1 |
| Licensed Prac Nurse | 0 | 0 | 0 | 1 | 1 |
| Nurse II | 0 | 0 | 0 | 1 | 1 |
| Recreation Assistant | 0 | 0 | 0 | 3 | 3 |
| 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 | 27 | 27 |
| Totals | 0 | 0 | 0 | 44 | 44 |