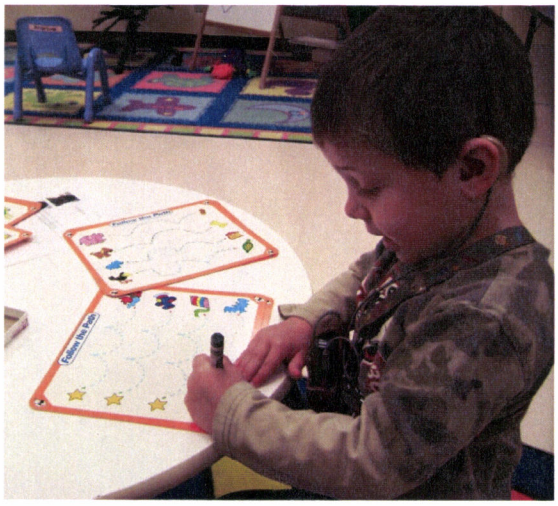
EXHIBIT 6
DATE 1-31-13
HB Board of Public Ed + MSDB

MONTANA SCHOOL *for the* Deaf & Blind

"Giving kids the building blocks to independence"

Report for the Education Appropriations Subcommittee

January 31, 2013



Education, Communication, Independence for Life

Vision, Mission, and Purpose of the Montana School for the Deaf and the Blind

The vision of the Montana School for the Deaf and the Blind is to promote and maintain excellent and comprehensive educational opportunities for every deaf, hard of hearing, blind, low vision and deaf-blind child in Montana which shall lead to the highest potential for adult life of independence and self-sufficiency; a meaningful personal, family and community life; and a useful, productive occupational life.

As part of Montana's educational system, the Montana School for the Deaf and the Blind (MSDB) is committed to promote and provide free and appropriate educational opportunities statewide, for children who are deaf, hard of hearing, blind, low vision and deaf-blind ages birth to twenty-one. This comprehensive education ensures these children achieve their greatest potential for independence and success.

MSDB serve as a residential and day school for children and adolescents who because of their vision or hearing loss cannot be successfully taught and are unable to receive an appropriate education in the public schools. Children from preschool through high school can attend MSDB as residential or day students on the Great Falls campus, where specialized instruction is combined with opportunities to attend classes in the public schools.

MSDB also serves as a statewide resource center for parents of deaf and blind children and for school districts and professionals serving students with vision or hearing loss. Our team of outreach consultants serves as a consultative resource for parents of infants, toddlers, and children with vision or hearing loss not to help ensure that services and programs are appropriate.

School Programs and Services Overview

Campus Program For 55 students the on-campus education program at MSDB provides the LRE "Language Rich Environment," and "Least Restrictive Environment," with skilled staff and specialized services needed to meet their educational needs. Because of the differing educational needs of the deaf and blind, MSDB operates two schools with multi-age, multi-grade classrooms serving students preschool through post high school. The 16 teachers and seven support specialists utilize multiple modes of communication, specialized equipment, adapted curriculum, and specialized instructional skill sets to provide comprehensive individualized education for each student. Along with having teachers with specialized training in the education of the deaf or the blind, the school complies with the same

mandates as other public schools to provide highly qualified teachers in the content areas of English, math, science and social studies. MSDB is accredited by the Montana Board of Public Education, the Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD, and the National Accreditation Council for Blind and Low Vision Services (NAC). MSDB is also a member of the Council of Schools for the Blind.

With the exception of twice-a-month travel weekends and holidays, the student services program operates 24 hours a day, 7 days a week during the school year. Trained staff provide supervision of students during the afterschool, nighttime, and weekend hours ensuring student care and safety as well as the development of social, leisure and independent living skills. Appropriate programming is provided by age and gender. Staff work with students on an individual basis to apply the skills they learn in the classroom to the activities of daily living. And along with the recreational activities supervised on campus many of the residential students participate in social and recreational activities in the community. These included extra curricular athletics, youth sports leagues, Eagle Mount recreation programs, 4-H, and local art center programs. Some of the unique services and recent accomplishments of the on-campus program include:

- Preschool services that focuses on communication, mobility, and early language learning for deaf, hard-of-hearing, and visually impaired children. Specialized therapies and classroom programs helps students to integrate their sensory perception; touch, vision, or hearing, with motor activities to enhance language planning and improve expressive and receptive communication.
- Disability specific curriculum, instruction and accommodations including Braille and American Sign Language, and instructional strategies that help students develop reading and math skills sufficient to support their post high school transition plans. In 2012 65% of students made 100% of their growth targets for reading up from 35% in the previous school year tested with Measures of Academic Progress [(1)].
- This year two teachers are providing synchronous instruction in English, math and history to campus students and two student in local school districts via video conferencing and high speed internet connections.

[(1)] RIT stands for Rasch unIT, which is a unit of measure that uses individual item difficulty values to estimate student achievement. RIT scores create an equal-interval scale. The RIT scale is used to measure how "tall" a student is on the curriculum scale and scores can be compared to tell how much growth a student has made, similar to measuring height on a yard-stick. This score is independent of the age or grade of the student, and reflects the instructional level at which the student is currently performing.

- Through a collaborative agreement with the Washington State School for the Blind two students at MSDB are receiving high school math instruction via Microsoft Lync video conferencing software and a teacher of the visually impaired in Seattle, Washington.
- On the Spring 2012 parent survey 100% of respondents either agreed or strongly agreed that that they are satisfied with their child's education program and that it is designed to challenge an meet their child's specific needs, that they are satisfied with the amount of communication between home and school and feel involved in their child's IEP process, and feel that their child is safe while attending MSDB.

What parents said when asked "If you could change one thing about your child's school program what would it be?"

- MSDB has made an enormous, unquantifiable, positive difference in our child's life and future. Teachers deserve supports to support each student and develop school activities and the environment that best serves and educates the students. The treasure at MSDB is the community. The teachers and staff who have been there for years truly dedicate themselves to the students and school. Their love, attention, care, understanding, creativity and willingness to approach each day with positive energy and love towards each other and each student makes MSDB a very special place. Thank you !
- I am very satisfied with her program. She has a deaf older brother that she is more advanced than. She is learning better communication skills.
- Nothing. We feel the program is great. We are very pleased.
- You are all awesome - this program has exceeded any ideas we ever had. Thank you.
- Nothing that I can think of - Honestly the school had exceeded my hopes for my son! Thank you
- Nothing - MSDB is doing a very good job with my child and they have been helpful whenever I need any info or anything with my child.

- Transition programming for post high school students to develop independent life skills from the expanded core curriculum, orientation and mobility, Braille or American Sign Language, written language, and vocational based skills. Over the past 5 years 46% of MSDB graduates participated in the transition program. 41% of program participates enrolled after graduating from other local school districts.
- On-campus educational evaluations for 22 students from local districts.
- Assistance with development of transition and behavior plans for 17 students from local districts.
- Audiological evaluations for 242 children.

Outreach Program MSDB's 11 full-time and 4 part-time outreach consultants are based in 12 communities throughout the state, serving children and youth in over 114 school districts and private schools. Our consultants work with local school districts, parents, and other members of the educational team to plan appropriate academic programs for students with vision and hearing loss, wherever they may live. Currently MSDB outreach is serving 516 children ages birth through 22 who are at risk of, or are served in special education because of eligibility as a child with a hearing or vision loss. Consultants have an average caseload of 39 children of whom 24 have a moderate to high level of need for service. A moderate service level typically includes bimonthly contacts with the education team and family, support for the development of annual education plans and, regular in-service training for staff.

MSDB's Family Advisor Program helps parents address the unique learning needs of their deaf or blind infant or preschool age child, including speech and language development, sign language instruction, spatial and concept development, and mobility skills. Twenty-eight families are receiving the in-home services of a family advisor this year.

- Last year the on campus four Enrichment Weekends provided opportunities for 130 deaf, blind and low vision students from around the state to join students at MSDB and participate in expanded core curriculum, recreation and social activities that are not available to them in their local districts.
- The outreach staff also organizes two very popular Family Learning Weekends on campus that bring students, families, school personnel, and other professionals together during the year and in the summer for training and to provide opportunities for networking and sharing ideas and experiences. Last year these activities had 347 participants.
- Last year the outreach staff provided 63 training sessions with 1273 participants and 872 contacts with professionals outside of the schools.
- Consultants completed 29 educational, 69 functional vision, and 6 orientation/mobility evaluations for the local school districts.
- MSDB's consulting audiologist made 564 consultation contacts with parents, medical providers and school staff and processed 10 referrals from the Universal Newborn Hearing Screening program and 20 referrals for children with a suspected hearing or vision loss from the specialty clinics managed by Children's Special Health Services of the DPHHS.
- MSDB's equipment lending program made 27 loans to school districts to assist in evaluating the access technology needs of their visually impaired students.

Budget overview

Present Law Adjustments and New Proposals in the Executive Budget Proposal

Personal Services Concerns in the 2012 Base Budget

Problems with recruitment and retention and effects on programs and services

The Montana School for the Deaf and the Blind is experiencing extreme difficulty recruiting the specifically trained staff we need to meet the needs of deaf and blind children, both at our school here in Great Falls and through our consultation staff that serve local school districts around the state. Contributing factors include:

- Salaries for licensed professional staff that are on average only 87% of salaries in the local market,
- Salaries of some classified staff that are only 70% of average for the state broadband pay plan,
- A state pay plan that is now in the 4th year of a pay freeze for employees of the school,
- A shrinking number of training programs across the country that prepare teachers of the deaf or blind, and increasing completion nationally for those teachers.

Concerns about problems with recruitment and on-going vacancies include:

- Critical positions currently vacant include a classroom teacher for the blind/visually impaired and an outreach consultant for the deaf/hard of hearing. Even though we've been recruiting nationally positions for a teacher of the visually impaired since April, there have been only 5 applicants and only two of those applicants met the required qualifications and both found jobs that paid more than MSDB.
- Over the past three years there were only 21 qualified applicants for 13 licensed positions.
- Over the past three years licensed professional positions have gone vacant an average of 9 weeks during the school year. One outreach position was vacant for 52 weeks before being filled.
- There were only three applicants that met the minimum qualifications when the school recruited for the principal's position.
- The director of outreach services position was vacant from June until December and during that time we received only 2 applications from candidates that meet the required qualifications.
- The position of behavior specialist was vacant for 6 weeks without any applicants.
- Staff must not only be minimally qualified to meet the responsibilities of teaching or caring for students but they must also be able to communicate effectively with students who are deaf or

blind. It takes a minimum of three years of formal and on-the-job training to be satisfactorily fluent in American Sign Language or Braille code.

- Along with meeting state licensure and highly qualified requirements, MSDB teaching and outreach staff must also be trained in the education of the deaf or the blind.
- The average recruitment cost for one position is $1,310. The average orientation and induction cost for one classified position including staff training is $880. The average cost for a licensed position is $2,480.

Problems and concerns about retaining qualified staff include:

- Over the past three years there has been a 31% rate of turnover in the classified positions in the Student Services Program.
- Over the past three years there has been a 25% rate of turnover in the Education Program. Of the 18 vacancies in the program 28% were reoccurring vacancies in the same classified positions.
- As of June 30, 2012 28.3% of the school's permanent employees have more than 20 years of service, 21.2% of have more than 25 years of service and. 8.8% have more than 30 years of service.
- As of January 1, 2013 60% of the school's program managers have more than 20 years of service and 40% have more than 28 years of service.

Concerns about low entry level pay and competitive salaries for licensed professional staff

As part of the implementation of the legislative mandate in 2007 to move to the "Broad Band" Pay Plan 020, MSDB developed agency "core competencies" and a "Move to Market" plan. The plan stipulates that an employee who has acquired the necessary education and experience, and has consistently demonstrated average or above-average proficiency in performing the required tasks, duties, responsibilities and competencies of their job profile will earn 100% of the average hourly base pay for the band in which their position is placed. Personal services funding for MSDB has never been sufficient to implement the plan. The 2005 and 2007 legislature appropriated additional funds to move salaries to within 92% of parity with the GFPS for professional staff. However, with the state pay freeze the school's percent of market with the GFPS decreased to 87 percent in fiscal year 2012 and will decrease an additional 1.5% this fiscal year.

- Of the 35 employees working in the general services, administration, and student services programs, 8 are not at 85% of the market mid-point and only one employee with more than 5 years of experience is at or above the market mid-point.
- Of the twenty Cottage Life Attendants, 19 are paid at or above the market mid-point. However this is an extremely low paying position and the mid-point is only $9.43/hour.
- As of November, 2012 35% of the cottage life attendants have 2 years or less experience indicating the high rate of turn over for this Band 3 low level pay position.
- In FY13 MSDB teachers and licensed support staff salaries averaged 87% of salaries for the same positions, degrees, and experience in the Great Falls Public Schools (GFPS).

Achieving Parity

In the 2011 accreditation reports by NAC and CEASD the following recommendations were made:
NAC Standards for Staff and Volunteers – MSDB should secure additional funding to ensure that compensation levels are sufficient to attract and retain highly qualified staff both in the education and student services programs.

CEASD Standards for Finances – MSDB should seek to secure on-going financial support to bring salary parity for classified, paraprofessional, cottage life, and professional staff relative to salaries paid these staff in other states.

The administration will continue to seek parity or 100% if market mid-points for wages of all of MSEB's employees based on market comparisons. Based on evaluation of wages for classified and licensed staff the administration has determined the following additions funds would be necessary to achieve this goal in FY 2013:

- $123,000 is needed for general services, administrative support, and student services staff. Of the 35 employees in this group 8 are not at 85% of market and only one employee with more than 5 years of experience is at or above the market mid-point.
- $234,000 is needed (based on an increase of 12%) to cover 30 positions including interpreters, teacher assistants, other professional licensed support staff, and administrators. These positions make up 27% of the agency's total workforce ($974,187 of the total agency payroll).
- $448,000 is needed for licensed teaching staff. This figured is based on a comparison of FY 2012 salaries for the GFPS

The 114 Public and Nonpublic Elementary and High Schools Served by MSDB

Anaconda	Eureka	Manhattan Christian
Arlee	Evergreen	Marion
Babb	Fairview	Martinsdale Colony School
Bainville	Fishtail	Middle Creek Montessori
Baker	Fort Benton	Miles City
Belgrade	Frazer	Missoula
Belt	Frenchtown	Montana City
Big Fork	Froid	Northern Cheyenne Tribal
Big Sky	Geraldine	Noxon
Big Timber	Glasgow	Opheim
Billings	Glendive	Phillipsburg
Billings Central Catholic	Great Falls	Plains
Bonner	Hamilton	Plentywood
Boulder	Hardin	Polson
Box Elder	Harlowton	Poplar
Bozeman	Havre	Richey
Broadus	Hays-Lodge Pole	Rocky Boy
Browning	Heart Butte	Ronan
Butte	Helena	Roundup
Canyon Creek	Hellgate Elementary	Shelby
Centerville	Huntley Project	Shepherd
Charlo	Joliet	Sidney
Chinook	Kalispell	Stanford
Choteau	Lakeside	St. Ignatius
Clancy	Lambert	Superior
Colstrip	Lame Deer	Three Forks
Columbia Falls	Laurel	Townsend
Columbus	Lavina	Trout Creek
Conrad	Lewistown	Troy
Corvallis	Libby	Valier
Culbertson	Lima	Vaughn
Cut Bank	Lincoln	Westby
Darby	Livingston	West Yellowstone
Deer Lodge	Lockwood	Whitefish
Dillon	Lodge Grass	Whitehall
Dixon	Lolo	Wibaux
Drummond	Lone Rock	Winifred
Dutton-Brady	Malta	Winnett
East Helena	Manhattan	Wolf Point
Ennis		

Students by County and Disability - First Semester 2012-13
VI - Visually Impaired D/HH - Deaf and Hard of Hearing

Disability	VI	VI	VI	D/HH	D/HH	D/HH	Region
Age	**0 – 2**	**3 – 5**	**6 – 21**	**0 – 2**	**3 – 5**	**6 – 21**	
Beaverhead			3		2	1	4
Big Horn	1		7		4	4	3
Blaine			5		4	4	2
Broadwater			1			1	4
Carbon			1				3
Carter							1
Cascade	2	3	10	3	3	7	2
Chouteau		1				2	2
Custer						6	1
Daniels							1
Dawson			2			1	1
Deer Lodge			2				4
Fallon	1	1					1
Fergus		1	3			1	3
Flathead	1	1	10		2	10	5
Gallatin	2	6	19	3	2	25	4
Garfield							1
Glacier		2	8			7	2
Golden Valley							3
Granite						1	4
Hill	1		9			2	2
Jefferson		1	4		1	2	4
Judith Basin			1				3
Lake	1	1	8	2	3	2	5
Lewis & Clark	4	1	9	2	3	11	4
Liberty							2
Lincoln		1	2			1	5
Madison			2				4
McCone							1
Meagher						1	4
Mineral							5
Missoula	5	8	12	2	5	7	5
Musselshell		1	1			5	3
Park		2					4
Petroleum			1				3
Phillips		1				2	1
Pondera			1				2
Powder River							1
Powell		2					4
Prairie							1
Ravalli	2	3	5			2	5
Richland	1		6		1	23	1
Roosevelt	3		9	1	1	4	1
Rosebud		1	1	2		3	1
Sanders			1			3	5
Sheridan		1	1			2	1
Silver Bow		5	4		2	3	4
Stillwater		1					3
Sweet Grass						1	3
Teton		1	3			2	2
Toole			3		1	1	2
Treasure							1
Valley	1		7			3	1
Wheatland		1				1	3
Wibaux						1	1
Yellowstone	7	13	31	2	5	25	3
Subgroup Totals	32	59	192	17	39	177	
Disability Totals			**VI - 283**			**D/HH - 233**	
Change from 2011	1	31	(1)	(13)	12	40	**Total - 71**
Total by Region	1 – 86	2 – 85	3 – 118	4 – 127	5 – 100		

Region 1 – Carter, Custer, Daniels, Dawson, Fallon Garfield, McCone, Phillips, Powder River, Prairie, Richland, Roosevelt, Rosebud, Sheridan, Treasure, Valley, Wibaux

Region 2 – Blaine, Cascade, Chouteau, Glacier, Hill, Liberty, Pondera, Teton, Toole

Region 3 – Big Horn, Carbon, Fergus, Golden Valley, Judith Basin, Musselshell, Petroleum, Stillwater, Sweet Grass, Wheatland, Yellowstone

Region 4 – Beaverhead, Broadwater, Deer Lodge, Gallatin, Granite, Jefferson, Lewis and Clark, Madison, Meagher, Park, Powell, Silver Bow,

Region 5 – Flathead, Lake, Lincoln, Mineral, Missoula, Ravalli, Sanders

MONTANA SCHOOL FOR THE DEAF & BLIND
PROGRAM INDICATORS FOR THE 2013 BIENNIUM – YEAR 1

INDICATOR	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
CAMPUS BASED SERVICES 20-8-102 MCA, 10.61.102 ARM						
Total Served	**399**	**372**	**367**	**372**	**570**	**519**
Education Program – D/HH Students	51	38	34	33	39	35
Education Program – B/LV Students	19	20	19	18	20	26
Transition Students		4	2	4	6	6
Residential Program Students	30	23	21	18	20	26
Evaluations – Educational	21	16	8	21	14	22
Evaluations – Audiological	278	267	275	214	263	242
Consultation Services – Transition Plans		3	5	25	11	14
Consultation Services – Behavior Plans		1	3	16	12	3
Enrichment Weekends – D/HH Students					87	72
Enrichment Weekends – B/LV Students					81	58
Family Visits on Campus				23	17	15
OUTREACH AND ITINERANT SERVICES 20-8-102 MCA, 10.61.102 ARM						
Total Served	**1783**	**1857**	**2108**	**2274**	**2198**	**1965**
Consultation Services – D/HH Students	100	142	141	188	207	247
Consultation Services – B/LV Students	212	242	229	236	241	271
Consultation Services – D/B Students	6	5	8	10	10	11
Family Advisor Program	38	32	32	41	38	29
Contacts with School Personnel		784	2521	2572	2717	2434*
Contacts with Family Members		291	1118	1594	1729	1561*
Contacts with other Professionals		511	998	792	841	872*
Professional Development – Sessions/Participants	89/1427	65/1436	66/1655	70/1682	72/1624	63/1273
Educational Evaluations						29
Functional Vision/CVI Evaluations				47	31	69
Orientation/Mobility Evaluations				2	11	6
Consultation Services – Audiological			20	3	98	564*
UNHS Referrals			43	33	15	10
CSHS Referrals				35	21	20
Equipment Loans					21	27
LEAs Served					94	96
Head Start Programs Served					6	6
SUMMER PROGRAMS 20-8-102 MCA, 10.61.103 ARM						
Total Participants	**309**	**332**	**327**	**348**	**260**	**238**
Summer Skills Program for B/LV Students	8	10	9	9	9	8
Summer Camp for D/HH Students	15	12	14	13	12	13
Family Learning Weekend – B/LV Students	111^	129^	112^	134^	87	76
Family Learning Weekend – D/HH Students	175^	181^	192^	192^	152	141
TOTAL OUTREACH CONTACTS* **Percent Change Over Previous Year**		**1586**	**4657** **+341%**	**4961** **+6.1%**	**5382** **+7.8**	**5431** **+0.9**
TOTAL POPULATION SERVED **Percent Change Over Previous Year**	**2491** **-4.9%**	**2561** **+2.8%**	**2802** **+9.2%**	**2994** **+5.8%**	**3028** **+4.2%**	**2722** **-10.1%**

*Not included in "Total Population Served"
^Includes MSDB staff that participated in the program

Comparison of Entry Level Wages for Regional Schools for the Deaf and the Blind

Data collected October, 2012

MSDB's entry level salaries for teachers of the deaf or blind with an M.Ed. are:
21.2% < WSSD/WSSB
12.5% <NDVSSB/NDSD
9.6% < SDSB/SDSD
2.5% < GFPS
5.0% > IESDB

MSDB's entry level salaries for cottage life attendants are:
50.5% < WSSB
47.6% < WSSD
39.8% < IESDB
22.2% < NDVSSB/NDSD
1.0% < SDSB/SDSD

MSDB's entry level salaries for teacher assistants are:
65.1% < SDSD/SDSB
60.8% < WSSB
60.1% < WSSD
38.2% <NDVSSB/NDSD
11.6% < GFPS
11.0% < IESDB

MSDB's entry level salaries for clerical staff are:
60.5% < WSSB
41.7% < WSSD
35.4% <NDVSSB/NDSD
19.6% < IESDB
18.0% < GFPS
4.1% < SDSD/SDSB

	MSDB	GFPS	IESDB	SDSB/SDSD	NDSD/NDVSSB	WSSD	WSSB
Teachers MA level	$33,958	$34,818	$32,314	$37,220	$38,192	$41,157	$41,157
Teacher Assistant	$9.00/hr	$10.05/hr	$10.00/hr	$14.86/hr	$12.44/hr	$14.48/hr	$15.16/hr
Clerical Staff	$9.19/hr	$10.85/hr	$11.00/hr	$9.57/hr	$12.44/hr	$13.02/hr	$14.75/hr
Cottage Attendant	$9.66/hr		$13.50/hr	$9.57/hr	$11.8/hr	$14.26/hr	$14.54/hr

Wages Calculated for 185 days

WSSD/WSSB – Washington State School for the Deaf/Washington State School for the Blind
NDVSSB/NDSD – North Dakota Vision Services and School for the Blind/North Dakota School for the Deaf
SDSB/SDSB – South Dakota School for the Blind/South Dakota School for the Deaf
IESDB – Idaho Education Services for the Deaf and Blind
GFPS – Great Falls Public Schools

Summary of Vacancy Data Since 2/2009 to Present

*Position Currently Vacant

Student Services/ Position	Total number of positions	Total Applicants/ Qualified Applicants	Average Weeks Vacant	Shortest/Longest Period of Vacancy
Cottage Life Attendant	6	103/36 (35%)	4	0/14
Behavioral Counselor	1	6/4	6	6/6
Secretary	1	30/3 (10%)	6	4/4
Total Licensed Staff	**1**	**6/4 (67%)**	**6**	**6/6**
Total Classified Staff	**7**	**133/39/(29%)**	**6**	**0/14**
Education/ Position	**Total number of positions**	**Total Applicants/ Qualified Applicants**	**Average Weeks Vacant**	**Shortest/Longest Period of Vacancy**
Outreach Consultant*	3	34/6	25	2/52
Teacher – Deaf/Hard of Hearing	2	6/2 (33%)	0	0/0
Teacher – Visually Impaired*	2	8/2 (25%)	9	0/18
Interpreter*	3	3/2 (66%)	2	1/3
Teacher Assistant	4	43/18 (42%)	1	0/5
Scheduling Clerk	1	20/9 (45%)	3	3/3
Guidance Counselor*	1	0/0	3	3/3
Principal	1	6/5 (83%)	0	0/0
Director of Outreach Services	1	37/6 (16%)	21	21/21
Total Licensed Staff	**13**	**94/21 (22%)**	**10**	**0/52**
Total Classified Staff	**5**	**155/43/(28%)**	**3**	**0/12**
General Services/ Position	**Total number of positions**	**Total Applicants/ Qualified Applicants**	**Average Weeks Vacant**	**Shortest/Longest Period of Vacancy**
Maintenance Worker	3	89/29 (33%)	5	3/8
Total Classified Staff	**3**	**89/29 (33%)**	**5**	
Administration/ Position	**Total number of positions**	**Total Applicants/ Qualified Applicants**	**Average Weeks Vacant**	**Shortest/Longest Period of Vacancy**
Accounting Technician	1	18/8 (44%)	5	5/5
Business Manager	1	28/12 (43%)	4	4/4
Total Licensed Staff	**1**	**28/12 (43%)**	**4**	**4/4**
Total Classified Staff	**1**	**18/8 (44%)**	**5**	**5/5**
Agency Averages	**Total number of positions**	**Total Applicants/ Qualified Applicants**	**Average Weeks Vacant**	**Shortest/Longest Period of Vacancy**
Licensed Staff	**15**	**128/37 (29%)**	**9**	**0/52**
Total Classified Staff	**16**	**395/119 (30%)**	**4**	**0/14**