

South Carolina Commission on Higher Education

Mr. Tim M. Hofferth, Chair
Ms. Dianne C. Kuhl, Vice Chair
Mr. Paul O. Batson, III
Mr. Devron H. Edwards
Dr. Bettie Rose Horne
Mr. Richard A. Jones, Jr.
Mr. Kenneth W. Kirkland
Ms. Allison Dean Love
Dr. Louis B. Lynn
Vice Admiral Charles Munns, USN (ret.)
Mr. Kim F. Phillips
Ms. Terrye C. Seckinger

Mr. Jeffrey M. Schilz
Interim President and Executive Director

CHE
9/7/2017
Agenda Item 7.02.A

September 7, 2017

MEMORANDUM

To: Chair Tim Hofferth and Members, SC Commission on Higher Education
From: Chair Terrye Seckinger and Members, Committee on Academic Affairs and Licensing

Consideration of FY 2018-19 Appropriation Request and FY 2016-17 Annual Report for the EIA Funded Teacher Recruitment Project, Center for Educator Recruitment, Retention, and Advancement (CERRA)

History/Background

During the 1986 legislative session, the General Assembly authorized the SC Commission on Higher Education (CHE) to award grants to the public and/or private colleges and universities to improve the recruitment of teacher education candidates, allocating \$236,000 in Education Improvement Act (EIA) funds for this purpose. A consortium made up of a majority of teacher training institutions in the State submitted one combined proposal to establish the SC Teacher Recruitment Center. The proposed Center was approved by CHE and has been funded annually since FY1987. Beginning in FY1991, appropriations for the SC Teacher Recruitment Center were made solely through EIA.

Beginning in FY1989, the CHE was required, by a proviso in the General Appropriations Act, to “monitor the use” of these funds and to report on the “effectiveness of the programs” to the Senate and House Committee and to the EIA Select Committee. The CHE has done so since 1988-89. The FY1991 Appropriations Act included a more comprehensive proviso, which instructed the CHE to “ensure that all funds are used to promote teacher recruitment on a statewide basis...ensure the continued coordination of efforts among the... teacher recruitment projects... review the use of funds and... have prior program and budget approval.”

In FY 2017, this proviso, Part 1B Proviso 1A.6. (SDE-EIA: CHE/Teacher Recruitment), directs that of the \$4,243,527 appropriated for teacher recruitment programs:

the South Carolina Commission on Higher Education shall distribute a total of ninety-two percent (\$3,904,045)¹ to the Center for Educator Recruitment, Retention, and

Advancement (CERRA-South Carolina) for a state teacher recruitment program, of which at least seventy-eight percent must be used for the Teaching Fellows Program specifically to provide scholarships for future teachers, and of which twenty-two percent must be used for other aspects of the state teacher recruitment program, including the Teacher Cadet Program and \$166,302 which must be used for specific programs to recruit minority teachers: and shall distribute eight percent (\$339,482)¹ to South Carolina State University to be used only for the operation of a minority teacher recruitment program and therefore shall not be used for the operation of their established general education programs.

¹Amount inserted for reference.

The Annual Reports from the Center for Educator Recruitment, Retention & Advancement (CERRA) are submitted by the CHE to the Senate and House Education Committees and to the Education Oversight Committee each October. In addition to the annual reports, historical and cumulative data are included at the request of the Committee on Academic Affairs and Licensing and Academic Affairs division (see Attachments).

Center for Educator Recruitment, Retention and Advancement (CERRA)

CERRA completed a strategic planning process in 2016-17 and established a vision, new mission, and new goals. CERRA's vision influences its mission of recruiting, retaining, and advancing South Carolina Educators. This is accomplished through four specific goals.

1. Recruitment: Teacher supply needs of South Carolina public schools are met.
2. Retention: Every South Carolina school district implements a quality induction program and teachers continue teaching in a South Carolina public school classroom at least five years.
3. Advancement: Every teacher has multiple opportunities to develop as a teacher leader and be utilized as such.
4. Research: Research efforts are expanded in both breadth and depth.

In executing this strategic plan, CERRA directs a variety of pre-collegiate and college programs in order to attract middle school, high school and college students (Teacher Cadets, College Partners, Teaching Fellows, Minority Recruitment programs) as well as mid-life career changers, such as military retirees and downsized workers to education careers. Along with its recruiting efforts, CERRA is focused on retaining and advancing the careers of experienced teachers already in South Carolina's schools. In addition, CERRA provides program support for the State's teacher leaders through work with the district teachers of the year, mentor training for experienced teachers, as well as National Board candidates and National Board Certified Teachers.

The CERRA Board of Directors, which oversees the Center's budget and operations, includes representatives from colleges and universities, school districts, state education agencies, professional education associations, the General Assembly and private businesses and industry. CERRA reports annually to the CHE, through which the Center's EIA-based appropriations flow. The CHE is responsible for monitoring the effectiveness of CERRA and is authorized to review the Center's budget. Budget review authority is also given to the General Assembly's Education Oversight Committee.

**CERRA
2018-19 EIA Budget Proposal¹**

	2016-17 Appropriated Budget	2016-17 Expenditures	2017-18 Appropriated Budget	Requested Increase to Funding	2018-19 Proposed Budget
Office Salaries & Fringes	\$913,330	\$956,479	\$956,886	\$0	\$956,886
Office Support	86,408	101,240	100,408	0	100,408
Board of Directors	2,750	5,897	2,750	0	2,750
Staff Travel	55,950	53,298	54,298	0	54,298
Minority Recruitment	166,500	169,509	166,500	0	166,500
Marketing/Communications	9,500	9,388	10,500	0	10,500
Online Educator Employment System and Teacher Expo	5,000	4	0	0	0
ProTeam	16,100	9,813	11,100	0	11,100
Teacher Cadet	61,750	77,624	80,750	0	80,750
College Partners	37,250	38,194	37,250	0	38,250
Teaching Fellows	3,081,187	4,141,875 ²	3,014,283	360,000	3,374,283
Rural Recruitment Initiative	10,228,910	6,999,403	12,977,900 ³	0	9,748,392
TOTAL Budget	\$14,664,635	\$12,562,720	\$14,664,635⁴	\$360,000	\$14,544,117

¹ Approved by the CERRA Board Executive Committee on August 3, 2017.

² This figure represents the FY 17 appropriated amount of \$3,014,283, plus \$1,127,592 utilized from the Teaching Fellows Collections account.

³ This figure represents the FY18 State Budget allocation for the Rural Recruitment Initiative of \$9,748,392 plus the FY17 Rural Recruitment Initiative carryover of \$3,229,508, for a total of \$12,977,900.

⁴ This figure represents the combination of funds from three FY18 State Budget line items: \$3,904,045, 92% of the \$4,243,527 allocated for teacher recruitment programs; \$531,680, the amount allocated directly to CERRA; and \$12,977,900, the FY17 Rural Recruitment Proviso amount allocated directly to CERRA plus the FY17 carryover.

CERRA is seeking a \$360,000 increase from the 2017-19 funding level for the purpose of increasing the number of Teaching Fellows awards from 200 to 215 per year. The Legislature awarded CERRA over \$9,000,000 for the third year of implementation of the Rural Teacher Recruiting Initiatives Proviso, FY 2017 Proviso 1.A64. CERRA is continually exploring ways to make the best use of its resources. CERRA is continuing to generate revenue through the sale of the Teacher Cadet curriculum to other states and to use CERRA's delinquent loan collections account to supplement EIA funds for Teaching Fellows awards. The FY 2019 budget proposal is included as an attachment for review.

Office Salaries and Fringes

The requested amount (\$956,886) will fund thirteen full-time employees and four part-time employees. Seven staff members are 12-month employees and ten are 10-month employees. A small percentage of the remuneration to seven of the employees is paid from another funding source.

Teacher Database

CERRA plans to continue development of the teacher online employment application and job bank service it operates for teacher applicants and districts with vacancies, the State Teacher Expo, and the Teacher Supply and Demand Survey. According to CERRA, 18,845 applications were created or modified on the online employment application and job bank service. During the past year 295 persons and 53 South Carolina school districts participated in the FY 2017 Teacher Expo, representing fewer individual participants but a continued increase in the number of school districts compared to FY2015 Teacher Expo. CERRA speculates that one reason there may have been fewer Expo attendees was the smaller number of teacher education graduates. Eighty (80) of 82 South Carolina school districts completed CERRA's Annual Supply and Demand Survey, which revealed that teacher shortages continue around the state in critical subject areas such as math, science and other STEM areas, and in geographic critical need school districts in rural, high poverty areas.

Teaching Fellows and Educator Preparation Programs (EPP)

In FY 2017, 713 teacher candidates participated in the Teaching Fellows program at partner institutions. One hundred thirty-five (135) candidates graduated from the program. As of FY 2017, 421 Fellows are teaching in South Carolina to fulfill the service requirement. In addition, there are 743 Fellows who have fulfilled their service requirement and are still employed in a South Carolina public school.

ProTeam, Teacher Cadet

During FY 2017, it was possible to fund 30 ProTeam and 179 Teacher Cadet sites. There were 1,012 students who completed the ProTeam program. The Teacher Cadet program had 2,909 completers for the TC I course and 23 completers for the TC II. The TC II course is a second level course that provides extensive field experiences for students.

Rural Recruitment Initiative

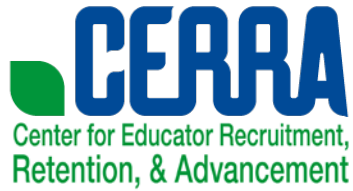
During FY 2017, 26 public school districts requested funds to participate in the Rural Recruitment Initiative out of the 28 districts that qualified. Eligibility was based on a five-year average teacher-turnover rate of 11% or higher. Eligible districts included: Allendale, Anderson 4, Bamberg 2, Barnwell 19, Barnwell 29, Beaufort, Clarendon 1, Dillon 4, Dorchester 4, Edgefield, Fairfield, Florence 2, Florence 3, Florence 4, Hampton 2, Jasper, Lee, Lexington 4, Marion, Marlboro, McCormick, Orangeburg 3, Orangeburg 4, Orangeburg 5, Saluda, Sumter, and Williamsburg. Funds were disbursed for approved incentives only, including Teacher Cadet expenses, PACE participant expenses, critical need subject teacher salary supplements and mentor support.

FY 2016-17 Annual Reports for EIA-Funded Teacher Recruitment Projects

Each year CERRA collects data related to program productivity. Attached are the annual reports for FY 2017 for ProTeam, Teacher Cadet, College Partners, Teaching Fellows, Mentor and Induction, and the Teacher Database. The reports provide descriptive information that compares data between FY 2013 to FY 2017.

Recommendation

The Committee on Academic Affairs and Licensing recommends that the Commission approve the FY2019 appropriations request in the amount of \$14,544,117 for the Center for Educator Recruitment, Retention and Advancement (CERRA).



2016-2017 Program Reports

ProTeam

Teacher Cadet

College Partners

Teaching Fellows

Mentoring & Induction

Rural Recruitment Initiative

Veterans to Teachers Initiative

**Online Educator Employment System/
Teacher Expo/Supply & Demand Survey**

ProTeam

ProTeam	FY13	FY14	FY15	FY16	FY17
Sites ¹	23	25	22	26	30
Students who completed the program	603	742	628	973	1,012
Male students	217	284	235	356	420
Non-white students	280	290	251	354	408
Funds expended	\$71,868	\$109,324	\$123,180	\$132,081	\$144,740
Funds expended per student	\$119	\$147	\$196	\$136	\$143

¹Some sites offer more than one class section. There were 66 class sections in FY17.

Teacher Cadet

Teacher Cadet	FY13	FY14	FY15	FY16	FY17
Sites ¹	162	165	168	169	179
Students who completed the Teacher Cadet course	2,396	2,545	2,683	2,652	2,909
Male students	552	555	581	585	679
Non-white students	797	871	866	858	1,004
Students who indicated they plan to teach	41%	41%	41%	39%	37%
Funds expended	\$232,356	\$287,031	\$332,602	\$407,738	\$458,113
Funds expended per student	\$97	\$113	\$124	\$154	\$157

¹Some sites offer more than one class section. There were 214 class sections in FY17, including two Teacher Cadet II classes that served 23 students. The TC II course is a second-level course that provides more extensive field experiences for students.

College Partners

College Partners¹	FY13	FY14	FY15	FY16	FY17
College Partner institutions	21	22	21	21	21
Funds expended	\$81,341	\$127,018	\$146,934	\$183,043	\$201,532
Funds expended per Teacher Cadet student	\$34	\$50	\$55	\$69	\$69

¹College Partners in teacher education institutions collaborate with CERRA to offer enrichment experiences for Teacher Cadet students. Each of these institutions has articulation agreements in place for dual credit accrual upon successful completion of the Teacher Cadet course.

Teaching Fellows

Teaching Fellows	FY13	FY14	FY15	FY16	FY17
Fellows who received funds ¹	527	589	727	695	713
Fellows who graduated from the program ²	99 ³	98 ³	123	146	135
Fellows teaching to fulfill service requirement	446	448	450	447	421
Fellows who have fulfilled service requirement and are still employed in a SC public school district	420	473	548	632	743
Funds expended	\$2,517,422	\$3,365,012	\$3,801,377	\$4,342,660	\$4,504,368

¹Fellows are allowed to receive funds for a period of up to four years.

²77% of Fellows from the 2000-2012 cohorts graduated from the program.

³These figures include graduates from the 2009 and 2010 cohorts when significantly fewer fellowships were awarded due to state budget cuts that occurred during these years.

Mentoring & Induction

Mentoring & Induction	FY13	FY14	FY15¹	FY16²	FY17
Trained mentors	1,500	1,055		574	6,344 ³
Trained mentor trainers	44	53		185	80
Induction Symposium attendees	187	170	171	109	N/A ⁴
Funds expended	\$195,957	\$183,373	\$134,690	\$139,748	\$162,847

¹During FY15, CERRA and the South Carolina Department of Education (SCDE) were in the process of developing a new mentor training for educators who wish to serve as mentors to beginning teachers and are recommended by their employing districts. As a result, districts were encouraged not to hold any mentor trainings until the new training curriculum was released. While some districts did hold trainings out of necessity, the numbers were fairly inconsequential and were not reported in FY15.

²During FY16, the new two-day South Carolina Mentor Training was made available to educators. In addition, a Mentor Trainer Certification was developed and offered during this time. Mentor Trainer Certification is intended for already-trained mentors who are interested in facilitating mentor trainings in their schools and districts. Beginning in FY16, numbers reported include only those mentors and mentor trainers who complete the new trainings offered each year.

³During FY17, CERRA and the SCDE developed and offered an online update training for mentors trained under the previous system. This training consists of a series of videos, online resources, and two assessments and was offered only from August through June of FY17. During this time, 4,169 participants completed the online update training. These participants are included above in the total number of trained mentors, as are participants who completed the new two-day mentor training hosted either by CERRA or an individual school district.

It should be noted that data from district-sponsored mentor trainings are self-reported.

⁴For a variety of reasons (low attendance, other similar conferences, etc.), the Induction Symposium was not offered during FY17. CERRA has been meeting with SCDE staff and district mentoring and induction coordinators to establish a plan for FY 18.

**Rural Recruitment Initiative
FY17 Proviso 1A.64**

Rural Recruitment Initiative	FY16	FY17
Legislative allocation	\$1,500,000 ¹	\$9,748,392
Public school districts eligible for rural funds	20 ²	28 ³
Public school districts requesting funds	16	26
Funds disbursed to public school districts ⁴	\$914,536	\$6,854,891
Funds expended on behalf of public school districts	\$75,700	\$24,318
Administrative costs	\$29,246	\$120,194
Carryover funds	\$480,518	\$3,229,508 ⁵

¹Funds were disbursed to CERRA in January 2016.

²Under FY16 Proviso 1A.73, eligibility was based on a five-year average teacher turnover rate of greater than 12%; eligible districts include: Allendale, Bamberg 2, Barnwell 19, Barnwell 29, Clarendon 1, Dillon 4, Dorchester 4, Fairfield, Florence 3, Florence 4, Hampton 2, Jasper, Lee, Lexington 4, Marion, Marlboro, McCormick, Orangeburg 4, Orangeburg 5, Williamsburg.

³Under FY17 Proviso 1A.64, eligibility was based on a five-year average teacher turnover rate of greater than 11%; eligible districts include: Allendale, Anderson 4, Bamberg 2, Barnwell 19, Barnwell 29, Beaufort, Clarendon 1, Clarendon 2, Dillon 4, Dorchester 4, Edgefield, Fairfield, Florence 2, Florence 3, Florence 4, Hampton 2, Jasper, Lee, Lexington 4, Marion, Marlboro, McCormick, Orangeburg 3, Orangeburg 4, Orangeburg 5, Saluda, Sumter, Williamsburg.

⁴Funds were disbursed for approved incentives only, including Teacher Cadet expenses, PACE participant expenses, critical need subject salary supplements, and mentor support.

⁵Approximately \$3,000,000 of the FY17 funds was allocated for undergraduate loan forgiveness. However, these funds were not set to be disbursed until after July 1, 2017, once teacher applicants completed the 2016-17 school year and submitted the necessary verification of FY17 employment.

Veterans to Teachers Initiative

Veterans To Teachers Initiative¹	FY17
Legislative allocation	\$0
Information sessions conducted	54
Session attendees	728
Post-session inquiries about becoming a teacher	248
Administrative costs	\$15,434

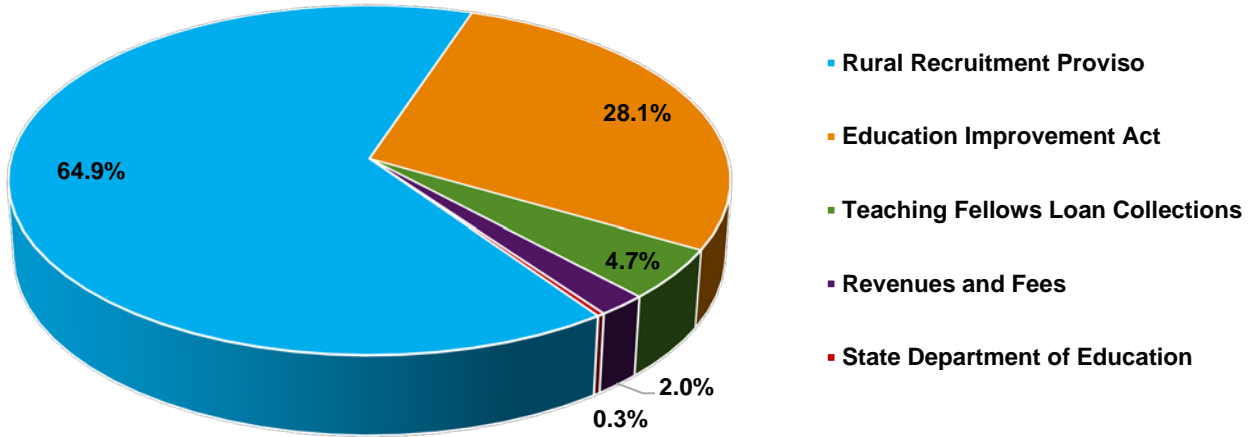
¹Initiative was launched by CERRA in April 2017, following the discontinuation of Troops to Teachers' federal recruitment funds.

Online Educator Employment System/ Teacher Expo/Supply & Demand Survey

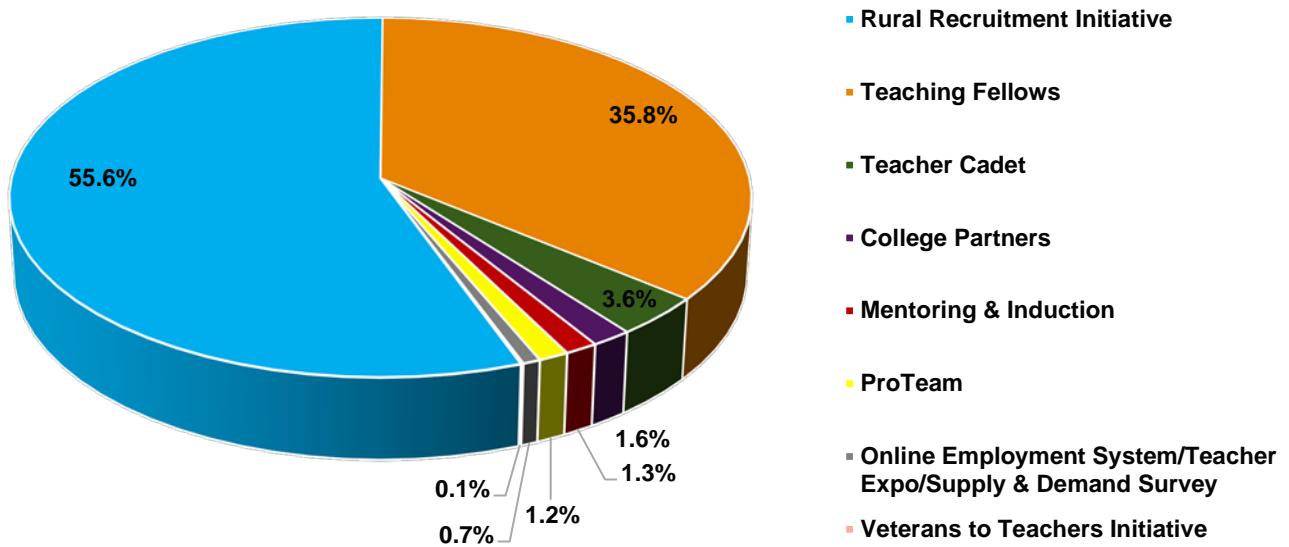
Online Educator Employment System/ Teacher Expo/ Supply & Demand Survey	FY13	FY14	FY15	FY16	FY17
Online employment applications created or modified	29,902	32,005	24,714	18,415	18,845
Teacher Expo attendees	336	297	345	296	295
SC districts that participated in Teacher Expo	33	33	42	51	53
Hires as a result of Teacher Expo	54	45	44	91	TBD
SC districts that completed the Supply & Demand Survey ¹	79 (and 1 special school)	79 (and 1 special school)	79 (and 2 special schools)	79	80
Funds expended	\$98,005	\$111,523	\$124,806	\$110,954	\$91,717
Teachers hired	5,739.5	5,797.7	6,217.9	6,555.1	6,934.6

¹Since 2001, CERRA has administered the annual Supply and Demand Survey in each of the state's public school districts. CERRA then compiles a statewide report detailing hiring, vacancy, and departure data related to teachers and administrators.

Funding Sources in FY17, by Amount



EIA Funds Expended in FY17, by Program



Teacher Cadet Program

2015 Winner of the *Dick and Tunky Riley WhatWorksSC Award for Excellence*

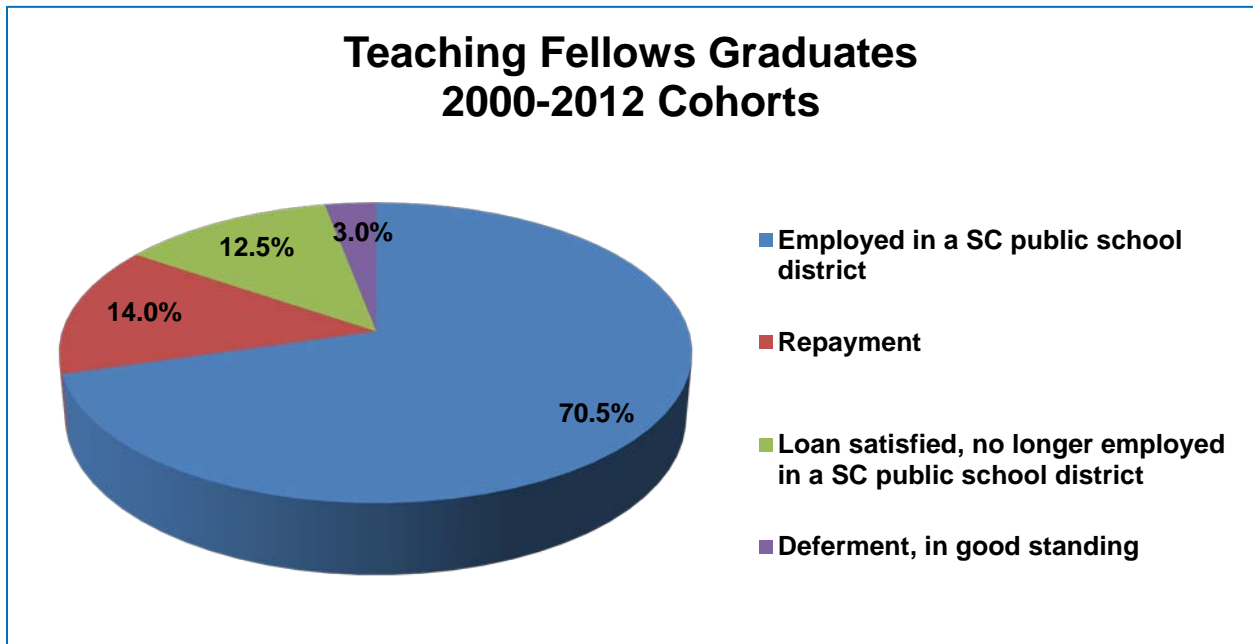
Data from the 2016-17 School Year (as of June 30, 2017)

- The Teacher Cadet Program is offered in 76 of the 82 public school districts in South Carolina.
- 73% of all public high schools in South Carolina, as well as one private school and five career and technology centers, have a Teacher Cadet Program.
- 179 South Carolina high schools offered 214 sections of the course.
- 2,909 students in South Carolina completed the Teacher Cadet Program – 1,004 (34.5%) are non-white students and 679 (23.3%) are males.
- After completing the course, 37.1% of Teacher Cadets chose teaching as the career they plan to pursue after college; another 10% were undecided about their career choice.
- Of the Cadets who chose teaching as the career they plan to pursue after college, nearly one out of every four was undecided or had planned to pursue a different career before taking the course.
- Of the Cadets who changed their minds to want to become a teacher, 67.4% indicated that the field experience in SC classrooms was the aspect of the Teacher Cadet Program that encouraged their decision.
- 96.9% of Teacher Cadets reported that the course was very or somewhat effective in helping them formulate a positive perception of the education profession.
- 98% of Teacher Cadets reported that the coursework/activities increased their knowledge of the teaching profession and other careers in education.
- 99% of Teacher Cadets reported that the field experience helped them understand the many factors that contribute to effective teaching.
- 78.9% of the 944 students who applied for admission into the Teaching Fellows Program in 2016 were Teacher Cadets.
- More than 65,500 students have participated in the Teacher Cadet Program in its 31-year history.
- Since the Program's inception, schools in 37 other states have implemented the Teacher Cadet curriculum, which is now in its Tenth Edition. The curriculum's Eleventh Edition will be available for the 2017-18 school year.

Teaching Fellows Program
2011 Winner of the *Dick and Tunky Riley WhatWorksSC Award for Excellence*

Data from the 2000-2012 Cohorts
(as of March, 2017)

- 1,651 Fellows graduates / 2,144 awards = 77% graduation rate
- 70.5% of graduates (1,164 Fellows) are employed in 73 South Carolina public school districts
- 83% of graduates (1,371 Fellows) have either satisfied their loan through teaching service or are currently teaching for loan forgiveness in a South Carolina public school district
 - 57.5% of all graduates (950 Fellows) have satisfied their loan through teaching service
 - Of these Fellows, 78.2% (743) are still employed in a South Carolina public school district
 - 25.5% of all graduates (421 Fellows) are currently teaching for loan forgiveness in a South Carolina public school district



Key Data from CERRA's Supply and Demand Reports 2014-15 to 2016-17

School year	Number of certified teachers who did not return to their same teaching position	Number of certified teachers who did not return to any teaching position*	Number of graduates who completed a SC teacher education program (data obtained from CHE)+	Number of certified teachers who did not return to their same position after five or fewer years teaching	Number of certified teachers who did not return to their same position after one year or less of teaching	Number of certified teachers who did not return to any teaching position* after one year or less of teaching
2014-2015	5,277.7	4,108.1	2,219 (2013-14)	1,796.5	667.7	529.7
2015-2016	5,352.2	4,074.3	1,954 (2014-15)	2,087.4	748.5	579.6
2016-2017	6,482.2	4,842.1	1,898 (2015-16)	2,465.4	777.8	616.2

*Refers to teaching positions in any SC public school district.

+Includes students who graduated with a Bachelor's degree eligible for teacher certification.

Note: Full reports can be accessed at <https://www.cerra.org/supply-and-demand.html>.



2018-19 EIA Budget Proposal¹

	2016-2017 Expenditures	2017-2018 Appropriated Budget	Requested Increase to Funding	2018-2019 Proposed Budget
Program/Service				
Office Salaries & Fringes	956,479	956,886		956,886
Office Support	101,240	100,408		100,408
Board of Directors	5,897	2,750		2,750
Staff Travel	53,298	54,298		54,298
Minority Recruitment	169,509	166,500		166,500
Marketing/Communications	9,388	10,500		10,500
ProTeam	9,813	11,100		11,100
Teacher Cadet	77,624	80,750		80,750
College Partners	38,194	38,250		38,250
Teaching Fellows	4,141,875 ²	3,014,283	360,000	3,374,283
Rural Recruitment Initiative	6,999,403	12,977,900 ³		9,748,392
TOTAL	12,562,720	17,413,625⁴	360,000	14,544,117

¹Approved by the CERRA Board Executive Committee on August 3, 2017.

²This figure represents the FY17 appropriated amount of \$3,014,283, plus \$1,127,592 utilized from the Teaching Fellows Collections account.

³This figure represents the FY18 State Budget allocation for the Rural Recruitment Initiative of \$9,748,392 plus the FY17 Rural Recruitment Initiative carryover of \$3,229,508, for a total of \$12,977,900.

⁴This figure represents the combination of funds from three FY18 State Budget line items: \$3,904,045, 92% of the \$4,243,527 allocated for teacher recruitment programs; \$531,680, the amount allocated directly to CERRA; and \$12,977,900, the FY18 Rural Recruitment Proviso amount allocated directly to CERRA plus the FY17 carryover.

Budget Category Descriptors

- **Office Salaries & Fringes** – EIA funded positions for CERRA office support include seven 12-month employees, six 10-month employees and four part-time employees (a small percentage of ten employees are paid out of another fund source)
- **Office Support** – phone, postage, copying, furniture, equipment, temp salaries, office supplies, and Winthrop University indirect costs
- **BOD** – meeting expenses, including travel, meals, and supplies
- **Staff travel** – mileage, lodging, meals, and registration fees
- **Minority Recruitment** – printing, supplies, meetings; a percentage of Program Facilitators and Teacher of the Year travel, phone, salary, and fringes
- **Marketing/Communications** – website, social media, and applications development, management and maintenance; use of electronic meetings, trainings, and webinars; printing and other promotional materials
- **ProTeam** – site grants, training, curriculum and supporting materials, supplies, and printing; a percentage of the Program Facilitators and Teacher of the Year travel, phone, salary and fringes
- **Teacher Cadet** – site grants, training, curriculum and supporting materials, supplies, and printing; a percentage of the Program Facilitators and Teacher of the Year travel, phone, salary and fringes
- **College Partners** – site grants, meeting, supplies, printing; a percentage of the Program Facilitators and Teacher of the Year travel, phone, salary and fringes
- **Teaching Fellows** – scholarships, screening and application process, collections, meetings, supplies, printing, marketing and publications; a percentage of the Teacher of the Year travel, phone, salary and fringes
- **Rural Recruitment Initiative** – funds disbursed to school districts for implementation of approved rural recruitment and retention incentives; administrative costs including salary, fringes, and travel