

Use of Funds for Graduate Students

Query – 08.26.2008

Query:

I have some questions for our colleagues in the collaborative-members group, only. We have proposals from universities **asking to use grad students in their projects** and **wanting to support the entire cost/support of the grad student for the summer and AY**. We all value grad students and have been grad students ourselves, but these questions pertain to the use of grad students in our projects.

My questions are:

- 1) Do other states allow grad students in their TQ projects?
- 2) How do they handle the cost of supporting the grad student (total support, percentage of their university support)?
- 3) What roles are grad students assigned?
- 4) How well do veteran teachers accept the advice/help from grad students who might be given a leadership role?

If our collaborative members have responses to any of these questions, I would appreciate hearing from them.

From: Louisiana

Responses:

Utah	These are interesting questions that, I believe, are not really covered in the Non-regulatory Guidance. If the graduate students are doing something that supports the professional development and is necessary for the quality of the project, then some compensation is appropriate. Their contribution would need to be sizable for the project to cover their regular stipends. Also, their expertise given their role would need to be justified. Lynne did not say what they would do. This information would help. Teddi
Kentucky	Kentucky allows grad students in our projects (almost all of our projects have some graduate student support). The graduate students have various roles, but mostly focus on collection of data, etc. And, the project only supports a portion of the graduate student and not the entire graduate student. And, our projects do not pay the graduate students tuition. We do not have graduate students in leadership roles.
South Carolina	I have had the same question in the past. The response I received was that the ITQ projects were "Professional Development" projects for teachers and not "Research Grants". In SC, we have chosen to allow graduate assistants to be partially funded for these projects. The institutions may choose to pay the salary or the tuition remission for the graduate student using ITQ funds. We ask for qualifications of the graduate assistants, time sheets, and explanation of activities. We do not support the graduate student having a leadership role, just a supporting role.
Alabama	How would graduate students meet qualification for teaching professional development to certified teachers?
Minnesota	I do have projects with graduate students as supporting staff for TQ projects. They are never the primary instructional staff. Most often they provide clerical/administrative/participant follow-up/evaluation/technical support for the project. For a current project at the U of M a graduate student is working 10 hours

	<p>per week for the academic year on a project. The U of M is the most costly of the institutions in MN regarding paying graduate students. All applicants have to justify all project costs, including staffing. The teacher participants accept the assistance of the graduate students as they provide resource support from their areas of specialty. IHE faculty are always the lead instructional staff.</p>
Nebraska	<ol style="list-style-type: none">1. I've allowed grad student funding in certain circumstances.2. The amount depends on the involvement of the student.3. Usually the student is either providing substantial support (e.g., a grad student in Spanish assisting with oral and written communication in a Spanish immersion project or a computer science grad student assisting with implementation and use of software) or content (e.g., a biology grad student providing part of the content piece in his or her field of specialization).4. When a grad student, especially a doctoral student, is involved I've found that teachers have no problem with them in a leadership role. The teachers are participating in the professional development because they want to improve their content knowledge and ability to convey that to students. They recognize that the grad students usually have content knowledge that is greater or more up-to-date than theirs.