

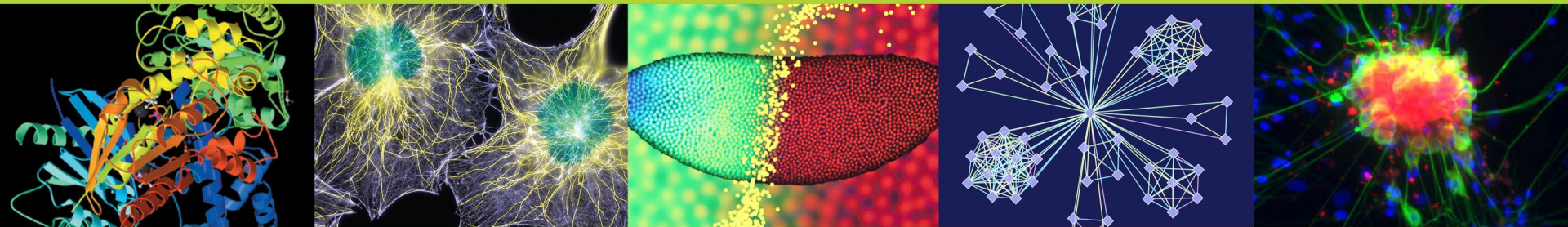


National Institute of
General Medical Sciences



Welcome!

The webinar will begin at 1:00 PM (EST).





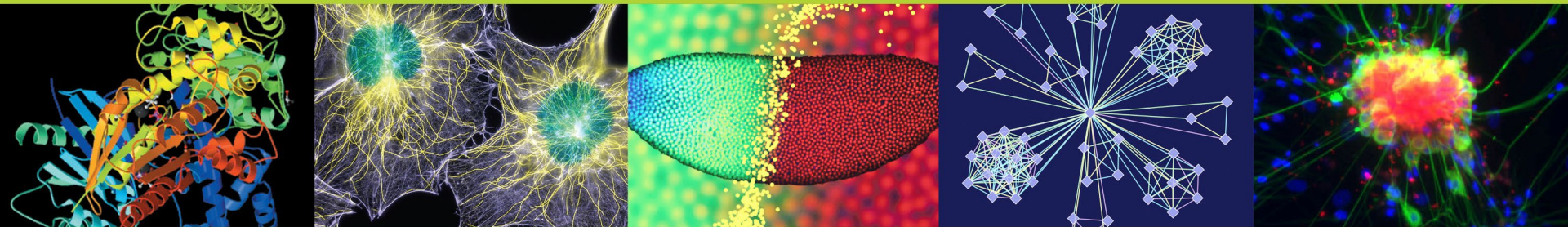
National Institute of
General Medical Sciences



Postbaccalaureate Research Education Program (PREP) (R25)

PAR-22-220

**Prospective Applicant Webinar
December 9, 2022**



Before We Start

- This webinar is being **recorded** and will be available online. The slides will also be **posted** online.
- Type your questions in the “Q&A” chat box.
- There will be a Q&A period at the end of the webinar.

Webinar Participants

Program

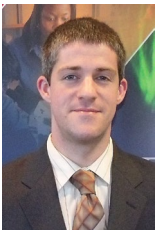
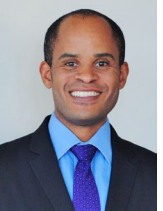
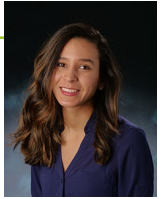
- Lameese Akacem, Program Director
- Laurie Stepanek, Program Director
- Kenneth Gibbs, Chief of Undergraduate and Predoctoral Cross-Disciplinary Training Branch

Review

- Marc Rigas, Scientific Review Officer

Grants Management

- Justin Rosenzweig, Grants Management Team Leader



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Privacy policy bit.ly/2jnhHVZ & disclaimers bit.ly/2kGSdGM.

📍 Bethesda, MD 🔗 nigms.nih.gov/training/Pages... 📅 Joined October 2017

Disclaimer

This webinar and accompanying slides are for informational purposes only. They serve as an overview of the PREP program and are not meant to be comprehensive in coverage of all required components of an application.

Applicants are responsible for following the instructions detailed in the FOAs and any Related Notices (included in the FOA's Overview Information section), and the SF424 Application Guide.

For Example

Part 1. Overview Information

Participating Organization(s)

National Institutes of Health (NIH)

Components of Participating Organizations

National Institute of General Medical Sciences (NIGMS)

Funding Opportunity Title

Postbaccalaureate Research Education Program (PREP)(R25 - Independent Clinical Trial Not Allowed)

Activity Code

R25 Education Projects

Announcement Type

Reissue of [PAR-20-066](#)

Related Notices

[NOT-OD-23-012](#) Reminder: FORMS-H Grant Application Forms and Instructions Must be Used for Due Dates On or After January 25, 2023 - New Grant Application Instructions Now Available

- **November 21, 2022** - Clarification of Eligibility for Institutions with Multiple Campuses in PAR-22-220. See Notice [NOT-GM-23-019](#).

[NOT-GM-23-021](#) -Notice of Informational Webinar for the NIGMS Postbaccalaureate Research Education Program (PREP) (R25)

[NOT-OD-22-190](#) - Adjustments to NIH and AHRQ Grant Application Due Dates Between September 22 and September 30, 2022

July 22, 2019 - Requirement for ORCID iDs for Individuals Supported by Research Training, Fellowship, Research Education, and Career Development Awards Beginning in FY 2020. See Notice [NOT-OD-19-109](#)

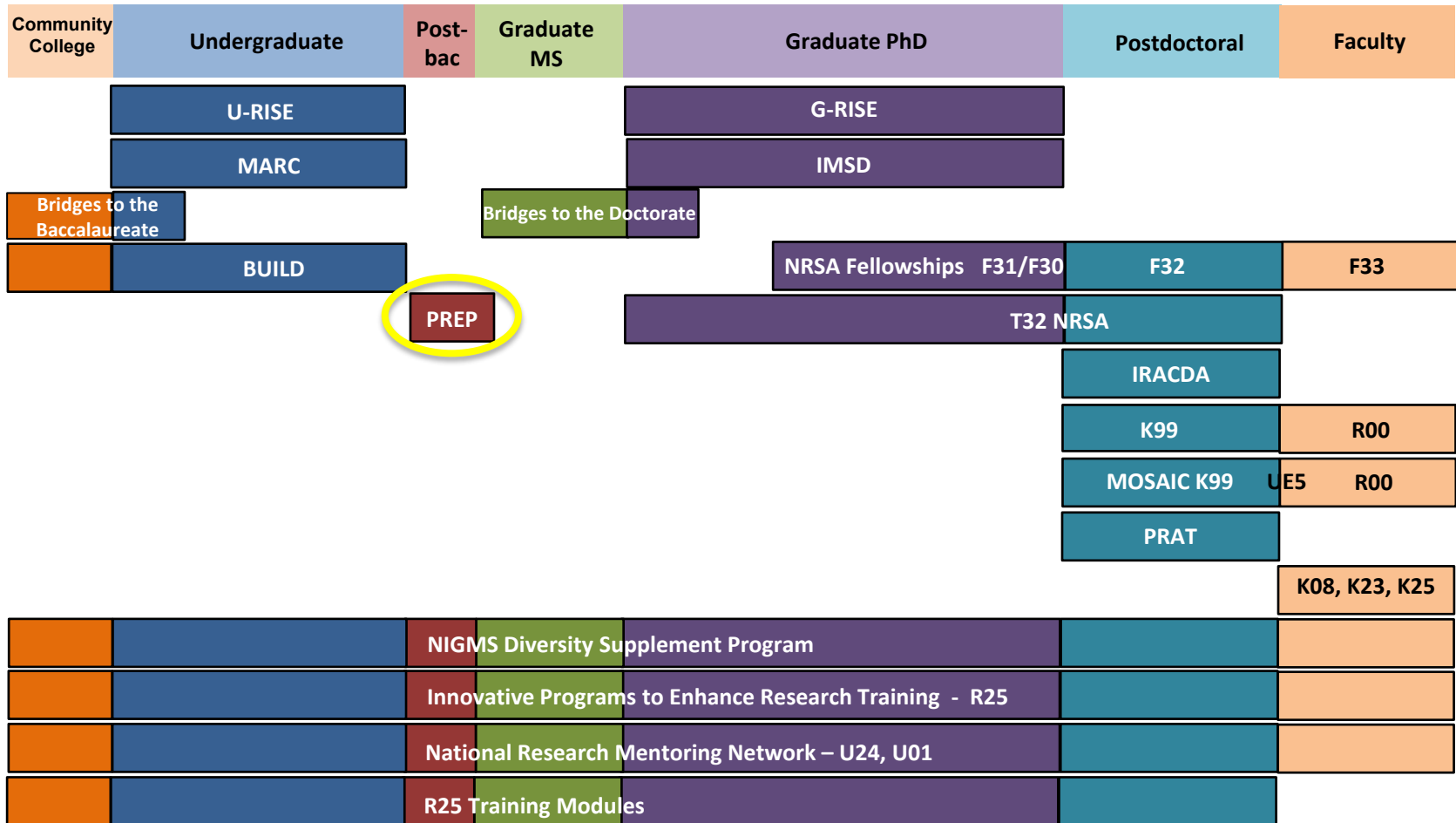
Funding Opportunity Announcement (FOA) Number

PAR-22-220

Webinar Outline

- I. Program Overview
- II. Application Overview
- III. Peer Review Overview
- IV. Budget Overview

NIGMS Training Programs



NIGMS Training Programs are expected to:

- Focus on technical, operational and professional **skills development**
- Promote **rigor and reproducibility** in research
- Teach the **responsible and safe conduct** of research
- Promote **diversity, equity and inclusion**
- Encourage **inclusive, safe, and supportive** research environments
- Use **evidence-informed** educational and mentoring practices
- Employ **cohort-building activities** that enhance the trainees' science identity and self-efficacy
- Provide **individualized mentoring** and oversight throughout
- Introduce trainees to a **variety of scientific careers** and research areas
- Make **career outcomes** publicly available



<https://www.nigms.nih.gov/research-areas/areas-of-research/training-workforce-development-and-diversity>

PREP Program Goal

To develop a [diverse pool](#) of well-trained postbaccalaureates who will transition into and complete rigorous biomedical, research-focused doctoral degree programs (e.g., Ph.D. or M.D./Ph.D.) in biomedical fields relevant to the [NIGMS mission](#).

PREP Website:

<https://www.nigms.nih.gov/training/PREP>

Program Considerations

- Mentors should represent a **broad range** of biomedical disciplines **relevant to the [NIGMS mission](#)**.
- Participants should spend **75% effort** on **research** and **25%** on further **skills development**.
- Expectation is that most participants will transition out of PREP after **1 year**; *a 2nd year is allowable if necessary to enhance a participant's competitiveness.*
- The **vast majority** (e.g., greater than 75%) of a program's participants should enter research-oriented, biomedical doctoral degree programs (e.g., **PhD or MD/PhD**) within two years of completing PREP.
- We anticipate that the PREP award will have an institutional impact by helping awardee institutions achieve greater diversity in their doctoral programs.



Eligibility Overview

Eligibility	PREP
Institution	<i>Research Intensive</i> Average \geq \$7.5M NIH Research Project Grant (RPG) funding per year over the past three fiscal years
Principal Investigator(s)	<ul style="list-style-type: none">• Contact PI must have full time appointment• <u>At least one PI</u> should be an active investigator in the biomedical sciences• Capable of providing both administrative and scientific leadership• <i>Multiple PIs are encouraged</i>
Participants	<ul style="list-style-type: none">• US Citizen or Permanent Resident• Earned baccalaureate degree \leq 36 months prior to applying to a PREP program; not currently enrolled in degree program• Intend to apply to research-focused biomedical doctoral degree program (e.g., Ph.D. or M.D./Ph.D.)

Eligibility: Institution

- Clarification of Eligibility for Institutions with Multiple Campuses. See Notice [NOT-GM-23-019](#):



*The application must be submitted by the eligible organization with a unique entity identifier (UEI) **and** a unique NIH eRA Institutional Profile File (IPF) number. For institutions with multiple campuses, eligibility can be considered for an individual campus (e.g., main, satellite, etc.) only if a UEI **and** a unique NIH eRA IPF number are established **for the individual campus**. For institutions that use one UEI or NIH IPF number for multiple campuses, eligibility is determined for the campuses together.*

Eligibility: Program Participants

- The applicant institution selects the PREP participants who will receive salary support and establishes the qualifications of the participants before they are supported by the program.
- Institutions are strongly encouraged to identify candidates who will enhance diversity on a national basis (e.g., [Notice of NIH's Interest in Diversity](#))

PREP Key Program Dates

FOA	Application Due Date	Review	Council	Earliest Budget Start
	January 31, 2023	June/July 2023	October 2023	December 2023
PAR-22-220	January 31, 2024	June/July 2024	October 2024	December 2024
	January 31, 2025	June/July 2025	October 2025	December 2025


Webinar Outline

- I. Program Overview
- II. Application Overview**
- III. Peer Review Overview
- IV. Budget Overview


First Step in Preparing an Application

Read the FOA ([PAR-22-220](#)), Related Notices and [SF424 \(R&R\) Application Guide](#) thoroughly


★  Must use [FORMS-H](#) for applications due after January 25, 2023


★  Resubmissions are no longer allowed.
However, applicants who are not successful are encouraged to apply again with a new application.

★ Update in last year

 Cause for application withdrawal

The Application - Page Limits

Section of Application	Page Limits * 
Project Summary/Abstract	30 lines of text
Project Narrative	3 Sentences
Specific Aims	1
Research Education Program Plan	25
Advisory Committee (optional)	1
Outcomes Data Collection and Storage Plan	2
Each Biographical Sketch	5
Institutional Support Letter	10
Institutional Eligibility Letter	1
Required Research Education Activities	2 pages per activity
Responsible Conduct of Research Syllabi	2
Elective Activities (optional)	2 pages per activity
Conflict Resolution Protocols (optional)	3

 **Resubmissions no longer allowed.** If applying again after an unsuccessful application, follow instructions for new applications (e.g., DO NOT include an introduction). Resubmission applications are withdrawn prior to review.

If page limits are exceeded, the application is withdrawn prior to review.

Research Plan Form

[View Burden Statement](#)

PHS 398 Research Plan

OMB Number: 0925-0001
Expiration Date: 09/30/2024

Introduction			
1. Introduction to Application (for Resubmission and Revision applications)	<input type="text"/>	Add Attachment	Delete Attachment View Attachment
Research Plan Section			
2. Specific Aims	<input type="text"/>	Add Attachment	Delete Attachment View Attachment
3. *Research Strategy	<input type="text"/>	Add Attachment	Delete Attachment View Attachment
4. Progress Report Publication List	<input type="text"/>	Add Attachment	Delete Attachment View Attachment
Other Research Plan Section			
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8. Consortium/Contractual Arrangements	<input type="text"/>	Add Attachment	Delete Attachment View Attachment
9. Letters of Support	<input type="text"/>	Add Attachment	Delete Attachment View Attachment
10. Resource Sharing Plan(s)	<input type="text"/>	Add Attachment	Delete Attachment View Attachment
11. Other Plan(s)	<input type="text"/>	Add Attachment	Delete Attachment View Attachment
12. Authentication of Key Biological and/or Chemical Resources	<input type="text"/>	Add Attachment	Delete Attachment View Attachment
Appendix			
13. Appendix	Add Attachments	Delete Attachments	View Attachments

Use FORMS-H version



Research Plan Section

- *Research Strategy section must be used for the Research Education Program Plan. Follow instructions in the FOA.*

Other Research Plan Section

Appendix

Research Education Program Plan

(Page limit: 25 pages)

- Current Status of the Graduate Biomedical Science Academic Programs
- Rationale, Mission, Objectives, and Overall Research Education Plan
- Career Development
- Program Oversight, Participating Faculty Selection, and Mentor Training
- Progress Report, if applicable
- Program Director(s)/Principal Investigator(s)
- Program Faculty
- Program Participants
- *Recruitment Plan to Enhance Diversity
- *Plan for Instruction in Methods for Enhancing Reproducibility
- *Plan for Instruction in the Responsible Conduct of Research
- *Evaluation Plan
- *Dissemination Plan

*Applications lacking these sections will not be reviewed

Current Status of Graduate Programs

- Describe PhD student body in biomedically relevant disciplines
- In table format, include the following information:
 - Institutional data on PhD student enrollment for last 5 years and percentage from underrepresented groups
 - Number of PhD students from participating departments/programs and graduation rates for last 5 years (overall and from underrepresented groups)

Do Not include this information in the required data tables attachment or appendix.

Rationale, Mission & Objectives

- Rationale for the proposed program, including feasibility given institutional context
 - Current institutional efforts to promote diversity and create safe and inclusive training environments, including institutional and externally-sponsored programs for the last 5 years.
 - How the PREP program will enhance, but not duplicate, these efforts.
- Program-specific mission and measurable objectives that align with the overarching objective of PREP. Objectives should include, but not be limited to:
 - Program completion rate
 - % of participants who will complete the program in one year
 - % of participants who will transition into and complete research-focused, biomedical doctoral degree programs (e.g., PhD or MD/PhD)

Overall Research Education Plan

- How research experiences and courses will **accomplish the training mission** and objectives
- How activities will **employ evidence** to inform approaches to postbaccalaureate participant learning, mentorship, inclusion, and professional development
- **Examples of research education programs** for individual participants
- Rationale and strategies used for selecting participants
- Activities that will **build a strong cohort** while enhancing science identity, self-efficacy, and sense of belonging among members
- Strategy that will be used to develop the **appropriate IDP** for each participant


Career Development

- How participants will be provided with information about **career outcomes of previous participants** and about the overall biomedical research workforce employment landscape
- How participants will be provided with adequate, appropriate, and timely information regarding the **variety of careers** in the biomedical research workforce
- How participants will learn the **skills, knowledge, and steps needed to attain positions** in the biomedical research workforce

Program Oversight, Participating Faculty Selection, and Mentor Training

- Planned strategy and **administrative structure** to oversee and monitor the program and to ensure appropriate participant progress
- How the program will ensure that participating faculty:
 - employ and impart the highest standards of **scientific rigor**,
 - reinforce the materials on **RCR and methods to enhance reproducibility**,
 - engage in activities that **promote trainee career development**
- How **faculty are trained** to use evidence-informed teaching, training and mentoring for participants from all backgrounds
- Mechanism for **matching participants** with the appropriate participating faculty mentors
- Mechanism to **monitor mentoring**, including oversight of the effectiveness of the participant/faculty match, and a plan for removing faculty displaying unacceptable mentorship qualities

Progress Report (renewal applications only)

- Original specific measurable objectives, anticipated milestones, and outcomes
- Accomplishments during previous project period
 - Participant research
 - PREP-supported development activities (e.g., workshops, scientific meetings, lectures)
- Program outcomes during previous project period
 - Number of participants who matriculated into and completed PREP
 - % of participants who completed the program in one year
 - % of participants who matriculated into research-focused, biomedical doctoral degree programs and the number who completed the degree or continue in good standing
- **Must submit Table 8D: participant outcomes for up to 15 years**
- Lessons learned from previous program assessment and any resultant changes in the program
- Describe institutional impact of the program 

Program Director(s)/Principal Investigator(s)

- Administrative and **training** experience
- At least one PI should be an investigator with an **active research program** in the biomedical sciences and have a record of using rigorous and transparent methods
- Sufficient **bandwidth** to oversee the program
- Demonstrated **commitment** to training the next generation of biomedical research workforce and leading recruitment efforts to **enhance diversity and foster safe and inclusive research environments**
- Multiple PDs/Pis approach is encouraged
- The application should describe the administrative structure and leadership **succession plan** for critical positions



Program Faculty

Describe efforts to build **diverse team** (e.g., from underrepresented backgrounds, women, different career stages), and how the participating faculty:

- **Promote the success of the participants** and research education program
- Have sufficient time to commit to the research education program
- Receive training in **evidence-informed teaching and mentoring** practices
- Cooperate, interact, and collaborate
- Promote the development of skills in rigorous experimental design, methods of data collection, data analysis and interpretation, and reporting
- Provide opportunities for participants to initiate, conduct, interpret, and present rigorous, reproducible and responsible biomedical research with **increasing self-direction**
- Demonstrate a commitment to effective mentoring, and to promoting **inclusive, safe and supportive environments**
- Are **evaluated** as teachers and mentors

Program Participants

- Provide a **strong justification for the intended participants**, and the **eligibility criteria** and/or specific educational background characteristics that are essential for participation in the proposed research education program.
- Explain why participants will **strongly benefit** from being in the PREP program rather than going directly to doctoral-degree granting programs.
- Strategies for ensuring that participants have sufficient commitment to careers in biomedical research should be described.

Recruitment Plan to Enhance Diversity

- Describe outreach strategies and activities to recruit participants from underrepresented groups (see [NOT-OD-20-031](#)).
- Describe specific efforts to be undertaken by the research education program and how they may coordinate with recruitment efforts of the institution
- **Note:**
 - Centralized institutional recruitment efforts alone is not sufficient
 - Providing accommodations for is not the same as recruitment of participants with disabilities

Resources

- NIGMS [Enhancing Diversity in Training Programs](#)
- NIH Extramural Diversity [Recruitment & Retention](#)



If this plan is not included, the application will be considered incomplete and will not be reviewed.

Plan for Instruction in Methods for Enhancing Reproducibility

- Describe how participants will be instructed in principles important for enhancing research reproducibility
- Describe how instruction strategies are well integrated into the overall curriculum
- Describe how all participating faculty will reiterate and augment key elements during lab research training

Resources

- NIH Website on [Rigor & Reproducibility](#)
- NIGMS [Clearinghouse for Data Reproducibility Training Modules](#)
- NIGMS [Funded Projects on Rigor & Reproducibility](#)



If this plan is not included, the application will be considered incomplete and will not be reviewed.

Plan for Instruction in the Responsible Conduct of Research (RCR)

- All applications must include a plan to fulfill NIH requirements for instruction in RCR.
 - **Five required components** must be addressed
 - Should be **appropriate and reasonable** for the nature and duration of the program
- **Renewal applications** must describe any changes in formal instruction over the past project period and plans to address any weaknesses
- All participating faculty who served as course directors, speakers, lecturers, and/or discussion leaders during the past project period must be named in the application.

Resources

- RCR Policy: [NOT-OD-10-019](#) and [NOT-OD-22-055](#)
- Resources: [NOT-OD-22-016](#)



If this plan is not included, the application will be considered incomplete and will not be reviewed.

Program Evaluation Plan

Describe:

- Process to determine **whether the overall program is effective** in meeting its mission and objectives, and whether the scientific research climate is inclusive, safe, and supportive of participant development
- Plans for **being responsive to outcomes analyses**
- Expand on “Outcomes Data Collection and Storage Plan”
- Explain how participant career outcomes will be **tracked**
- How **the program outcomes** will be nationally disseminated
- Describe how the **data** will be **safeguarded** and **preserved**



If this plan is not included, the application will be considered incomplete and will not be reviewed.

NIH contribution toward evaluation costs are limited to a maximum of \$3,000 for the 5-year project period.

Dissemination Plan

A specific plan to nationally disseminate any findings resulting from or materials developed under the auspices of the program.

Examples include data or materials from successful training or mentoring interventions via web postings, presentations at scientific meetings, and/or workshops.

 If this plan is not included, the application will be considered incomplete and will not be reviewed.

Other Research Plan Section

[View Burden Statement](#)

PHS 398 Research Plan

OMB Number: 0925-0001
Expiration Date: 09/30/2024

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Submit a Multiple PD/PI Leadership Plan ONLY IF the application designates multiple PD/PIs

Letters of Support

Two **required** letters:

- 1. Institutional Support Letter** (10 page maximum) – ensuring success of the planned research education program and its participants
- 2. Institutional Eligibility Letter** (1 page maximum) – certifying eligibility, i.e., an average of \geq \$7.5M per year in the past 3 fiscal years



If the institutional support and institutional eligibility letters are **not included**, the application will be considered incomplete and will **not be reviewed**.

- **Other Letters of Support** (e.g., partner Institutions or Organizations) can be included but may not have information required in the Institutional Support Letter

Appendix

[View Burden Statement](#)

PHS 398 Research Plan OMB Number: 0925-0001
Expiration Date: 09/30/2024

Introduction

1. Introduction to Application (for Resubmission and Revision applications) [Add Attachment](#) [Delete Attachment](#) [View Attachment](#)

Research Plan Section

2. Specific Aims [Add Attachment](#) [Delete Attachment](#) [View Attachment](#)

3. *Research Strategy [Add Attachment](#) [Delete Attachment](#) [View Attachment](#)

4. Progress Report Publication List [Add Attachment](#) [Delete Attachment](#) [View Attachment](#)

Other Research Plan Section

5. Vertebrate Animals [Add Attachment](#) [Delete Attachment](#) [View Attachment](#)

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11. Authentication of Key Biological and/or Chemical Resources [Add Attachment](#) [Delete Attachment](#) [View Attachment](#)

Appendix


12. Appendix [Add Attachments](#) [Delete Attachments](#) [View Attachments](#)

Required

- Required Research Education Activities (**2 pages maximum per activity**)
- Responsible Conduct of Research Syllabi (**2 pages maximum**)

Allowable

- Elective Activities (**2 pages maximum per activity**)
- Evaluation and Assessment Instruments
- Conflict Resolution Protocols (**3 pages maximum**)

-  Applications will not be reviewed that
- do not include required appendices
 - include unallowed appendices
 - exceed page limit of any materials

Appendix Policy FAQs

https://grants.nih.gov/grants/policy/appendix_policy.htm

Required Appendix Items

- **Required Research Education Activities (2 pages maximum per activity)** - required activities that all PREP participants will complete.
- **Responsible Conduct of Research Syllabi (2 pages maximum)** - syllabi/outlines to describe RCR training and when the trainees will be taught.



If these are not included, the application will be considered incomplete and will not be reviewed.

If page limits are exceeded, the application will not be reviewed

Optional Appendix Items

- **Elective Activities**- summary content from **up to four** additional elective courses and/or training activities (e.g., syllabi or summaries for courses, mentor training materials, outlines of professional development workshops, career exploration opportunities, or skills development activities). **Note - no more than 2 pages per activity.**
- **Conflict Resolution Protocols (3 page maximum)** detailed protocols for addressing problems with program participant and faculty matches, removal of faculty from the research education program with unacceptable training/mentoring skills and for conflict resolutions for multi PD(s)/PI(s) and mentor/mentee relationships.
- **Evaluation and Assessment Instruments** blank surveys, rubrics, and/or forms used to (a) document and monitor participant progress and (b) determine whether the research education environment is effective, inclusive, safe, and supportive.

Other Attachments

RESEARCH & RELATED Other Project Information

OMB Number: 4040-0001
Expiration Date: 12/31/2022

1. Are Human Subjects Involved? Yes No

1.a. If YES to Human Subjects

Is the Project Exempt from Federal regulations? Yes No

If yes, check appropriate exemption number: 1 2 3 4 5 6 7 8

If no, is the IRB review Pending? Yes No

IRB Approval Date:

Human Subject Assurance Number:

2. Are Vertebrate Animals Used? Yes No

2.a. If YES to Vertebrate Animals

Is the IACUC review Pending? Yes No

IACUC Approval Date:

Animal Welfare Assurance Number:

3. Is proprietary/privileged information included in the application? Yes No

4.a. Does this Project Have an Actual or Potential Impact - positive or negative - on the environment? Yes No

4.b. If yes, please explain:

4.c. If this project has an actual or potential impact on the environment, has an exemption been authorized or an environmental assessment (EA) or environmental impact statement (EIS) been performed? Yes No

4.d. If yes, please explain:

5. Is the research performance site designated, or eligible to be designated, as a historic place? Yes No

5.a. If yes, please explain:

6. Does this project involve activities outside of the United States or partnerships with international collaborators? Yes No

6.a. If yes, identify countries:

6.b. Optional Explanation:

7. Project Summary/Abstract

8. Project Narrative

9. Bibliography & References Cited

10. Facilities & Other Resources

11. Equipment

12. Other Attachments

Required

- Program Faculty [Biosketches](#) Outcomes Data Collection and Storage Plan (2 pp.)
- Training Data Table 4
- Training Data Table 8D, *for renewal applications only*

Optional

- Advisory Committee (1 p.)

Applications will not be reviewed that

- do not include required attachments
- include unallowed attachments
- exceed page limit of any materials



Faculty Biosketches

Personal statement should address:

- Commitment to training, mentoring, and promoting inclusive, safe and supportive scientific research environments. ***Typically includes experience with mentoring students from diverse backgrounds and interest in promoting diversity in biomedical research.***
- Maintaining a record of, and providing training in rigorous and unbiased experimental design, methodology, analysis, interpretation, and reporting of results



If program faculty biosketches are not included, the application will be considered incomplete and will not be reviewed.



Updated biosketch format and 5-page limit [NOT-OD-21-073](#)

Outcomes Data Collection and Storage Plan (2 pages)

- A plan to track the outcomes for all supported participants for a minimum of **15 years beyond** the individual's participation in the program.
- **You are encouraged to make the aggregate outcome data available on your institution's website.**
- A strategy to ensure the secure storage and preservation of program data and outcomes (i.e., centralized, safeguarded, and retrievable during leadership changes).



If this plan not included, the application will be considered incomplete and will not be reviewed.

Required Training Data Table 4

Sample Table 4. Research Support of Participating Faculty Members

Faculty Member	Funding Source	Grant Number	Role on Project	Grant Title	Project Period	Current Year Direct Costs
Jones, Janine L.	NIH	1 R01 GM76259-01	PD/PI	Structure and Function of Acetylcholine Receptors	06/2014--05/2018	\$190,000
Jones, Janine L.	NIH	5 K08 AI00091-03	PD/PI	Purification & Identification of Receptors	11/2012-11/2017	\$140,000
Ehlers, Roger G.-	Univ		PD/PI	University start-up funds	08/2014-07/2017	\$350,000
Mack, Thomas R.	Fdn		PD/PI	Control of Angiogenesis	03/2011-02/2015	\$185,000
Mack, Thomas R.	NSF	PCM 80-12935	PD/PI	Cell Culture Center	12/2012-11/2015	\$180,000
Mack, Thomas R.	NIH	1 P01 HL71802-05	Project PI	Subproject 4: Oncogenic Kit Receptor Signaling in vivo	10/2011-09/2015	\$165,000
Smith, James P.	None					
Zachary, Andrew	NIH	1 U01 AI28507-01	PD/PI	Human Monoclonal Antibodies as a Therapy for Staphylococcal Enterotoxin	07/2013-06/2018	\$200,000
Average Grant Support per Participating Faculty Member						\$282,000

Rationale: This table provides evidence of the **strength of the research environment**, the availability of **funds to support research conducted by the trainees**, and the **appropriateness** of the participating faculty in terms of their **areas of research**.

For renewal applicants only: Required Training Data Table 8D Part I

Part I. Those Appointed to the Training Grant

Trainee	Faculty Member	Start Date	Summary of Support During Training	Degree(s) Received and Year(s)	Topic of Research Project	Initial Position	Current Position	Subsequent Grant(s)/Role/Year Awarded
Gonzalez, Marc	Bradley, Andrea	6/2008	TY1: GM R25	BS 2007 MD/PhD 2020	Therapeutic potential of cell signaling in Alzheimer disease	MD/PhD student UCLA School of Medicine Further Training	Medical Resident Dept of Neurology Cedars-Sinai Hospital Further Training	
Johnson, Gina	Vasquez, Richard	6/2010	TY1: GM R25	BS 2010 MS 2013	Viral infections	Master's student Vanderbilt University Further Training	PhD student Northwestern University Further Training	GM F31/PI/2018-2020
Phelps, Ryan	Smith, Dan	6/2011	TY1: GM R25 TY2: Univ S	BS 2010 PhD 2020	Circadian rhythms, sleep & metabolism	PhD student NYU Further Training	Postdoctoral Scholar Weill Cornell Medical School Further training	NSF GRF/PI/2020
Byrd, Nina	Hoops, Eric	6/2012	TY: GM R25	BS 2012 MS 2015	Nuclear pore formation	PhD student Baylor University Further training	Scientist I Pfizer Primarily Research	

Advisory Committee *Optional*

- **Not a required** component of a research education program.
- Describe how the Advisory Committee will assess the overall effectiveness of the program.
- Include the roles, responsibilities, and desired expertise of committee members, frequency of committee meetings, and other relevant information.
- Only pre-existing Advisory Committee members should be named in the application.

Common Pitfalls



- Not reading the FOA and Notices thoroughly
- Unclear or incomplete presentation of data
 - Outcomes exaggerated
 - Data tables don't align with narrative (reviewers "do the math")
- Specific aims do not align with institutional assessment and resources
- Proposed project lacks innovation (i.e., activities do not align with stated aims or do not employ the latest evidence-informed educational practices)
- Failure to state program challenges and strategies to address them (especially for renewals)
- Faculty biosketches are not up-to-date nor relevant for research education program (personal statement).

Webinar Outline

- I. Program Overview
- II. Application Overview
- III. Peer Review Overview**
- IV. Budget Overview

Review of Applications

- PREP applications reviewed by standing NIGMS review committees: TWD-C and TWD-D (distributed).
www.nigms.nih.gov/Research/application/Pages/reviewcommittees.aspx
- **Receipt letter** from scientific review officer (SRO) provides information about meeting dates, updating applications, link for committee roster, and contacts
- Scores and summary statements accessed through PI's eRA Commons account.

Review of Applications

- Please read the review criteria while preparing your application to make sure that all the required information is included.
- Review panel will assess your application against the review criteria.
- Reviewers will provide an overall impact score to reflect their assessment of the likelihood for the project to strongly advance research education by fulfilling the goal of this R25 Education Program, in consideration of the following review criteria and additional review criteria.

Review Criteria – Section V of FOA

Scored Review Criteria

- **Significance**

- Does the proposed program address a key audience and important need in research education?
- Specific to this FOA: Is there convincing evidence that the proposed program will provide **participants from diverse backgrounds** with the experiences and skills that will allow them to **transition into and complete** rigorous, research-focused biomedical doctoral degree programs?

Review Criteria – Section V of FOA

Scored Review Criteria, cont.

- **Investigator(s)**

- Is the PD/PI capable of providing both administrative and scientific leadership? Is there evidence that an appropriate level of effort will be devoted by the program leadership?
- **Specific to this FOA:** Do the PD(s)/PI(s) have a demonstrated commitment to training the next generation of the biomedical research workforce, leading recruitment efforts to enhance diversity, and fostering inclusive research environments? Does at least one member of the PD/PI team have a demonstrated record of using rigorous and transparent methods in a biomedical field? Have the PD(s)/PI(s) received training on how to effectively mentor participants, including those from underrepresented groups, and promote inclusive, safe, and supportive research training environments? Do participating faculty come from a broad range of biomedical disciplines within the NIGMS mission? Do the participating faculty have a record of conducting ethically sound, rigorous and responsible scientific research? Do the participating faculty come from diverse backgrounds? If not, are there plans to recruit faculty to enhance the program faculty diversity?

Review Criteria – Section V of FOA

Scored Review Criteria, cont.

- **Innovation**

- Does the applicant make a strong case for this program effectively reaching an audience in need of the program's offerings? Where appropriate, is the proposed program developing or utilizing innovative approaches and latest best practices to improve the knowledge and/or skills of the intended audience?

Review Criteria – Section V of FOA

Scored Review Criteria, cont.

- **Approach**

- Does the program clearly state its goals and objectives? Is there evidence that the program is based on a sound rationale? Is the plan for evaluation likely to provide evidence about the effectiveness of the program?
- **Specific to this FOA:** Will the research experiences, courses for skills development, and structured activities achieve the stated mission and objectives of the research education program? Are the rationale and strategies for recruiting and selecting participants who strongly benefit from being in the PREP program well conceived? Does the program employ modern, evidence-informed approaches to training, mentorship, inclusion, and professional development? Are the activities likely to build a strong cohort of research-oriented individuals? Does the application describe an effective strategy and administrative structure to oversee and monitor the program to ensure appropriate and timely progress for the participants? Is there a clear mechanism for matching the participants with appropriate participating faculty, and for monitoring mentoring, including oversight of the effectiveness of the participant/faculty match?

Review Criteria – Section V of FOA

Scored Review Criteria, cont.

- **Environment**

- Will the scientific and educational environment of the proposed program contribute to its intended goals? Is there evidence of institutional commitment?
- **Specific to this FOA:** Is there clear institutional commitment to develop and promote a culture in which the highest standards of safety, scientific rigor, reproducibility, and responsible conduct of research are advanced? Are the core facilities and technology resources necessary for the success of the program well supported? Is there evidence that the research facilities and laboratory practices ensure the safety of program participants? Is there evidence that the institution fosters and rewards excellence in training and mentoring (for example, through institutional policies)? Are diversity and inclusion promoted at all levels of the research environment (participants/trainees, staff, faculty, and leadership)? Are appropriate policies and procedures in place to protect the participants from harassment and other prohibited practices? Are the research facilities accessible to participants/trainees with disabilities?

Review Criteria – Section V of FOA

Additional Review Criteria (part of Overall Impact score but no separate scores given)

- Training in Methods for Enhancing Reproducibility
- Recruitment Plan to Enhance Diversity
- Training in the Responsible Conduct of Research
- [Protections for Human Subjects, Vertebrate Animals, Biohazards] – generally not applicable
- Renewals

Additional Review Considerations (no separate scores given and not considered in Overall Impact score)

- Resource Sharing Plans
- Budget and Period of Support (# Participants)

Application Preparation - Reminders

- Resubmissions are no longer allowed; do not submit an A1 or include an introduction
- Read the FOA thoroughly and make sure that your application addresses all the training elements and that all requested materials are included.
- Make sure that materials are supplied in the correct locations, per FOA instructions.
- Allow enough time to carefully check your application after submission. We cannot accept any missing items after the receipt deadline.



Applications will be *withdrawn* if anything is missing or unallowed materials are included!

Review Process: Usual Timeline

Timeframe

Activity

(From submission date)

1 - 2 months

Referral

2 - 6 months

Review Panel

6 - 7 months

Summary Statement Available

7 - 8 months

Advisory Council

8 - 9 months

Funding Decisions

9 - 10 months

Award Start Date

Webinar Outline

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Budget: Participants

- Applications may request **up to ten** postbaccalaureate positions for each year of the grant
- Support is allowed for **participants** in the form of **salary or wages**. Total compensation can include fringe benefits, and tuition remission and fees.
- TRAVEL: Applicants may request support for travel of PREP participants to attend or present scientific papers at domestic scientific conferences

Budget: Overview

- The total direct costs for each award are limited to \$400,000 annually.
- The total project period may not exceed 5 years.
- Indirect Costs are reimbursed at 8% of modified total direct costs (exclusive of tuition and fees and expenditures for equipment).

Budget: Program-Related Expenses

- Consultant costs, equipment, supplies, travel for key persons, and other program-related expenses may be included in the proposed budget.
- Limited program evaluation costs (maximum of \$3,000 for the 5-year training grant period).
- A single consolidated budget for PREP is required, with each item clearly justified.

Budget: Personnel Effort

- Individuals designing, directing, and implementing the research education program may request salary and fringe benefits appropriate for the person months devoted to the program.
- Salary support for the PD(s)/PI(s) [or combination of multiple PD(s)/PI(s)] is limited to up to a total of 1.2 person-months (10% full-time) effort per year.
- Salary for a program coordinator to assist the PD(s)/PI(s) is limited to up to 6 person-months (50% full time)

xTrain for Participant Appointments

- All PREP participants must have an appointment form submitted through the eRA Commons to xTrain before they may receive compensation.
- If participants cannot continue in the grant program for the full appointment period, an amended appointment must be submitted to xTrain with the correct appointment period.

xTrain Web Page - application guide, quick reference sheets, FAQs, training materials:

https://era.nih.gov/services_for_applicants/other/xTrain.cfm

For Additional Information

	PREP
Funding Opportunity Announcement (FOA)	<u>PAR-22-220</u>
NIGMS website	<u>PREP (R25)</u>

[Frequently Asked Questions – Application Guide, Electronic Submission of Grant Applications](#)

Critical Deadlines

FOA	Application Due Date	Review	Council	Earliest Budget Start
	January 31, 2023	June/July 2023	October 2023	December 2023
<u>PAR-22-220</u>	January 31, 2024	June/July 2024	October 2024	December 2024
	January 31, 2025	June/July 2025	October 2025	December 2025

Questions?

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