The Bridges Programs Webinar

PAR-17-210: Bridges to the Baccalaureate (B2B)
PAR-17-209: Bridges to the Doctorate (B2D)

Patrick H. Brown, Mercedes Rubio, Rebecca Johnson, Justin Rosenzweig
16 August, 2018
Expectations

Intended Audience:

• New Applications, Considering Applying
• Renewal/Resubmission Applications

Objectives:

• Understand the Structure of the Bridges Programs
• Informed of Components of an Application
• Aware of Review Criteria and Considerations
• Knowledge of Budget Limitations
Questions During the Webinar?

Click on-line in the “chat” symbol located on the lower left side of your screen.

Click on the ‘send’ symbol after typing in your question(s).

We will try to answer them during the Q&A period.
** DISCLAIMER **

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

For any submission, applicants are responsible for following the instructions detailed in the FOA and any Related Notices included in the FOA’s Overview Information section.

Webinar Agenda

Opening Remarks

Program Perspective

General Background

- Program Overview, Goals
- Award Overview, Eligibility
- Planning Considerations

Application Components

- Research Education Program Plan
- Required Tables, Allowable Attachments

Peer Review Perspective

Grants Management Perspective

Your Perspective: Questions? Answers!
Opening Remarks

Dr. Shiva Singh
Chief, Undergraduate and Predoctoral Training Branch
Division of Training, Workforce Development, and Diversity
National Institute of General Medical Sciences
Webinar Agenda

Opening Remarks

Programmatic Perspective

General Background
- Program Goals, Strategy
- Award Overview, Eligibility
- Planning Considerations

Application Components
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- Required Tables, Allowable Attachments

Peer Review Perspective

Grants Management Perspective

Your Perspective: Questions? Answers!
General Background

Overarching Goal
To develop a diverse pool of well-trained scientists available to address the nation's biomedical research agenda.

Strategy

Critical Transition Points
Institutional Partnerships
Creative Educational Activities

Program Goal
Degree Completion
Award Overview

Creative Educational Activities
• Curriculum Development (B2B)
• Courses for Skills Development
• Research Experiences

Grant Funds
• Up to 5 years of support
• Up to $300,000 per year
• Salary Support for Administration
• Salary Support for Participants
• Materials and Supplies
• Travel
• Tuition remission (B2D)
• Assessment
Eligibility

• Institutions
  - Type: Domestic, Higher Education (Public/Private) Institutions
  - Partnership/Consortium: CC → 4-yr (B2B) Master’s* → Ph.D. (B2D)
  - Large pool of students from UR groups

• Program Directors/Principal Investigators (PD/PI)
  - PD/PI from each participating institution—the PIs must have full-time appointment
  - PD/PI should have a eRA commons account—required for grant submission
  - Multi-PD/PI plan required (Lead/Contact PD/PI and Partner PD/PI)

• Participants
  - U.S. citizens, non-citizen nationals, or permanent residents
  - Nationally underrepresented individuals in the biomedical sciences (NOT-OD-18-210)
  - Enrolled full-time in Associate’s or Master’s program

* - terminal MS degree
Planning Considerations

Basepoint Information Based on Self Assessment

2-Yr Institution/MA Institution

Institution Transfer Rate

Department Transfer Rates

Bridges Eligible Transfer Rate

Attrition

Attrition Rate

BA/BS Institution/PhD Granting Institution

Institution Completion Rate

Department Completion Rates

Bridges Eligible Completion Rate
Why is the Self-Assessment Important?

Need for a program
Set program goals—as measurable objectives
Pool of bridges eligible participants
Identify challenges faced by bridges participants and institutions involved
Ways to improve program outcomes
Identification of resources available that can be leveraged

Set Program Goals as Measurable Objectives

Examples of poor measurable objectives:

1) Prepare students for a biomedical research experience
2) Engage students in a biomedical research experience
3) Provide continued engagement through continuity
4) Provide the necessary skills for Bridges participants to transition to BS/PhD institution
Webinar Agenda

Opening Remarks

Programmatic Perspective:

General Background
- Program Goals, Strategy
- Award Overview, Eligibility
- Planning Considerations

Application Components
- Research Education Program Plan
- Required Tables, Allowable Attachments

Peer Review Perspective

Grants Management Perspective

Your Perspective: Questions? Answers!
Research Education Program Plan

The **Research Education Program Plan** must include the following components:

- Proposed Research Education Program
- Program Director/Principal Investigator
- Program Faculty
- Program Participants
- Institutional Environment and Commitment
- Recruitment Plan to Enhance Diversity
- Plan for Instruction in the Responsible Conduct of Research
- Program Assessment Plan

Attachment: Research Plan Section Filename: “ResearchStrategy.pdf”
Proposed Research Education Program

• Discuss the results of the **self-assessment** and the basepoint measures

• State concisely the Goals and Objectives of plan in terms of **measurable outcomes**, including institutional impact

• Identify areas selected for improvement and rationale for incorporating proposed activities—this includes what is mentioned in the literature

• Discuss perceived impediments and alternative strategies

• Discuss synergy with existing programs (added value)

• Propose anticipated overall impact of program on partnership capacity

• Describe mutual benefits to partnership institutions-keep in mind overall goal and measurable objectives
Program Director/Principal Investigator

- Monitor and assess the program, submit required documents and reports
- Capable of providing administrative and scientific leadership
- Skills, knowledge, and resources necessary to carry out the proposed plan

Required Multiple PD/PI Leadership Plan*
- Multi-PI (PI at each participating Institution)
- PIs must have a full-time appointment
- Outlining the organizational structure
- Delineate roles and responsibilities
- Succession plan (as needed)

*Attachment: (Research Plan Section)
Filename: “MPIplan.pdf”
Program Faculty

- Research and mentoring experience
- Recruitment, selection, removal strategy
- Roles/expectations of participating faculty (NIH Biosketch)
- Diversity of faculty pool
- Commitment to effective mentoring and research training

**Required Table(s)**

*Table 2. Participating Faculty Members (B2B, B2D)*

*Table 4. Research Support of Participating Faculty Members (B2D)*

*Attachment: (R&R Other Project Information Section)*
Filename: “DataTables.pdf”
Program Participants

• Must be full-time enrolled
• Underrepresented population (NOT-OD-18-210)
• Describe criteria & procedures for identification, selection, and retention of students in the Bridges programs
• Describe matching of participants with mentors
• Discuss rationale for number slots requested

Required Table(s)*
Table 6A. Applicants, Entrants, and their Characteristics (B2D)

*Attachment: (R&R Other Project Information Section)
Filename: “DataTables.pdf”
Institutional Environment/Commitment

- Rationale for selection: location & proximity of partner institution
- Biomedical sciences-related disciplines offered & curriculum
- Counseling & mentoring services available
- Current research training & student development programs
- Senior Leadership commitment
- Plans for Institutionalizing Bridges-supported activities
- Support of Department Chair, Dean, College…
- Financial and/or Other Support for Bridged participants
- Letters of Support and Articulation/Consortium Agreements

**Recommended Table Format**

Sample Format Table A. Active Biomedical Science-Related Academic Programs

Table is downloadable from Bridges websites.

*Part of the 25-page Research Plan*
Progress Report (For Renewals)*

• Summarize specific **accomplishments** of the program in the context of the measurable objectives of the original proposal
  - Number in program? Number who bridged? Number in training? Number who dropped out?
  - Number completed BS/PhD? Number in training? Number who dropped out?

• Describe the **impact** of the Bridges Program on the curriculum, faculty, students

• Highlight any Bridges activities that have been **institutionalized**

• Describe the **Research Experiences** of students and area of science

• Discuss what was **learned** from the assessment and any **changes**

• Provide information on up to past three funding cycle(s), if applicable

**Recommended Table Format** (B2D)
Sample Format Table 1- Summary of Student Participants

Table is downloadable from Bridges websites.

*Attachment: (R&R Other Project Information Section Filename: “Progress_Report.pdf”

The Bridges Programs Webinar- August 16th, 2018
Assessment Plan

- Describe the assessment process and how it was used to determine if the measurable objectives were achieved
- Metrics for measurable outcomes
- Describe system for monitoring Bridges participant’s progress and outcomes
- Identify strengths/weaknesses, make improvements

BS  PhD
Recruitment Plan to Enhance Diversity

New Applications

• Describe plans/strategies to enhance recruitment of UR participants (including individuals with disabilities)
• How will they be recruited? How will they be paired with mentors?

Renewals

• Detailed account of successful/unsuccessful strategies employed
• Account for:
  — Number of students that applied to the program
  — Number of students admitted and retained
  — Number of students that participated in research

Check out these websites for ideas:

https://extramural-diversity.nih.gov/
https://www.nigms.nih.gov/training/diversity/Pages/Approaches.aspx
Plan for Instruction in the Responsible Conduct of Research (RCR)

**Required Components**
- Format of Instruction
- Subject Matter-content
- Faculty Participation
- Duration of Instruction
- Frequency of Instruction

**Renewal** Applications: describe changes in formal instruction, address weaknesses

See [NOT-OD-10-019](NOT-OD-10-019) for Requirements for Instruction in the RCR

Applications lacking a plan for instruction in RCR will not be reviewed
### Data Tables - New Applications

<table>
<thead>
<tr>
<th>New Applications</th>
<th>Date</th>
<th>Format</th>
<th>File Size</th>
</tr>
</thead>
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<tr>
<td><strong>New Predoctoral Training</strong></td>
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<td>MS Word (87 KB) PDF (453 KB)</td>
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[https://grants.nih.gov/grants/forms/data-tables.htm](https://grants.nih.gov/grants/forms/data-tables.htm)
## Data Tables - Renewal or Revisions

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<th>Renewal or Revision Applications</th>
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<th>File Format 2</th>
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<td>MS Word (52 KB) PDF (107 KB)</td>
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Submit tables: 1, 2, 3, 4, 5A, 6A, 7, 8A

Submit tables 1, 2, 3, 4, 5B, 6B, 7, 8C

Submit tables: 2, 3, 4, 5C, 8D

[https://grants.nih.gov/grants/forms/data-tables.htm](https://grants.nih.gov/grants/forms/data-tables.htm)
Table 2- Participating Faculty

Table 2. Participating Faculty Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree(s)</th>
<th>Rank</th>
<th>Primary Department or Program</th>
<th>Research Interest</th>
<th>Training Role</th>
<th>Pre-doctorates in Training</th>
<th>Pre-doctorates Graduated</th>
<th>Pre-doctorates Continued in Research or Related Careers</th>
<th>Post-doctorates in Training</th>
<th>Post-doctorates Completed Training</th>
<th>Post-doctorates Continued in Research or Related Careers</th>
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</table>

The data in this table concisely summarizes information about the training faculty.
# Table 2 - Participating Faculty Members

Required for both Bridges Programs, all partner institutions:

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree(s)</th>
<th>Rank</th>
<th>Primary Department or Program</th>
<th>Research Interest</th>
<th>Training Role</th>
<th>Pre-doctorates in Training</th>
<th>Pre-doctorates Graduated</th>
<th>P'doctorates Continued in Research or Related Careers</th>
<th>P'doctorates in Training</th>
<th>P'doctorates Completed Training</th>
<th>P'doctorates Continued in Research or Related Careers</th>
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<tbody>
<tr>
<td>Brown, P. H.</td>
<td>Ph.D.</td>
<td>Prof</td>
<td>Chemistry</td>
<td>Organic Synthesis</td>
<td>PD/PI</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>Smith, A.</td>
<td>M.S.</td>
<td>Asst. Prof.</td>
<td>Biochemistry</td>
<td>Protein Structure, Folding, and Immunogenicity</td>
<td>Preceptor</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**College A**

**University/B**

| Brown, K. J.       | Ph.D.    | Professor | Biology | Apoptosis | PD/PI | 18 | 16 | 2 | 8 | 8 | 5 |
| Sandoz, Miguel J.  | MD, Ph.D.| Assoc. Prof. | Neuroscience | Developmental Genetics in Drosophila | PD/PI | 9 | 8 | 1 | 4 | 4 | 3 |

Mentoring record (Over last 10 years)
Table 4- Research Support

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

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Funding Source</th>
<th>Grant Number</th>
<th>Role On Project</th>
<th>Grant Title</th>
<th>Project Period</th>
<th>Current Year Direct cost</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

**Average Grant Support per Participating Faculty Member**
## Table 4. Research Support

Bridges to the Doctorate Program only, all partner institutions:

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Funding Source</th>
<th>Grant Number</th>
<th>Role On Project</th>
<th>Grant Title</th>
<th>Project Period</th>
<th>Current Year Direct cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jones, Janine L.</td>
<td>NIH</td>
<td>1 R01 GM76259-01</td>
<td>PD/PI</td>
<td>Structure and Function of Acetylcholine Receptors</td>
<td>06/2014--05/2018</td>
<td>$190,000</td>
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<td>Jones, Janine L.</td>
<td>NIH</td>
<td>5 K08 AI00091-03</td>
<td>PD/PI</td>
<td>Purification &amp; Identification of Receptors</td>
<td>11/2012-11/2017</td>
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<td>Mack, Thomas R.</td>
<td>NSF</td>
<td>PCM 80-12935</td>
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<td>Zachary, Andrew</td>
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<td>Human Monoclonal Antibodies as a Therapy for Staphylococcal Enterotoxin</td>
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<tr>
<td><strong>Average Grant Support per Participating Faculty Member</strong></td>
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<td>$177,500</td>
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</tbody>
</table>

*How will trainees be supported here?*
These data permit the evaluation of the ability of participating departments/interdepartmental programs to recruit trainees. These data are useful in assessing the selectivity of the admissions process, the competitiveness of the training program, and the appropriate number of training positions to be awarded.
### Table 6A. Applicants, Entrants, and their Characteristics for the Past Five Years: Predoctoral Bridges to the Doctorate Program only:

<table>
<thead>
<tr>
<th>Most Recently Completed Year: 2013-2014</th>
<th>Total Applicant Pool</th>
<th>Applicants Eligible for Support</th>
<th>New Entrants to the Program</th>
<th>New Entrants Eligible for Support</th>
<th>New Entrants Appointed to this Grant (Renewal/Revision Applications Only)</th>
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</thead>
<tbody>
<tr>
<td>College A</td>
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<td>Department of Chemistry &amp; Biochemistry</td>
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<td>Department of Molecular &amp; Cell Biology</td>
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<td>12</td>
<td>10</td>
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<tr>
<td>Department of Computational Biology</td>
<td>12</td>
<td>6</td>
<td>8</td>
<td>3</td>
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<tr>
<td>College B</td>
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<tr>
<td>Department of Chemistry</td>
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<td>Department of Biology</td>
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<td>92</td>
<td>56</td>
<td>27</td>
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</table>

Renewal/revisions only
For **new applications**, this table provides information on the **effectiveness** of the proposed training program.

For **renewal applications**, this table provides information about the use of undergraduate training positions (e.g., distribution by faculty member, year in program, years of support per undergraduate student). The data also permits an evaluation of the effectiveness of the supported training program in achieving the training objectives of the prior award period(s) for **up to 15 years**.

<table>
<thead>
<tr>
<th>Trainee</th>
<th>Faculty Member</th>
<th>Start Date</th>
<th>Summary of Support During Training</th>
<th>Degree(s) Received and Year(s)</th>
<th>Topic of Research Project</th>
<th>Initial Position Department Institution Activity</th>
<th>Current Position Department Institution Activity</th>
<th>Subsequent Grant(s)/Role/Year Awarded</th>
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Table 8. Program Outcomes - NEW

Required for both Bridges Programs:

<table>
<thead>
<tr>
<th>Trainee/Participant</th>
<th>Faculty Member</th>
<th>Start Date</th>
<th>Summary of Support During Training</th>
<th>Degree(s) Received and Year(s)</th>
<th>Topic of Research Project</th>
<th>Initial Position Department Institution Activity</th>
<th>Current Position Department Institution Activity</th>
<th>Subsequent Grant(s)/Role/Year Awarded</th>
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<tbody>
<tr>
<td>Rubio, Mercedes</td>
<td>Williams, David</td>
<td>09/2006</td>
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<td>BA, 2010 MA, 2012 PhD, 2016</td>
<td>Breast Cancer</td>
<td>Postdoc Fellow Univ of</td>
<td>Postdoc Fellow Univ of</td>
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<td>Reynolds, Kristy</td>
<td>Fenselau, Kristin</td>
<td>09/2013</td>
<td></td>
<td>BA, 2015</td>
<td>Breast Cancer</td>
<td>Medical School</td>
<td></td>
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</tr>
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<td>Gummie, Allie</td>
<td>09/2015</td>
<td></td>
<td>In progress</td>
<td>Breast Cancer</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Columns 6-9 are not necessary for NEW B2B applications

Table 8A. Program Outcomes: Predoctoral (B2D)
Table 8D. Program Outcomes: Undergraduate (B2B)
### Table 8. Program Outcomes - Renewals

#### Required for both Bridges Programs:

<table>
<thead>
<tr>
<th>Trainee/Participant</th>
<th>Faculty Member</th>
<th>Start Date</th>
<th>Summary of Support During Training</th>
<th>Degree(s) Received and Year(s)</th>
<th>Topic of Research Project</th>
<th>Initial Position</th>
<th>Current Position</th>
<th>Department</th>
<th>Institution</th>
<th>Activity</th>
<th>Subsequent Grant(s)/ Role/Year Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reynolds, Kristy</td>
<td>Fenselau, Kristin</td>
<td>09/2013</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Table 8A. Program Outcomes: Predoctoral (B2D)

#### Table 8D. Program Outcomes: Undergraduate (B2B)
Research educational programs may complement ongoing research training & education occurring at the applicant institution, but they **must be distinct**.

Table is downloadable from Bridges websites.

---

**Sample Format Table A**

Required for both Bridges Programs:

<table>
<thead>
<tr>
<th>College or University A</th>
<th>PREP</th>
<th>RISE</th>
<th>MARC USTAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start and End Project Dates</td>
<td>2014-2019</td>
<td>2012-2016</td>
<td>2013-2018</td>
</tr>
<tr>
<td>Funding Source</td>
<td>NIH</td>
<td>NIH</td>
<td>NIH</td>
</tr>
<tr>
<td>Number of Participants</td>
<td>10</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>Target Participant Eligibility</td>
<td>BS</td>
<td>BS, MS, PHD</td>
<td>BS</td>
</tr>
<tr>
<td>Program Disciplines Included</td>
<td>Biology, Chemistry</td>
<td>Biochemistry</td>
<td>Biology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College or University B</th>
<th>IMSD</th>
<th>BUILD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start and End Project Dates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Funding Source</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Participants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Target Participant Eligibility</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Disciplines Included</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Webinar Agenda

Opening Remarks

Programmatic Perspective:
  General Background
    • Program Goals
    • Planning Considerations
    • Award Overview, Eligibility
  Application Components
    • Research Education Program Plan
    • Required Tables, Allowable Attachments

Peer Review Perspective

Grants Management Perspective

Your Perspective: Questions? Answers!
Overall Impact paragraph

Scored Criteria:
- Significance
- Investigator(s)
- Innovation
- Approach
- Environment

Additional Review Criteria:
- Resubmissions (responses to previous reviews/changes)
- Renewals (progress from last funding period)

Additional Review Considerations: Acceptable/Unacceptable
- Recruitment Plan to Enhance Diversity
- Training in the Responsible Conduct of Research
Peer Review

Tips about Format

Page Limits

• Supply all requested materials within allowed page limits
• Do not use appendices or any other section to get around the limits

Appendices

• Follow all instructions for the Appendices as described in the SF424 (R&R) applications guide
• Appendix section is now VERY restricted - see NOT-OD-16-129
• For Bridges applications – only BLANK surveys, questionnaires, data collection instruments are allowed
• NO catalogs, curricula, publications (including lists), biosketches, examples of completed surveys, etc.
• If unallowed materials are included, application will be WITHDRAWN!
Application Preparation Tips

Remember: Content, Context, Comprehensive, Clear, Current, Consistent

Content

• Read the program announcement and ensure that your application contains the necessary elements
  - Multiple PD/PI Leadership plan
  - Data tables
• Successful submission through Grants.gov and eRA Commons does not mean appropriate responsiveness to the program announcement

Context

• Present the institutional framework and environment of your program
• Be realistic in your program’s goals
Peer Review

Application Preparation Tips (2)

Comprehensive

• **Address all of the requirements** of the program announcement
  • For example:
    • If you don’t have institutional baseline data, explain how you plan to obtain it
    • If you haven’t fully formed your evaluation plan, at least acknowledge that you are working on it
  • Describe how your program “works”
    • For example:
      • How are students recruited and selected? By whom?
      • What does the advisory committee do? How often do they meet?
      • How have you used evaluation information in designing/improving your program?
Peer Review

Application Preparation Tips (3)

Clear

• Don’t bury important information

• Don’t expect reviewers to “read between the lines” to figure out what you are proposing

• **Present outcomes data in a straightforward manner:**
  ○ Don’t exaggerate
  ○ Don’t hide data (reviewers will “do the math”)
  ○ It is far better to present results as they are and address how the program aims to improve
Peer Review

Application Preparation Tips (4)

Current
• Make sure faculty biosketches are up-to-date
• Provide data on current and prior participants
• Use the most recent institutional data

Consistent
• Data in tables and text should match
• Data should be consistent across tables
• Match justification to budget items
• Refer to the correct program in text and tables
# Peer Review

## Review Process: Usual Timeline

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>(From submission date)</td>
<td></td>
</tr>
<tr>
<td>1 - 2 months</td>
<td>Referral</td>
</tr>
<tr>
<td>2 - 6 months</td>
<td>Review Panel</td>
</tr>
<tr>
<td>6 - 7 months</td>
<td>Summary Statement Available</td>
</tr>
<tr>
<td>7 - 8 months</td>
<td>Advisory Council</td>
</tr>
<tr>
<td>8 - 9 months</td>
<td>Funding Decisions</td>
</tr>
<tr>
<td>9 - 10 months</td>
<td>Award Start Date</td>
</tr>
</tbody>
</table>

The Bridges Programs Webinar - August 16th, 2018
Webinar Agenda

Opening Remarks

Programmatic Perspective:

- General Background
  - Program Goals
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- Application Components
  - Research Education Program Plan
  - Required Tables, Allowable Attachments

Peer Review Perspective

Grants Management Perspective

Your Perspective: Questions? Answers!
Budget Reminders

• Read Section I, especially the Other Award Budget Information section, Carefully!

• Be aware of the specific award Caps/Restrictions:
  
  o Total Direct Cost limited to $300,000 per year
  
  o Indirect Costs are reimbursed at 8% of modified total direct costs (exclusive of tuition and fees, consortium costs in excess of $25,000, and expenditures for equipment)
  
  o Salary support for program administration, is limited to 30% of the total direct costs annually
  
  o Salary support for faculty mentors is not allowed
  
  o Research Supplies for participants not to exceed $2,000 (B2B); $3,500 (B2D)
  
  o $3,000 for evaluation costs for the entire project period, including the costs for evaluation consultants.
Participant Costs

- Participant costs must be itemized in the proposed budget.
- Applicants may request Bridges student participant support for up to:
  - 20 hours/week the academic year
  - 40 hours/week during the summer
at a pay rate that is consistent with the institutional pay scale.
Participant Costs

Active Bridges student participants in good standing may receive up to two years of compensation:

- Salary and fringe benefits for their participation in academic year/summer research internships. The salary and fringe benefits must reflect an employee-employer relationship between the student and the institution, and be consistent with the institutional salary policies for employees in similar positions. They are paid salary plus fringe benefits, only when such benefits are provided to other employees in similar positions.

- Mandatory preparation for research, e.g., research design workshops, research reporting workshops, etc. However, students may not earn academic credit and salary simultaneously for participating in these activities.

- The two years of student support need not be consecutive, but prior approval from NIGMS program staff is required, and if approved, the returning student must be enrolled full-time at the time of re-enrollment.
Common Issues

• No stipends! Bridges participants receive a salary.

• Participant/Trainee Support Costs:
  
  o Participant/Trainee Support Costs are not applicable to the Bridges programs. The Bridges student salaries and fringe benefits are included under section B (Other Personnel).

• Provide details and explanation of items of cost in the Budget Justification. If there isn’t a justification for the item, it will be deleted from the awarded budget.
Big Picture Summary

- READ PAR carefully and Use NIH “FORMS-E”
- Self assessment is critical
- Set measurable goals
- Establish strong partnerships
- Include Progress Report (renewals)
- Properly Justify items in the Budget—link expenses to measurable objectives
- Outcomes, Outcomes, Outcomes
## Summary of Tables

*modified in FOA by guide notice: NOT-GM-16-113

- Add rows for multiple schools

<table>
<thead>
<tr>
<th>Table</th>
<th>Title of Table</th>
<th>New Application (type 1)</th>
<th>Renewal Application (type 2)</th>
<th>Comments</th>
</tr>
</thead>
</table>
| A     | Active Biomedical Science-Related Academic Programs  
B2B and B2D                     | Yes*                     | Yes                         | Include as part of the Research Plan                                      |
| 2     | Participating Faculty Members  
B2B and B2D  
(minimally, columns 1-6)       | Yes                      | Yes                         | Include as “other attachments” R&R Other Project Information             |
| 4     | Research Support of Participating Faculty Members  
B2D                               | Yes*                     | Yes                         | Include as “other attachments” R&R Other Project Information             |
| 6A    | Applicants, Entrants, and their Characteristics for the past Five years: Predoctoral  
B2D                               | Yes*                     | Yes                         | Include as “other attachments” R&R Other Project Information             |
| 8A    | Table 8A Program Outcomes: Predoctoral  
B2D                               | Yes (Part III)           | Yes (Part I)                | Include as “other attachments” R&R Other Project Information             |
| 8D    | Table 8D: Program Outcomes: Undergraduates  
B2B                               | Yes (Part II)            | Yes (Part I)                | Include as “other attachments” R&R Other Project Information             |
| SF1   | Sample Format Table 1, Summary of Student Participants  
B2B                               | N/A                      | Yes                         | Include as part of the Progress Report                                    |
Webinar Agenda

Opening Remarks

Program Perspective

General Background
- Program Overview, Goals
- Award Overview, Eligibility
- Planning Considerations

Application Components
- Research Education Program Plan
- Required Tables, Allowable Attachments

Peer Review Perspective

Grants Management Perspective

Your Perspective: Submitted Questions? Answers!
Submitted Questions

• Can Former Bridge participants receive compensation for mentoring current Bridge participants?
  
  o B2B: Support for peer mentors or peer supplemental course instructors who are full time third or fourth year undergraduate students at the 4-year institution or former Bridges participants who have transferred to the 4-year institution, is allowed.
  
  o B2D: Support for peer mentors who are upper year graduate students or former Bridges participants who have transitioned to a PhD program is allowed.
Submitted Questions

• Are travel costs for faculty research mentors/advisors allowed?

  o Costs for faculty research mentors (B2B)/advisors (B2D) to attend national scientific meetings if the faculty member is accompanying Bridges students who are presenting at the meeting, are allowed.

  o B2B: costs for the participating faculty at the community college(s) to attend scientific conferences and workshops that are directly relevant to research development, are allowed.

  o B2D: costs for the participating faculty at the master's institution to attend scientific conferences and workshops that are directly relevant to research development, are allowed.
Submitted Questions

• Can Table 2, “Participating Faculty Members,” be uploaded as an attachment? (The guidance in last year’s webinar, slide 16, indicates that this is the case). We placed it within the narrative last year. Moving it to the attachments would provide more opportunity to describe the research program.

• Where do we attach Table 2 and Table 8D, along with the articulation agreements and other required materials?

• From the webinar and PAR, we understand that we are required to submit the following tables: 2, 3, 4, 5C, and 8D. We do not have any undergraduates in biomedical fields who have peer-reviewed publication; therefore, we have no data for this table. How should we explain this?
Submitted Questions

• What impact will the expanded classes under Human Subjects in FORMS-E have on this proposal? Do we continue to check NO?

Program Participants are not considered Human Subjects Research. In most cases, you should check NO.

• What impact does the clinical trial section have on this application?
QUESTIONS?

Patrick H. Brown
Mercedes Rubio
Rebecca Johnson
Justin Rosenzweig

PAR-17-210: Bridges to the Baccalaureate (B2B)
PAR-17-209: Bridges to the Doctorate (B2D)