

MEETING SUMMARY
FIRST ANNUAL MEETING OF MINORITY ACTION PLAN GRANTEEES
ELECTRICAL ENGINEERING BUILDING – ROOM 303
UNIVERSITY OF WASHINGTON
1:00 P.M. TO 6:00 P.M

TUESDAY, OCTOBER 21, 2003

1. LISTSERV. We already have a LISTSERV that can be used to exchange information about programs or finding opportunities for individuals that are not covered by their training activities. Sandra Kamholz should have contacted you by now. If you have not signed up, please do. Sandra is cced on this e-mail, so please feel free to contact her.

2. EVALUATION RESULTS. Half of the individuals who registered for the meeting completed their evaluation forms. In summary, two-thirds of the participants (62%) found the information presented in the workshop to be "very useful." No one found it "not useful." The feed back to Sally Bond on the evaluation of her part of the afternoon included remarks that went beyond her mini-workshop presentation. The decision about what this meeting should focus on was made by me. Some respondents indicated that they would like to have had more time to learn about the other programs that are funded. Next year, we plan to allow more time for that. I am considering a one-day workshop for participants and an evening session for advisors. However, I would consider a format that is not "show and tell," but more along the lines of "lessons learned." For example, one of the several topics that might be discussed is the curriculum for middle school students--how teachers are prepared, what help/follow-up activities are conducted, and how this type of activity is evaluated. I would depend on you to suggest topics for such a format. Since the advisory committee also has oversight for the training programs, they too will be joining the discussion.

3. REVISION OF YOUR EVALUATION PLANS. An outcome of the first Advisors' meeting in July was a concern that many of the activities lacked implementations plans and did not have measurable goals and robust evaluation indices. By way of background, grantees are conducting training activities that build upon their laboratory and institutional strengths. In order for us to demonstrate how successful these activities are, we are expecting: (1) the outcomes to be measurable and (2) these activities will get the participants to the next academic level. At the "end of the day," NHGRI will have to justify that these funds were spent to accomplish the overall goal of the Action Plan. The workshop was an effort to provide grantees with some information about how to do that. We are not suggesting that this is the ONLY way to put into place implementation plans and evaluation measurements. You may wish to have others at your institution or an independent group assist you with this exercise. The bottom line is that we are asking that, in response to the training advisors comments on your plans, you rethink what you are doing, how you are going about it to achieve the desired outcome, and how you will be measuring whether your goals were achieved. **If you would like to submit your revised implementation and evaluation plans for feed-back from the NHGRI staff and advisors prior to submission of your progress report, please let me know.**

To refresh you memory about what was accomplished during the mini-workshop, I am attaching the materials that was discussed and copies of the exercise that you did toward the end of the workshop as a guide for how you might revamp your plans.

(Appendices 1 - 8)

4. PROGRESS REPORT. The progress report form has been revised. This form should be used when you report on your progress as part of the non-competitive renewal of the parent

grant. As part of the progress report, you will also be asked to submit your evaluation plans for review by our advisors at their annual meeting. The revised form is attached.

In order to provide the most recent information for the advisors' meeting in October 2004, I am recommending that ALL progress reports that respond to the Minority Action Plan be submitted by September 1. If the competitive renewal of the parent grant is due before that, please put in a cover letter to say that permission was granted to submit the progress report for minority activities on September 1. In this way we will be able to capture the information about training programs that took place during the summer months.

(Appendix 9)

5. NEXT MEETING. The next annual meeting of the CEGS grantees will be in Stanford University on October 21 and 22, 2004. Our advisors' meeting will be scheduled around that meeting. Once I have caucused with them, I will let you know whether our meeting will be BEFORE (Oct. 20) or AFTER (October 23) the CEGS meeting.

(Appendix 1)

SCENARIO 1

High School Science Curriculum and Summer Research Experience

Goal: Increase the number of high school minority students enrolling in undergraduate programs in one of the sciences relevant to genomic science (mathematics, genetics, engineering, computer science, chemistry, physics, etc).

Objective #1: Develop a genomics module (teaching and laboratory) that can be incorporated effectively into the science curriculum

Activity a	Development curriculum and harmonize with state requirements
Activity b	Purchase laboratory materials
Activity c	Train teachers to present the materials and manage the laboratory exercises
Activity d	Update curriculum
Activity e	Update teachers' knowledge and laboratory skills
Activity f	Invite genome scientists to present their research findings to students

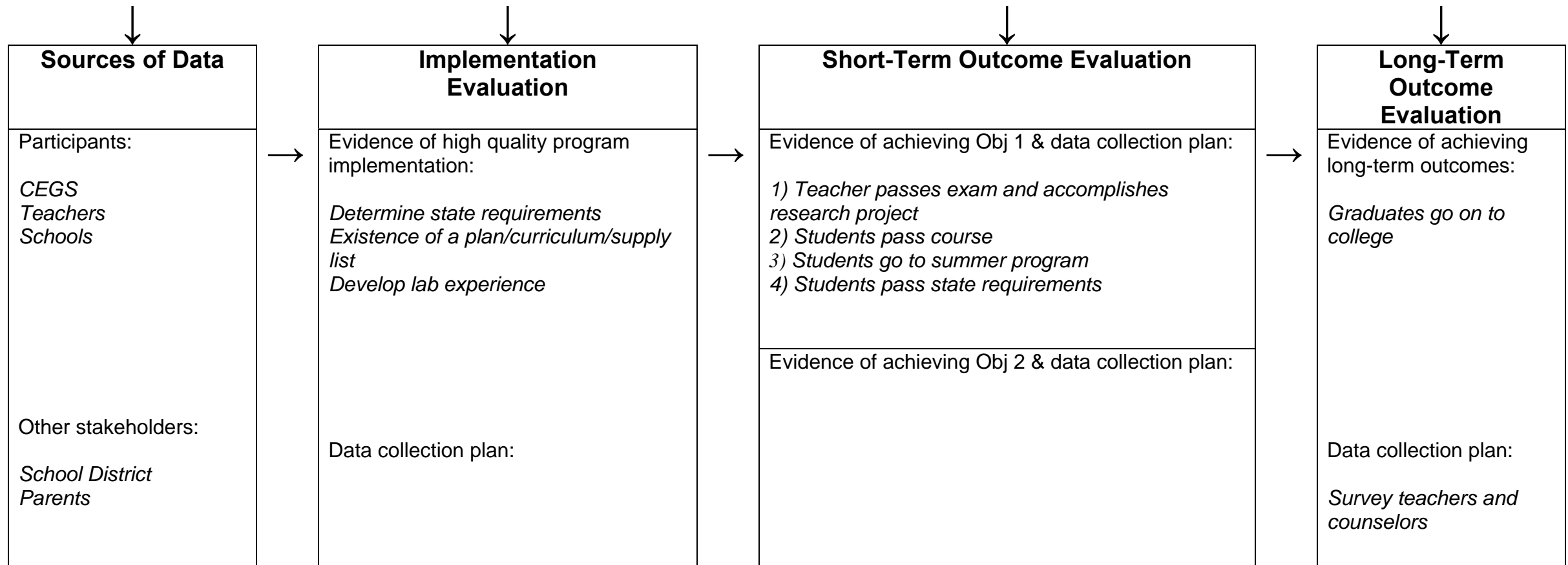
Objective #2: Provide students with engaging summer research experiences in genomics

Activity a	Identify potential laboratories for students to pursue research experience
Activity b	Identify and train research mentors
Activity c	Match students with research interest and mentors
Activity d	Students participate in weekly seminars
Activity e	Students complete 10-week research projects
Activity f	Students tutored in how to write up research project and prepare research presentations
Activity g	Students and mentors attend scientific meetings
Activity h	Students give presentation at department and local scientific meetings

Objective #3: Provide academic support services for participating students

Activity a	Students take SAT or ACT to determine readiness for undergraduate school
Activity b	Students provided with tutoring services as needed, such as for calculus, physics, biology, chemistry, etc.
Activity c	Assist students in determining the best schools that meet their interests, etc., completing undergraduate school applications, and narrowing school choices
Activity d	Help students prepare for undergraduate school interviews
Activity e	Provide students with travel funds for undergraduate school interviews

Evaluation Logic Model for Scenario 1-1



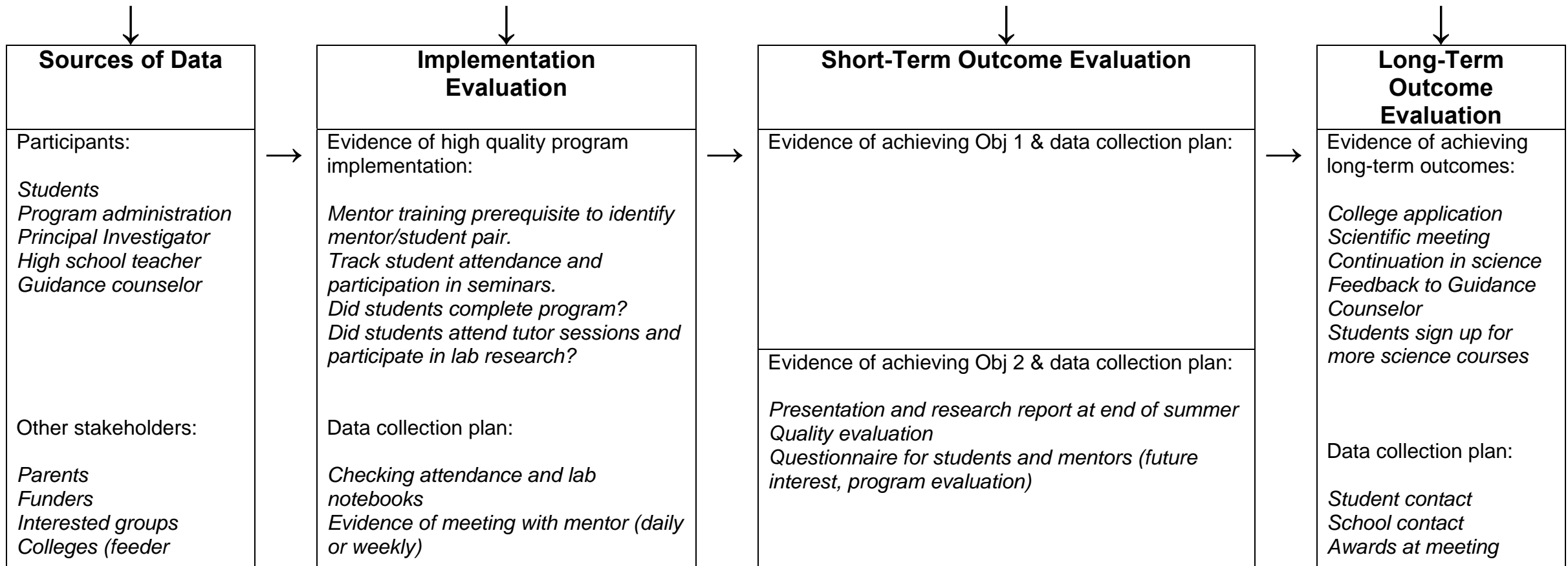
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Evidence of achieving Obj 3 & data collection plan:

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Evaluation Logic Model for Scenario __1-2__



programs)

Proposal

Evidence of achieving Obj 3 & data collection plan:

*Did student join
"bioclub," or work on a
science project?
Evidence of continued
interest.*

(Appendix 4)

SCENARIO 2 Summer Research Program for Undergraduates

Goal: Increase the number of undergraduate minority students enrolling in graduate programs in genomic science.

Objective #1: Identify and select a cadre of outstanding undergraduate science majors

- | | |
|------------|--|
| Activity a | Development recruitment materials |
| Activity b | Go on recruitment trips |
| Activity c | Develop a process for selecting students |

Objective #2: Provide students with engaging experiences in genomics research

- | | |
|------------|--|
| Activity a | Identify potential research projects |
| Activity b | Identify and train research mentors |
| Activity c | Match students with research interest and mentors |
| Activity d | Students participate in weekly seminars |
| Activity e | Students complete 10-week research projects |
| Activity f | Tutor students in writing up research and preparing research presentations |
| Activity g | Students and mentors attend scientific meetings |
| Activity h | Students gives presentation at department, local and/or national scientific meetings |

Objective #3: Provide academic support services for participating students

- | | |
|------------|---|
| Activity a | Provide tutoring services as needed |
| Activity b | Assist students in completing graduate school applications |
| Activity c | Students take GRE to determine readiness for graduate school |
| Activity d | Help students prepare for graduate school interviews |
| Activity e | Provide students with travel funds for graduate school interviews |

The goal is accomplished if recruiting a cadre of outstanding students, providing them with meaningful research experiences, and providing them with other academic support services leads to an increased number of students (at your institution, or in your department) enrolling in graduate programs in genomic science.

NOTE: Be clear what your point of comparison is for determining whether there has been an increase in enrollment. Are you comparing the matriculation of your outstanding cadre of students to undergraduates from previous years at your institution? Or are you comparing matriculation of these students to that of students at other, similar institutions?

Implementation evaluation: Were activities completed as planned by the established milestone dates? What was the quality of the activities?

- What kinds of recruitment materials were developed? Were they developed on time? Were they effective in getting the attention of outstanding students? Did they adequately convey information and expectations of the program to prospective participants? Did recruitment take place in time to get participants into program activities at the optimal time?
- What was the nature and quality of the research experiences in which students participated? How much exposure did students get to authentic genomics research? Did the research projects engage students' interest in genomic science? How much time did they spend with their research mentors? Did the research mentors feel that students were appropriately

engaged in the research? What is the likelihood that papers and presentations will result from their participation in the research project?

- What was the nature and quality of the academic support services provided to program participants? Which services did students feel they needed most? Were these services available in such a way that students could take advantage of them? What, if any, other services do students feel they need more?

Short-term outcome evaluation: Were each of the objectives achieved as expected?

- What was the size and caliber of the group of students selected for the program? How competitive were they with students from other institutions who are interested in graduate research programs?
- Did students and mentors feel that the program was worth their time? Did the research experience encourage or discourage students from applying to graduate programs in genomic science? Do students enroll in upper-level undergraduate courses that deal with genomic science?
- Did participation in academic support services help students to complete their degrees and be more competitive when applying to graduate school?

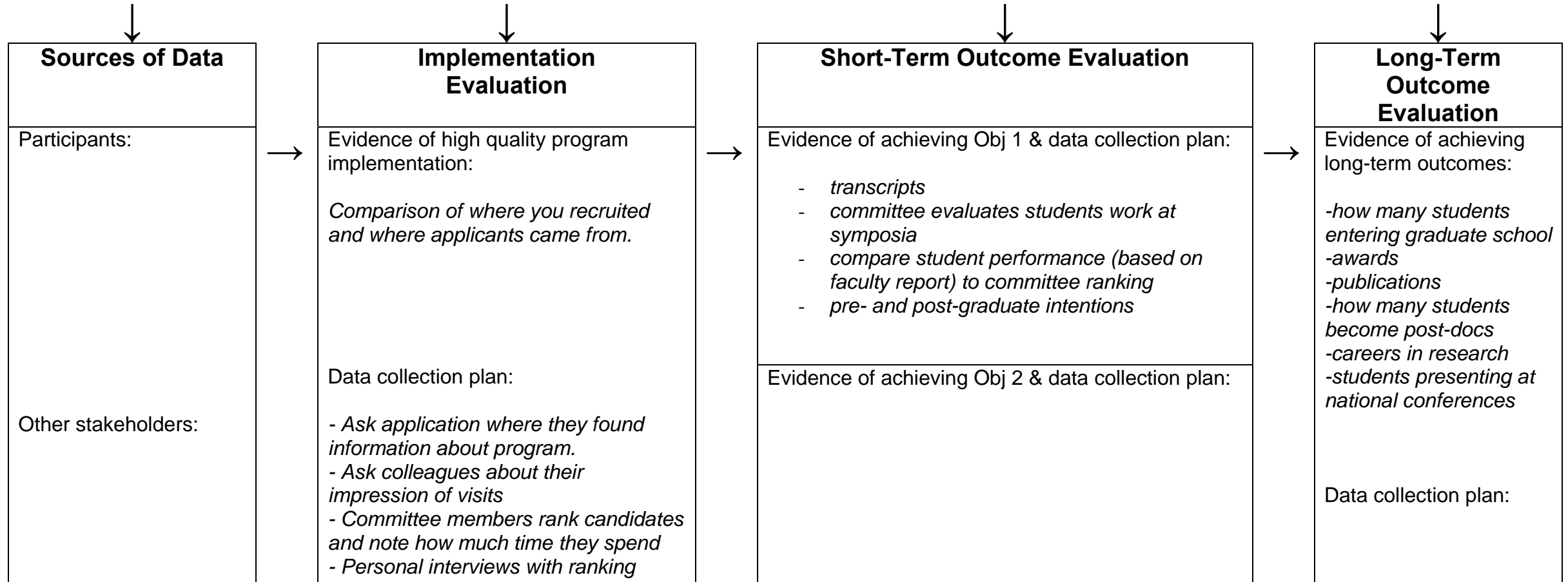
Long-term outcome evaluation: As a result of program activities and the accomplishment of program objectives, was the goal of the program achieved?

- How many students applied to graduate programs in genomic science?
- How many students were accepted into graduate programs in genomic science?
- How many students accepted offers and enrolled in graduate programs in genomic science?

Still to be determined: How are you going to collect all of this information? From whom are you going to collect it? How will you use the info collected to demonstrate change or impact as a result of your program?

(Appendix 5)

Evaluation Logic Model for Scenario __2-1__



	<p><i>afterwards.</i></p> <ul style="list-style-type: none">- <i>Mid-program advisory meeting (4 weeks).</i>- <i>Students complete exit survey (matching).</i>	<p>Evidence of achieving Obj 3 & data collection plan:</p>	
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(Appendix 6)

SCENARIO #3

Faculty training program

Goal: Increase the number of undergraduate minority students enrolling in graduate programs in genomic science.

Objective #1: Identify and select a cadre of faculty members at MSI interested in getting a genomics program started at their institution.

- Activity a Development recruitment materials
- Activity b Go on recruitment trips and give seminars about genomics
- Activity c Develop a process for selecting faculty members

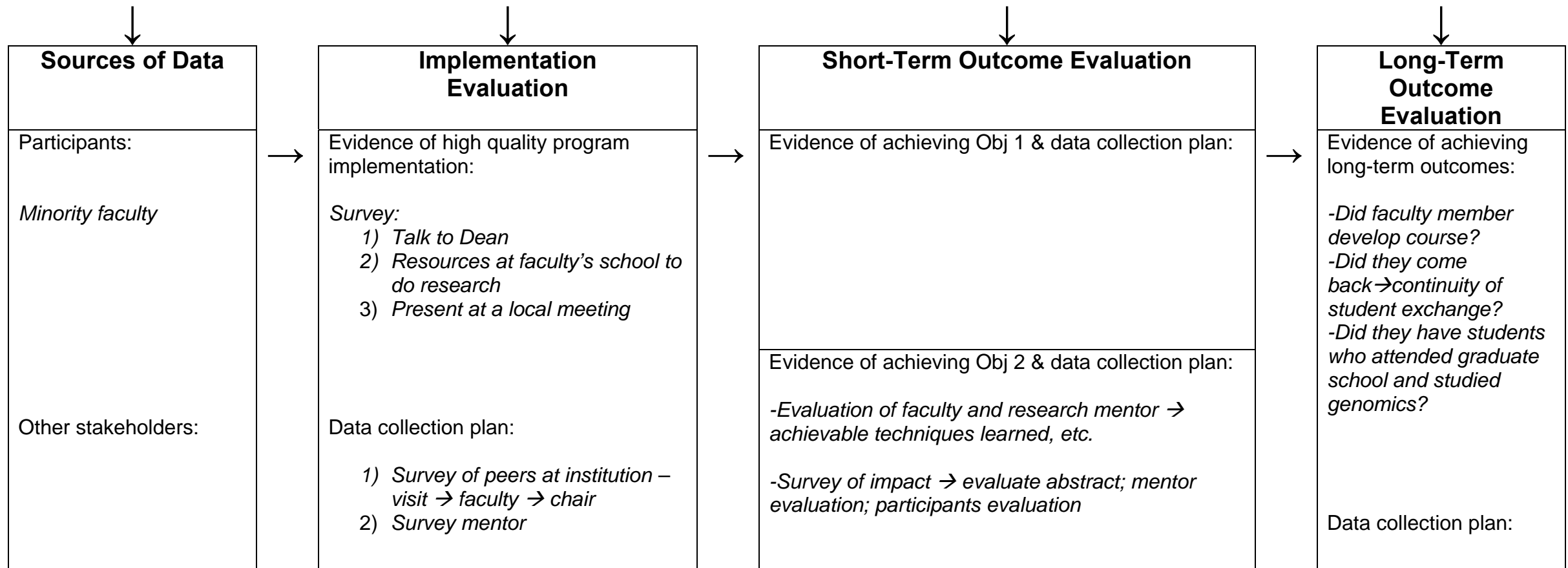
Objective #2: Provide faculty members with engaging three months experience in genomics research.

- Activity a Evaluate the experimental capabilities at the faculty member's institution
- Activity b Identify potential research projects
- Activity c Identify and train research mentors
- Activity d Match faculty members with research interest and mentors
- Activity d Faculty members participate in weekly seminar
- Activity e Faculty members complete mini research project to be utilized as pilot data for grant application
- Activity f Faculty writes up research findings as a contribution to research paper
- Activity g Faculty presents research findings at scientific meetings

Objective #3: Assist faculty members with drafting grant application

- Activity a Provide information about and explain the NIH grants process to faculty;
- Activity b Have faculty contact NIH program director about potential project and mechanism of support
- Activity c Assist faculty member in developing application
- Activity d Hold mock study section to critique application
- Activity e Have faculty revise grant application
- Activity f Check on status of application as it moves through the review process
- Activity g Assist with developing a revised application, if necessary

Evaluation Logic Model for Scenario __3-2__



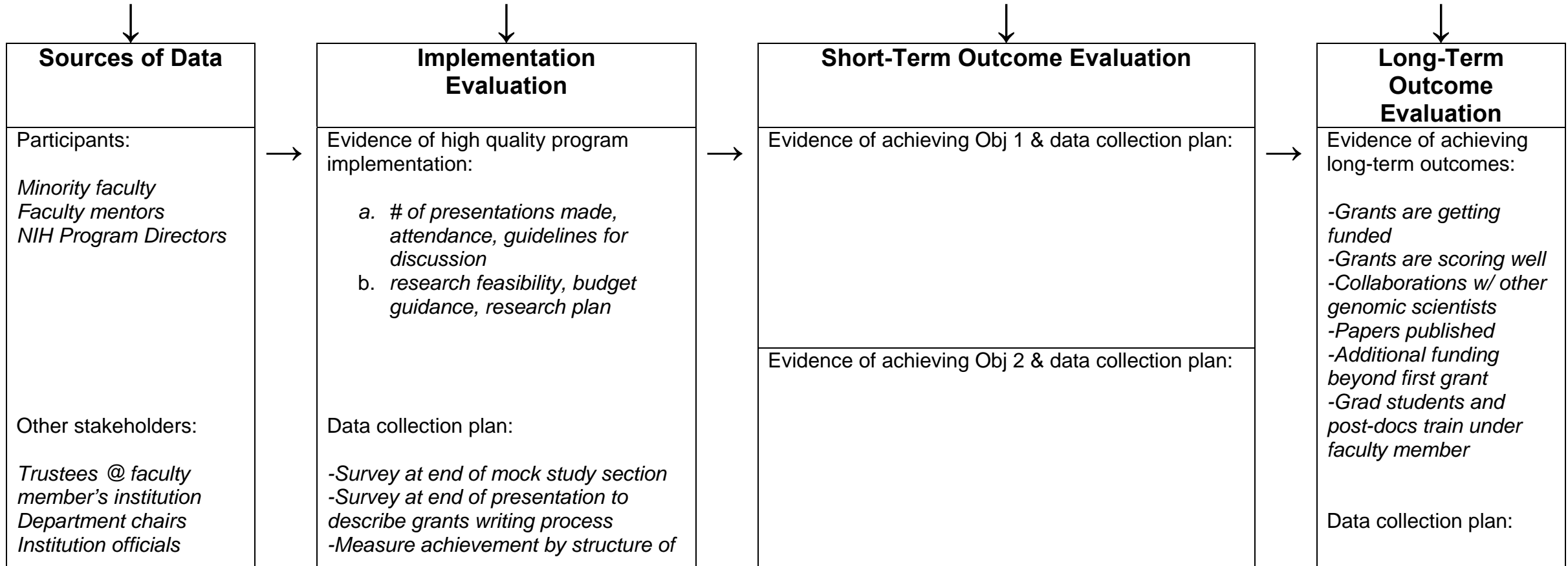
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Evidence of achieving Obj 3 & data collection plan:

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Evaluation Logic Model for Scenario 3-3



<p><i>Community members</i></p>	<p><i>first draft</i> <i>-Did faculty member meet deadline to mock study section?</i> <i>-If the faculty member had to revise their grant, was it successful the second time?</i></p>	<p>Evidence of achieving Obj 3 & data collection plan:</p> <ul style="list-style-type: none"><i>-Score in mock study section</i><i>-Extent of revisions from senior faculty member</i><i>-Did faculty member address concerns of mock study section?</i><i>-Did faculty member submit revised application?</i><i>-Comparison of results from mock study section with real study section</i>	<ul style="list-style-type: none"><i>-PubMed</i><i>-CRISP database</i>
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(Appendix 9)

PROGRESS REPORT OF GRANTEE'S ACTION PLAN
(Revised 11/14/03)

DATE: _____

I. General Information

Grant Number:
Institution:
Principal Investigator:
Coordinator for MAP¹:

II. Summary of Parent Grant (limit to 200 words)

III. Annual Budget for Overall Action Plan (x \$000)

Activity	2003	2004	2005	2006	2007
Parent Grant					
MAP					
MAP % of Parent Grant					

IV. FUNDING FROM OTHER SOURCES TO SUPPORT THESE ACTIVITIES

Do you receive funding from other sources to support this activity ___NO ___YES.

If yes, give title of project and list source of funding and annual amount for this reporting period.

V. Overall Goals of Action Plan (limit to 200 words)

VI. Budget for Each Activity in Action Plan (x \$000)

*Total annual dollars for each activity must include the percent effort of the coordinator and supplies and equipment devoted to this activity. The combined dollars for all MAP activities must equal the amount given under III. **Complete for current and past year(s)***

Activity	2003		2004		2005		2006		2007	
	\$\$	%	\$\$	%	\$\$	%	\$\$	%	\$\$	%
MAP Total										
K12										
Undergrad										
Pre-Doc										
Post-Doc										
Faculty										
TOTAL										

¹ If Coordinator is new, attach CV.

VII. Complete the Enrollment Report for Current Year (Fiscal Year 2004)

A. Racial/Ethnic Groups

est. = estimate; act = actual

Racial/ Ethnic Group =>	American Indian/ Alaskan Native		Black or African Americans		Hispanic or Latino		Native Hawaiian /Pacific Islander		More than one race		White/Asian/ Unknown/ Not Reported		TOTAL	
	est.	act	est.	act	est.	act	est.	act	est.	act	est.	act	est.	act
Activity														
K-12														
Undergrad														
Predoc														
Postdoc														
Faculty														
TOTAL														

B. Gender

Career Level ->	K-12	Undergraduate	Pre-Doctoral	Post-Doctoral	Faculty	TOTAL
Males						
Females						
TOTAL						

VIII. Accumulative Enrollment (Actual)

Please complete total enrollment for **all** years the program has been active.

	2003	2004	2005	2006	2007	TOTAL
American Indian/Alaskan Natives						
Black or African Americans						
Hispanic or Latino						

Native Hawaiian/Pacific Islander						
More than One Race						
White/Asian/Unknown/Not Reported						
TOTAL						

IX. SUMMARY OF ACTIVITY (maximum of two pages per activity and limited to support under this grant).

TITLE OF ACTIVITY:

CAREER LEVEL²:

SUMMARY OF PROGRESS (respond should address the following):

- Description of the activity;
- Description of the principal investigator’s role in the activity;
- Description of the **GOAL(S)** (e.g., move participants to the next career level, provide experience in genomics—need to be specific);
- Description of related **OBJECTIVES** (e.g., describe activity in very broad terms)
- Description of activities and related time line (**MILESTONES**);
- Description of how the activity is being evaluated, including operational definitions for what is being measured;
- Description of what has been accomplished so far, such as participants’ increased knowledge of genomics, enhanced research experience, academic courses taken, scientific presentations, etc.;
- Description of how this activity will get the participants to the next career level; and
- Updates/progress report including changes made as a result of experiences, data gathered, mid-course evaluations, etc.

X. Other Information. Use this section to provide information about this activity that might be helpful to others as a result of your experience.

² K-12, undergraduate, graduate, postdoctoral, faculty, or other.

NHGRI RESEARCH TRAINING ADVISORY COMMITTEE MEETING
OCTOBER 21, 2003
1:00 P.M. TO 6:00 P.M.
ELECTRICAL ENGINEERING BUILDING – ROOM 303
UNIVERSITY OF WASHINGTON

PURPOSE OF MEETING: (1) to introduce the advisors to the grantees; (2) to get an update of each grantee's training activities; (3) to have a mini workshop training session on developing program objectives, milestone, and evaluation criteria; and (4) to discuss the reporting format for future progress reports.

DRAFT AGENDA

1:00 P.M. Welcome and Introductions

1:15 Five Minute Update of Activities (Participants)

Centers of Excellence in Genomic Sciences (CEGS)

- R. Brent at Molecular Sciences Institute
- J. Ju at Columbia U.
- D. Meldrum/M. Olson at the U. Washington
- M. Snyder at Yale
- W. Talbot at Stanford
- M. Waterman at U. Southern California

Production Sequencing Laboratories

- R. Gibbs at Baylor
- E. Lander at Whitehead Institute
- R. Wilson at Washington University

Databases

- M. Cherry at Stanford University
- J. Eppig at The Jackson Laboratory
- W. Gelbart at Harvard University
- D. Haussler at UC, Santa Cruz
- P. Sternberg at California Institute of Technology
- M. Westfield at University of Oregon

2:30 Discussion of Progress Report Form

2:45 Fundamentals of Program Evaluation
(Consultant--Sally L. Bond, The Program Evaluation Group)

6:00 Open Discussion/Adjourn

NHGRI RESEARCH TRAINING ADVISORY COMMITTEE MEETING
ELECTRICAL ENGINEERING BUILDING – ROOM 303
UNIVERSITY OF WASHINGTON
1:00 P.M. TO 6:00 P.M

TUESDAY, OCTOBER 21, 2003

RESEARCH TRAINING ADVISORY COMMITTEE

Walter "Skip" Bollenbacher, Ph.D
Department of Biology
CB# 3280, Coker Hall 010A
University of North Carolina at Chapel
Hill
Chapel Hill, NC 27599-3280
(919) 966-2631
(919) 962-1284 (fax)
wbollenb@email.unc.edu

Bronya Keats, Ph.D.
Department of Genetics
Louisiana State University
Health Sciences Center
533 Bolivar Street
New Orleans, LA 70112
504-568-7932
504-568-8500 (fax)
bkeats@lsuhsc.edu

Shirley McBay, Ph.D.³
Quality Education for Minorities Network
1818 N Street, NW, Suite 350
Washington, DC 20036
(202) 659-1818
(202) 659-5408 (fax)
smmcbay@gem.org

Richard I. Morimoto, Ph.D.
John Evans Professor of Biology
Northwestern University
2153 North Campus Drive
Evanston, IL 60202

(847) 491-3340
(847) 491-4461 (fax)
r-morimoto@northwestern.edu

Kim Nickerson, Ph.D
Minority Fellowship Program
American Psychological Association
750 First Street, NE
Washington, DC 20002-4242
(202) 336-5981
(202) 336-6012 (fax)
knickerson@apa.org

Gayle Slaughter, Ph.D.
Baylor College of Medicine
1 Baylor Plaza, Room N204L
Houston, TX 77030
(713) 798-6644
(713) 798-6325 (fax)
gayles@bcm.tmc.edu

Merna Villarejo, Ph.D
DBS Educational Enrichment
and Outreach Programs
University of California
1 Shields Avenue
Davis, CA 95616
530-752-6281
530-752-8592 (fax)
Office: 313 LSA
mrvillarejo@ucdavis.edu

³ Not able to attend this meeting.

CONSULTANT

Sally Bond

The Program Evaluation Group
75 Eagle Point Road
Pittsboro, NC 27312
Email: usbond@mindspring.com

NHGRI GRANTEES

Center of Excellence in Genome Sciences

Columbia University

Jingyue Ju
801 Mudd Street, Mail Code 4721
New York, NY 10032
Phone: 212-854-2487
Fax: 212-304-7369
Email: dj222@columbia.edu

Columbia University

Edward Leonard
801 Mudd Street, Mail Code 4721
New York, NY 10032
Phone: 212-854-4448
Fax: 212-854-3054
Email: Leonard@columbia.edu

James Russo
Genome Center
1150 St. Nicholas Avenue (RBP406AA)
New York, NY 10032
Phone: 212-851-5165
Fax: 212-851-5215
Email: Jjr4@columbia.edu

Molecular Sciences Institute

Maryanne McCormick
2168 Shattuck Avenue
Berkeley, CA 94704
Phone: 510-981-8738
Fax: 510-647-0699
Email: mccormick@molsci.org

Stanford University – School of Medicine

Kimberly Griffin
300 Pasteur Drive
Always Building M-105
Stanford, CA 94305-5121
Phone: 650-724-2815
Fax: 650-725-3867
Email: kgriffin@stanford.edu

Rick Myers
Department of Genetics, M-344
Stanford, CA 94305-5120
Phone: 650-725-9687
Fax: 650-725-9689
Email: myers@shgc.stanford.edu

William Talbot
279 Campus Drive
Beckman Center B300
Stanford, CA 94305
Phone: 650-725-7664
Fax: 650-725-7739
Email: Talbot@cmgm.stanford.edu

University of Southern California

Norman Arnheim
1042 W. 36th Place
DRB 289
Los Angeles, CA 90089-1113
Phone: 213-740-7675
Fax: 213-740-2437
Email: arnheim@usc.edu

Duncan Thomas
Department of Preventive Medicine
1540 Alcazar Street, CHP-220
Los Angeles, CA 90033
Phone: 323-442-1218
Fax: 323-442-2349
Email: dthomas@usc.edu

Michael Waterman
1042 West 36th Place
DRB155
Los Angeles, CA 90089-1113
Phone: 213-740-2408
Fax: 213-740-2437

Email: msw@usc.edu

Beverly, MA 01915
Phone: 978-867-2674
Fax: 978-867-2601
Email: dsmith@agencourt.com

University of Washington

Deirdre Meldrum
Department of Electrical Engineering,
Box 352500
Seattle, WA 98198-2500
Phone: 206-685-7639
Fax: 206-221-5264
Email: deedee@ee.washington.edu

Maynard Olson
Box 352145
Seattle, WA 98195
Phone: 206-685-7346
Fax: 206-616-5242
Email: mvo@u.washington.edu

Lisa Peterson
UW GenOM Project
Box 352180
Seattle, WA 98195-2180
Phone: 206-685-2593
Fax: 206-543-0666
Email: lisapete@u.washington.edu

Yale University

Kenneth Nelson
Department of Molecular, Cellular, and
Developmental Biology, KBT
P.O. Box 208103
New Haven, CT 06520-8103
Phone: 203-432-5013
Fax: 203-432-3597
Email: Kenneth.nelson@yale.edu

Michael Snyder
Department of Molecular, Cellular, and
Developmental Biology, KBT
P.O. Box 208103
New Haven, CT 06520-8103
Phone: 203-432-6139
Fax: 203-432-3597
Email: Michael.snyder@yale.edu

Production Sequencing Centers

Agencourt Bioscience Corporation
Douglas Smith
Agencourt Sequencing Center

Baylor College of Medicine

Debra Murray
Human Genome Sequencing Center
Houston, TX 77030
Phone: 713-798-8083
Fax: 713-798-5741
Email: ddm@bcm.tmc.edu

Washington University School of Medicine

Carla Easter
Genome Sequencing Center
4444 Forest Park Boulevard
Campus Box 8501
St. Louis, MO 63108
Phone: 314-286-1955
Fax: 314-286-1810
Email: easter@watson.wustl.edu

Lucinda Fulton
Genome Sequencing Center
4444 Forest Park Boulevard
Campus Box 8501
St. Louis, MO 63108
Phone: 314-286-1460
Fax: 314-286-1810
Email: lfulton@watson.wustl.edu

Andrea Holmes
Genome Sequencing Center
4444 Forest Park Boulevard
Campus Box 8501
St. Louis, MO 63108
Phone: 314-286-1955
Fax: 314-286-1810
Email: aholmes@watson.wustl.edu

Databases

California Institute of Technology and Howard Hughes Medical Institute

Paul Sternberg
Division of Biology 156-29
Pasadena, CA 91125
Phone: 626-395-2181
Fax: 626-568-8012
Email: pws@caltech.edu

Harvard University

William Gelbart
The Biological Laboratories
16 Divinity Avenue
Cambridge, MA 02138
Phone: 617-495-2906
Fax: 617-496-1354
Email: Gelbart@moregan.harvard.edu

The Jackson Laboratory

Janan T. Eppig
600 Main Street
Bar Harbor, ME 04609
Phone: 207-288-6422
Fax: 207-288-6132
Email: jte@jax.org

Massachusetts Institute of Technology

Angela Brunache
Whitehead Institute/ MIT Center for
Genome Research
320 Charles Street
Cambridge, MA 02141
Phone: 617-452-4616
Fax: 617-258-0901
Email: agabriel@genome.wi.mit.edu

University of California – Santa Cruz

Phoenix Eagleshadow
Center for Biomolecular Science and
Engineering
School of Engineering
1156 High Street
Santa Cruz, CA 95064
Phone: 831-459-1702
Fax: 831-459-4829
Email: phoenix@soe.ucsc.edu

University of Oregon

Monte Westerfield
Institute of Neuroscience
1254 University of Oregon
Eugene, OR 97403-1254
Phone: 541-346-4607
Fax: 541-346-4548
Email: monte@uoneuro.uoregon.edu

NHGRI STAFF**Elise Feingold**

National Human Genome Research
Institute, NIH
31 Center Drive, Room B2B07
Bethesda, MD 20892
Phone: 301-496-7531
Fax: 301-480-2770
Email: Elise_feingold@nih.gov

Bettie Graham

National Human Genome Research
Institute, NIH
31 Center Drive, Room B2B07
Bethesda, MD 20892
Phone: 301-496-7531
Email: grahambj@exchange.nih.gov

Mark Guyer

National Human Genome Research
Institute, NIH
31 Center Drive, Room B2B07
Bethesda, MD 20892
Phone: 301-496-7531
Fax: 301-480-2770
Email:
Mark_guyer@exchange.nih.gov

Sandra Kamholz

National Human Genome Research
Institute, NIH
31 Center Drive, Room B2B07
Bethesda, MD 20892
Phone: 301-496-7531
Fax: 301-480-2770
Email: kamholzs@mail.nih.gov

Jane Peterson

National Human Genome Research
Institute, NIH
31 Center Drive, Room B2B07
Bethesda, MD 20852
Phone: 301-496-7531
Fax: 301-480-2770
Email:
jane_peterson@exchange.nih.gov

Jeff Schloss

National Human Genome Research
Institute, NIH
31 Center Drive, Room B2B07
Bethesda, MD 20892-2033
Phone: 301-496-7531
Fax: 301-480-2770
Email: schlossj@exchange.nih.gov

**LEWIS-WILLIAM CONFERENCE
& LOGISTICS MANAGEMENT STAFF**

Claudia Jones

LCLM, LLC
1299 Lambertson Drive
Suite 205
Silver Spring, MD 20902
Phone: 301-593-2800 x23
Fax: 301-593-5800
Email: cjones@lclmllc.com

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Lisa Peterson and Karen Fisher, University of Washington.**