

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

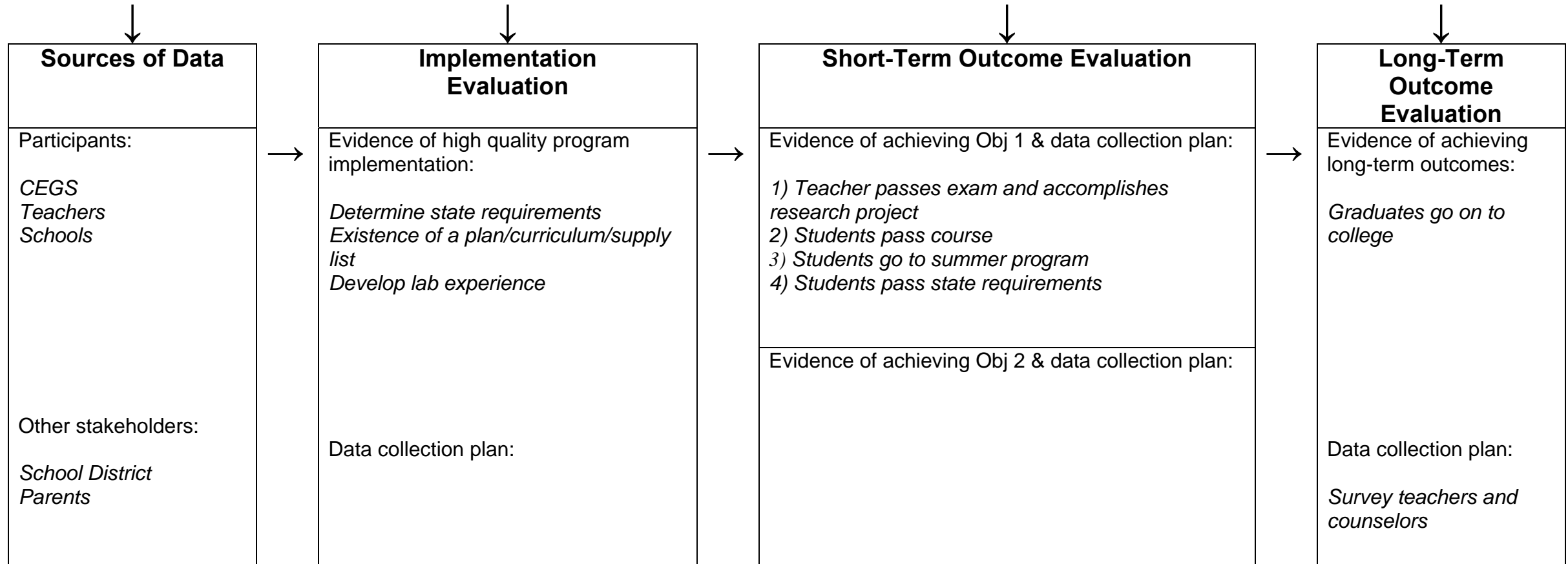
Objective #2: Provide students with engaging summer research experiences in genomics

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



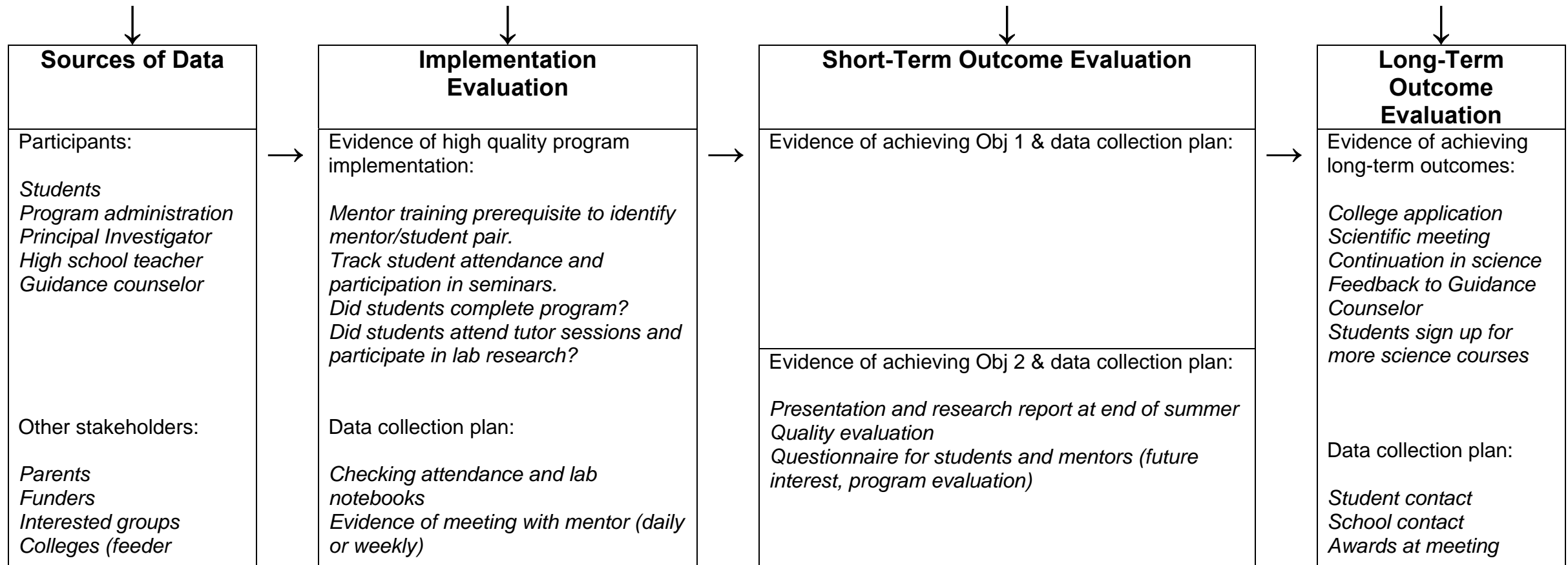
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Evidence of achieving Obj 3 & data collection plan:

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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?

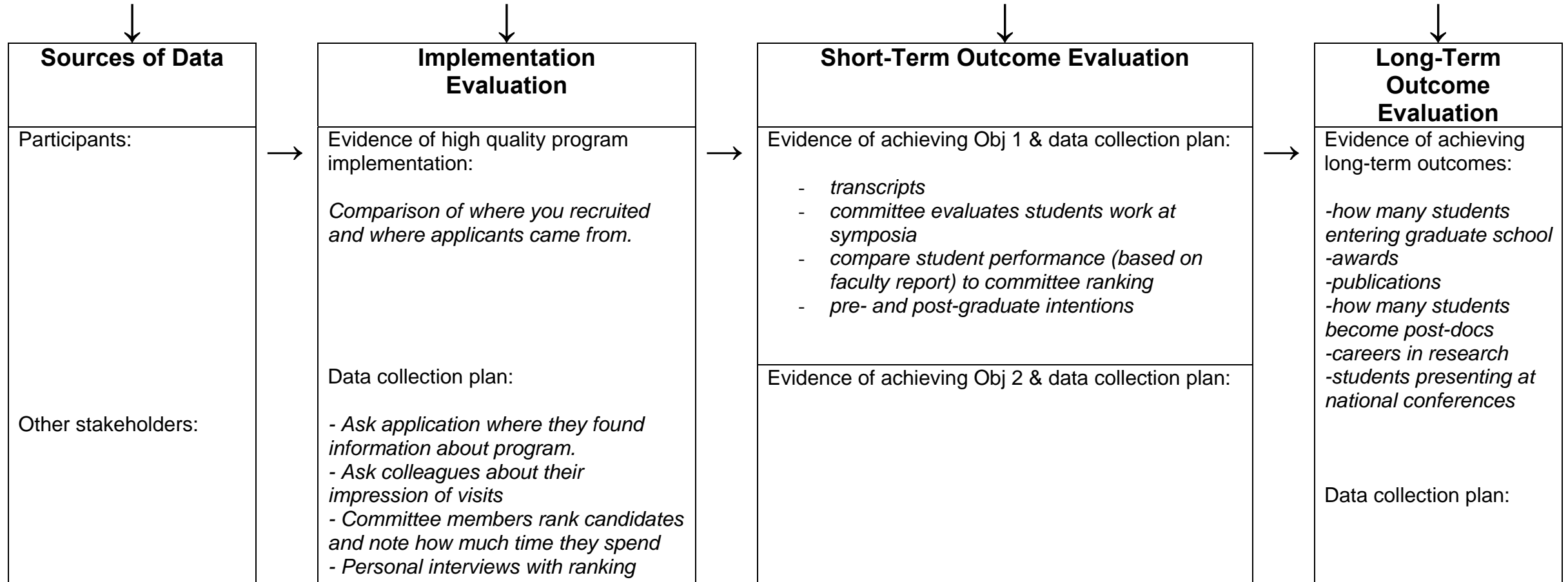
Long-term outcome evaluation: As a result of program activities and the accomplishment of program objectives, was the goal of the program achieved?

- 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

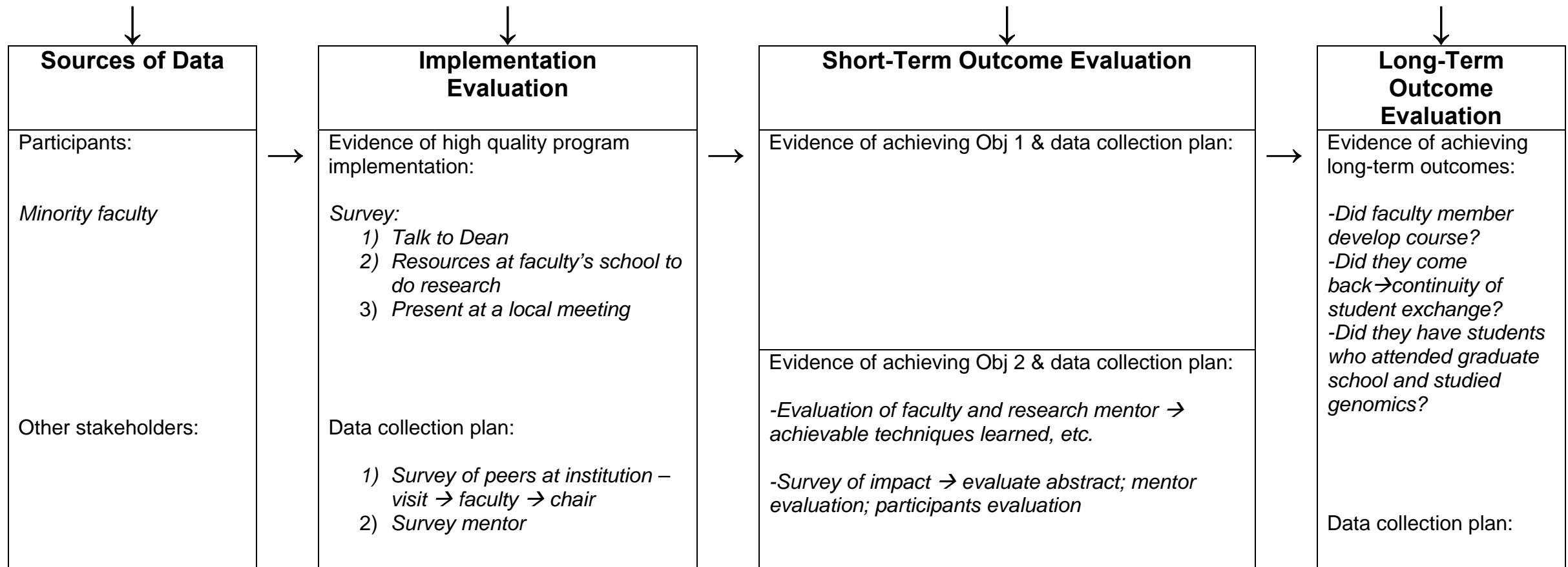
Objective #2: Provide faculty members with engaging three months experience in genomics research.

- 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__



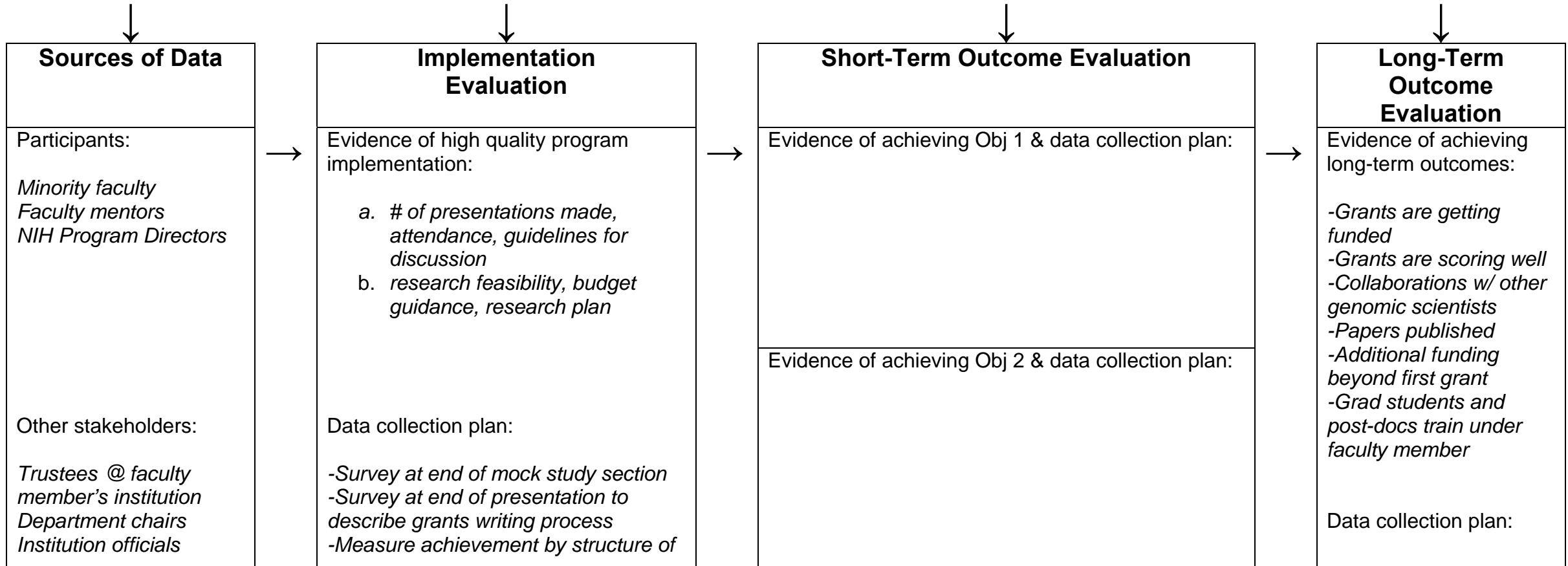
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Evidence of achieving Obj 3 & data collection plan:

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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

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³ Not able to attend this meeting.

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