ZoomGov SEPA Grant Workshop
Monday, June 1, 2020
2:00 pm - 3:30 pm Eastern Daylight Time

NIGMS is inviting you to a scheduled ZoomGov workshop for (SEPA) PAR-209-153

National Institute of General Medical Sciences (NIGMS)
Division for Research Capacity Building
National Institutes of Health (NIH)

National Institute of
General Medical Sciences

Webinar Presenters

Scientific/FOA Content
Tony Beck, Ph.D.
National Institute of General Medical Sciences (NIGMS)
Email: beckl@mail.nih.gov

Human Subjects
Zuzana Justinova, MD, Ph.D.
National Institute of General Medical Sciences (NIGMS)
Email: zuzana.justinova@nih.gov

Peer Review
Jonathan Arias, Ph.D.
Center for Scientific Review (CSR)
Email: ariasj@csr.nih.gov

Financial/Grants Management
Christy Leake
National Institute of General Medical Sciences (NIGMS)
Email: christy.leake@nih.gov

SEPA Funding Opportunity Announcement (FOA)

NIH Science Education Partnership Award (SEPA) (R25 - Clinical Trial Not Allowed)

R25 Education Projects

Reissue of PAR-17-339

May 11, 2020 - Notice of Change to Eligibility for PAR-20-153. See Notice NOT-GM-20-031.

July 26, 2019- Changes to NIH Requirements Regarding Proposed Human Fetal Tissue Research. See Notice NOT-OD-19-128

August 23, 2019- Clarifying Competing Application Instructions and Notice of Publication of Frequently Asked Questions (FAQs) Regarding Proposed Human Fetal Tissue Research. See Notice NOT-OD-19-137

PAR-20-153

SEPA SCIENCE EDUCATION PARTNERSHIP AWARD
Supported by the National Institutes of Health

> 25 years *Celebrating*

Funding:

R25 NIH Research Science Education funding mechanism
5-Year, $1.35M award
Budget FY20 = $20.1M

KEY DATES

Letter of Intent Due Date	June 14, 2020
Application Due Date	July 14, 2020, 5:00 PM local time
Scientific Merit Review	October/November 2020
Advisory Council Review	January 2021
Earliest Start Date	March/April 2021

NIH National Institute of General Medical Sciences

FOA Section VII. Agency Contacts

Scientific/Research Contact (PO)
Tony Beck, Ph.D. (SEPA)
National Institute of General Medical Sciences (NIGMS)
Email: beckl@mail.nih.gov

Peer Review Contact (SRO)
Jonathan Arias, Ph.D.
Center for Scientific Review (CSR)
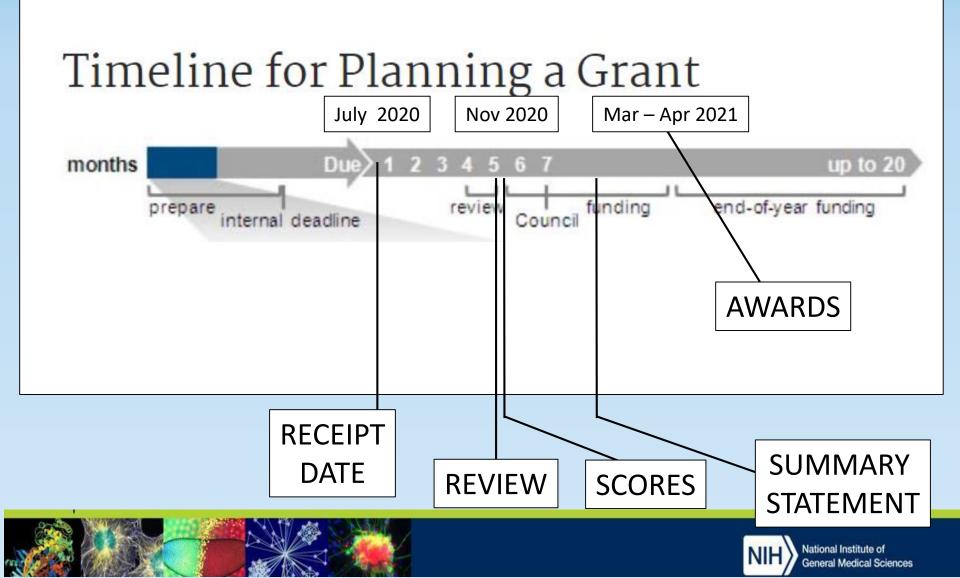Email: ariasj@csr.nih.gov
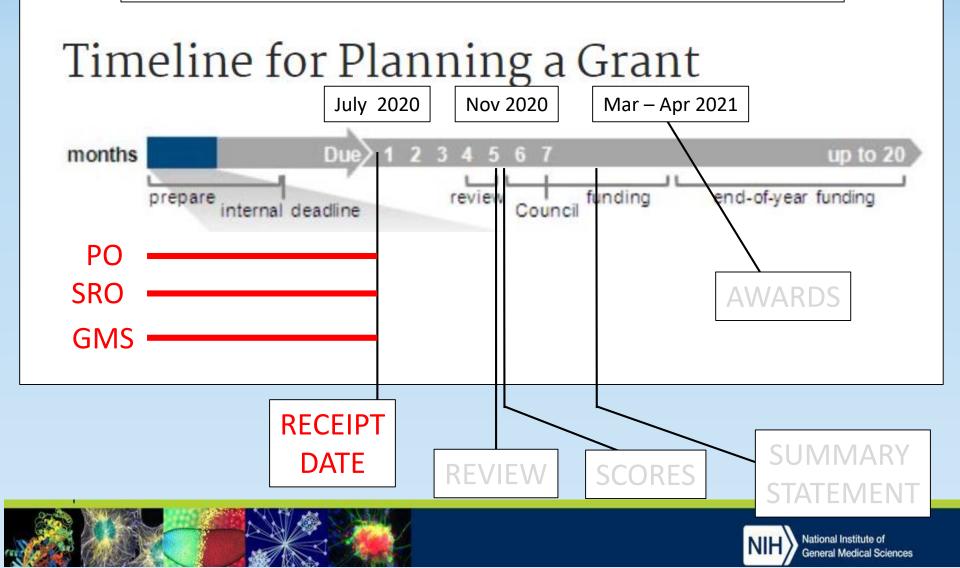
Financial/Grants Management Contact (GMS)
Christy Leake
National Institute of General Medical Sciences (NIGMS)
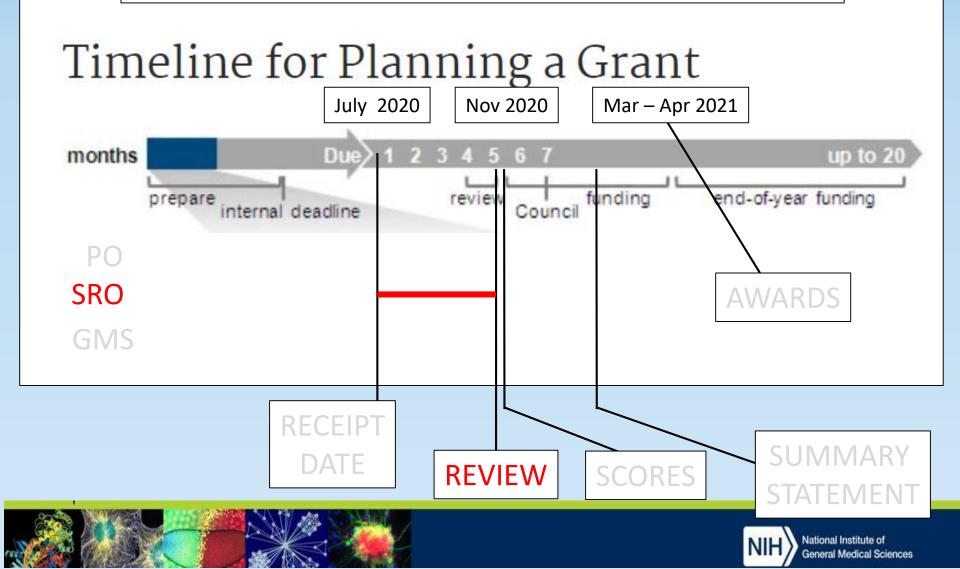Email: christy.leake@nih.gov

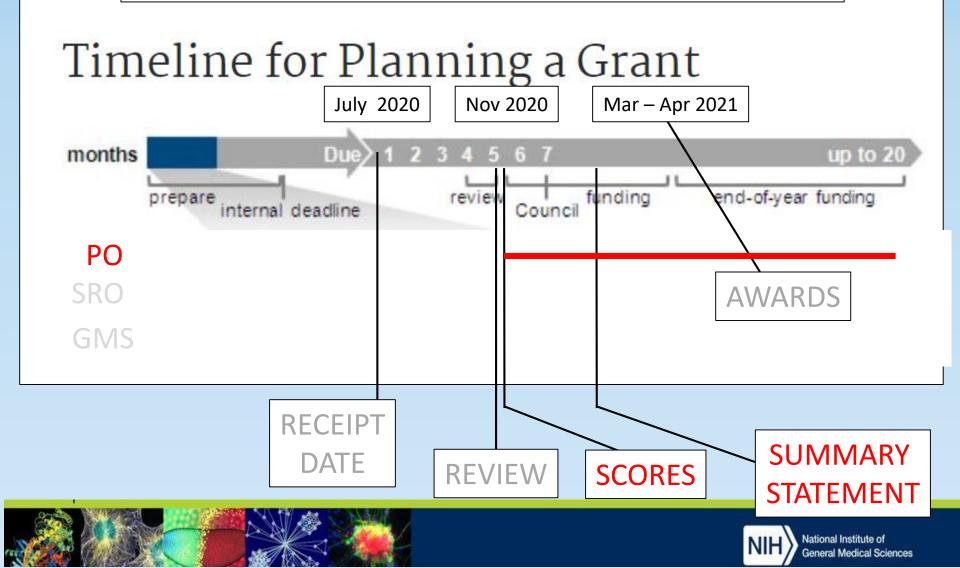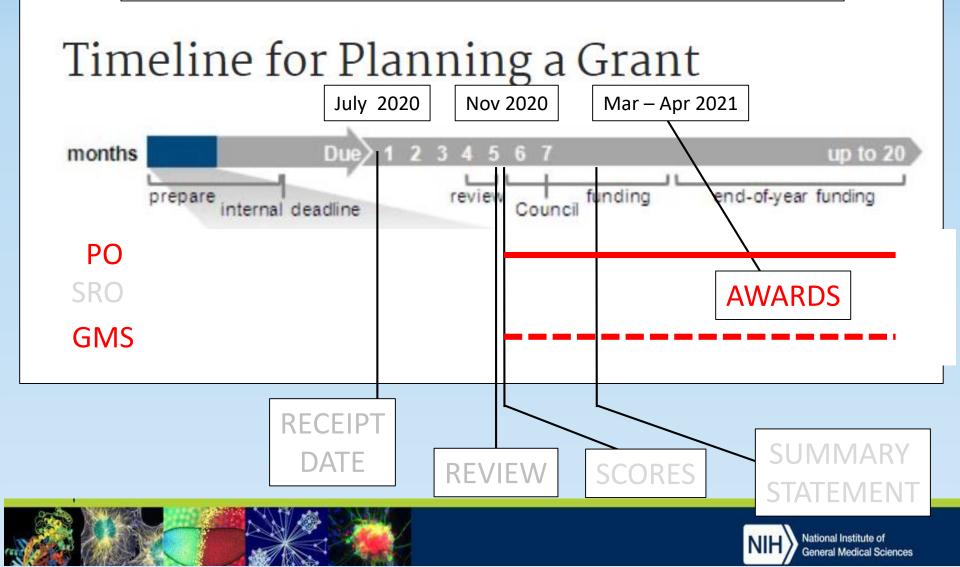# FY20 SEPA REVIEW & AWARD CYCLE

Timeline for Planning a Grant

July 2020 — RECEIPT DATE

Nov 2020 — REVIEW / SCORES

Mar – Apr 2021 — AWARDS

SUMMARY STATEMENT

months — Due 1 2 3 4 5 6 7 — up to 20

prepare | internal deadline | review | Council | funding | end-of-year funding

FY20 SEPA REVIEW & AWARD CYCLE
staff contacts

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SRO

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SUMMARY STATEMENT

NIH National Institute of General Medical Sciences

FY20 SEPA REVIEW & AWARD CYCLE
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RECEIPT DATE   REVIEW   SCORES   SUMMARY STATEMENT   AWARDS

National Institute of General Medical Sciences

FY20 SEPA REVIEW & AWARD CYCLE
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AWARDS

RECEIPT DATE

REVIEW   SCORES   SUMMARY STATEMENT

NIH National Institute of General Medical Sciences

FY20 SEPA REVIEW & AWARD CYCLE
staff contacts

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PO
SRO
GMS

AWARDS

RECEIPT DATE

REVIEW

SCORES

SUMMARY STATEMENT

NIH National Institute of General Medical Sciences

Our goal - a diverse pipeline

Purpose
- Increase the numbers of urban, rural and minority students considering research and medical careers
- Public health literacy

SEPA SCIENCE EDUCATION PARTNERSHIP AWARD
Supported by the National Institutes of Health

Our goal - a diverse pipeline

Partnerships

- Scientists and clinicians partnering with educators, community organizations and science centers

SEPA SCIENCE EDUCATION PARTNERSHIP AWARD
Supported by the National Institutes of Health

Our goal - a diverse pipeline

Goals:
- Career opportunities for minority and underserved students to increase workforce diversity
- Teacher professional development
- Increased public health literacy

SEPA SCIENCE EDUCATION PARTNERSHIP AWARD
Supported by the National Institutes of Health

Our goal - a diverse pipeline

Target Audiences
- Pre-K to grade 12
- General public

Our goal - a diverse pipeline
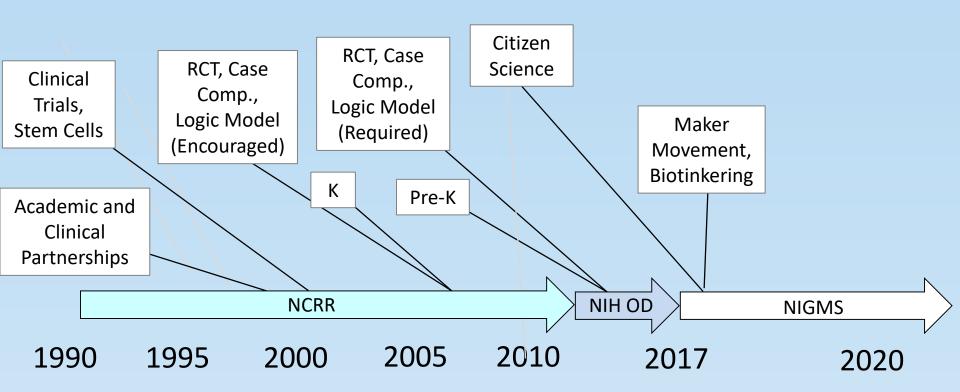
Topics
- Any area of NIH funded basic or medical research
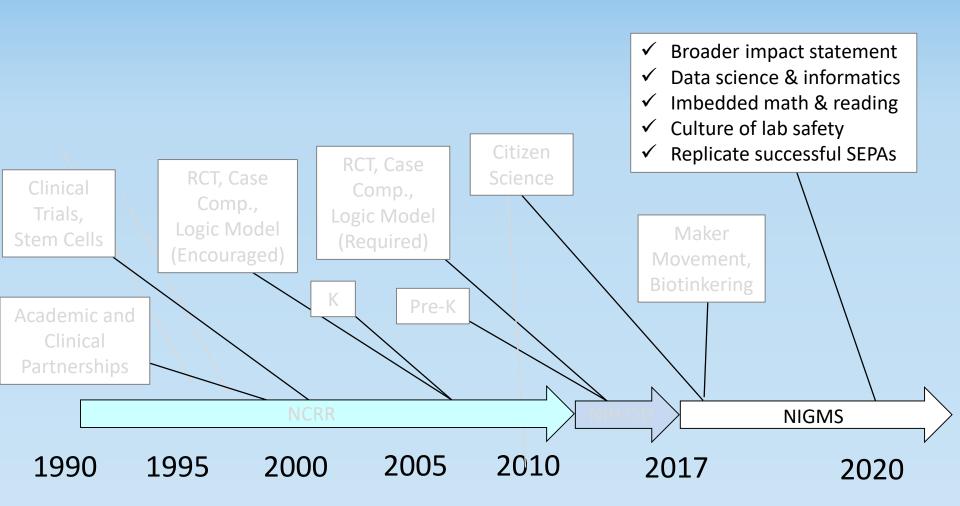
Our goal - a diverse pipeline

SEPA EVOLUTION – FOA-Driven New Areas of Emphasis

SEPA EVOLUTION – FOA-Driven New Areas of Emphasis

✓ Broader impact statement
✓ Data science & informatics
✓ Imbedded math & reading
✓ Culture of lab safety
✓ Replicate successful SEPAs

Clinical Trials, Stem Cells

RCT, Case Comp., Logic Model (Encouraged)

RCT, Case Comp., Logic Model (Required)

Citizen Science

Maker Movement, Biotinkering

Academic and Clinical Partnerships

K

Pre-K

NCRR

NIH OD

NIGMS

1990   1995   2000   2005   2010   2017   2020

SEPA Project Diversity

Interactive Digital Media

Veterinary Medicine

Citizen Science

Early Stem

Systems: Aging, Hearing, Brain, Lung, Bone

Molecular Biology

Basic & Clinical Research Methods

Microbiology, Virology & Disease Vectors

Infectious Disease, Immunology & Epidemiology

Nutrition, Obesity, Diabetes & Cardiovascular

Community Understanding about Clinical Trials

Human Genetics & Genomics

Public Health, Lifestyle & Health

Mentoring, Workforce Development & Teacher Professional Development

The Human Microbiome
ZOO in YOU
El Microbioma Humano

https://omsi.edu/exhibitions/zoo-in-you/

OMSI
Everyday Encounters with Science

Biohealth Learning Lab and Makerspace for the Community
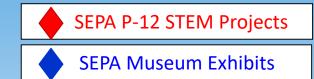
- Activate and test a museum a bio-makerspace

- Develop and evaluate a cohort of novel hands-on experiences

- Create resources for replication

SEPA FUNDED Projects FY 2019

◆ SEPA P-12 STEM Projects

◆ SEPA Museum Exhibits

IDeA States

https://nihsepa.org/

https://nihsepa.org/

https://nihsepa.org/

https://nihsepa.org/

https://nihsepa.org/

SEPA
SCIENCE EDUCATION PARTNERSHIP AWARD
SUPPORTED BY THE NATIONAL INSTITUTES OF HEALTH

www.nihsepa.org

Search

Log in

SEPA Projects **News** **Community** **Publications** **Evaluation Resources** **Annual Meeting**

Pennsylvania

Planarians and the pharmacology of addiction: an in vivo model for K-12 education
Temple University – Lewis Katz School of Medicine, Philadelphia PA
1R25DA033270-01A1 : 07/15/2014 - 06/30/2018

A Partnership in Neuroscience Education
Duquesne University, Pittsburgh PA
R25OD016516 : 04/15/2014 - 02/28/2019

Resources for Education and Action for Community Health in Ambler (REACH Ambler)
University of Pennsylvania – School of Medicine, Philadelphia PA
R25OD010521-01 : 08/27/2012 - 07/31/2017

Investing in the Future: Collaborative Research Experiences for Students and Teachers
Pennsylvania State University Hershey Med Ctr, Hershey PA
R25RR023280-01 A2 : 08/01/2008 - 05/31/2013

If a Starfish Can Grow a New Arm, Why Can't I?
Pittsburgh Tissue Engineering Initiative, Pittsburgh PA
R25RR023286 : 03/26/2007 - 02/28/2012

Regenerative Medicine Partnership in Education (Phase I/II)
Duquesne University, Pittsburgh PA
R25RR020403 : 04/01/2006 - 08/31/2010

Partnership in Biomedical Discovery
University of Pittsburgh, Pittsburgh PA
R25RR020463 : 04/01/2006 - 03/31/2011

Heart of the Matter
Franklin Institute, Philadelphia PA
R25RR018562 : 09/30/2003 - 09/29/2006

Tissue Engineering Show and Educational Partnership
Duquesne University, Pittsburgh PA
R25RR015619 : 09/30/2000 - 08/31/2005

Science Teachers Workshops for Computer Training (1995)
Carnegie Mellon University, Pittsburgh PA
R25RR007642-2 : 04/01/1995 - 03/31/2000

Universe Within
QED Communications Inc, Pittsburgh PA
R25RR007585 : 09/30/1991 - 09/29/1993

Science Teachers Workshops for Computer Training
Carnegie Mellon University, Pittsburgh PA
R25RR007642 : 09/30/1991 - 03/29/1995

Promotin
Literacy

Nationwi
Dissemin
Cancer:

Genes a
Engaging
Teachers

Gene U:
Genomic
Experien

Help and Support

Join our Mailing L

Contact the Web

View FAQ

Findings

Inform high school stu
early career scientists
highlights in basic bior
research.

NIH
National Institute of
General Medical Sciences

SEPA
SCIENCE EDUCATION PARTNERSHIP AWARD
SUPPORTED BY THE NATIONAL INSTITUTES OF HEALTH

www.nihsepa.org

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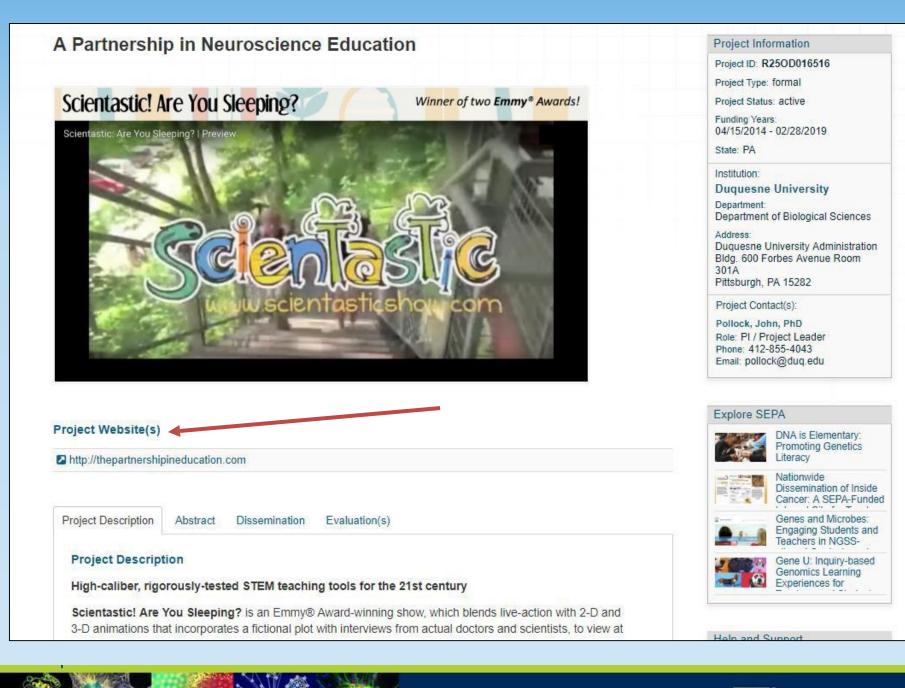
SEPA Projects   News   Community   Publications   Evaluation Resources   Annual Meeting

Pennsylvania ▼

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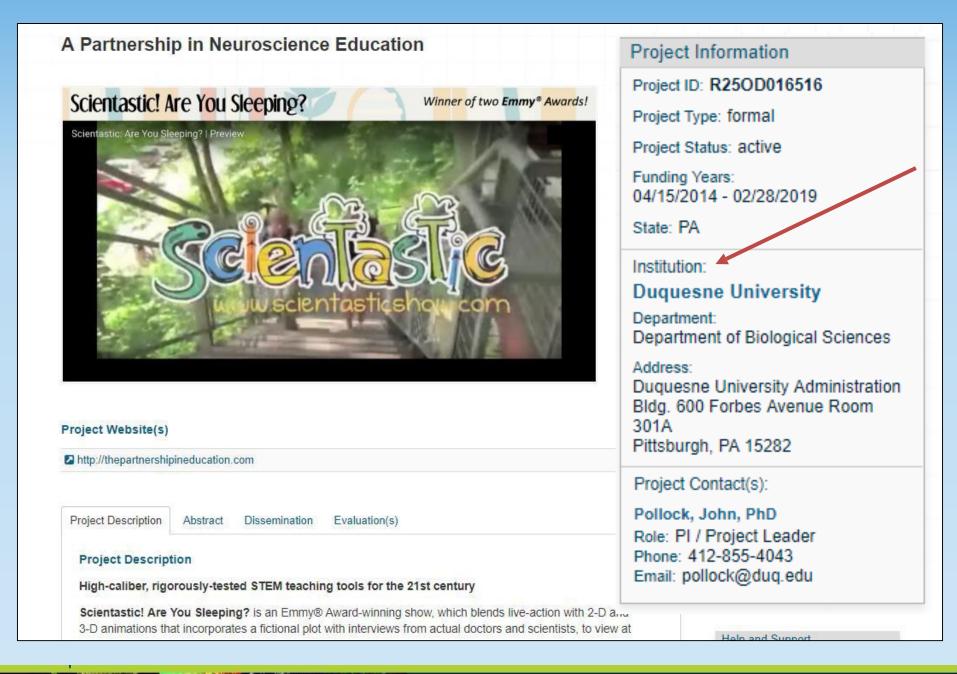
R25OD010521-01 : 08/27/2012 - 07/31/2017

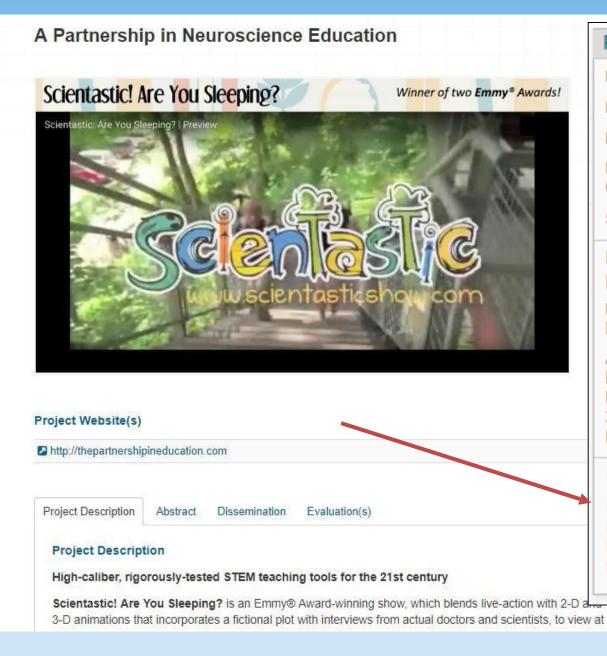NIH National Institute of General Medical Sciences

A Partnership in Neuroscience Education

Scientastic! Are You Sleeping?
Winner of two Emmy® Awards!

Scientastic: Are You Sleeping? | Preview

SCIENTASTIC
www.scientasticshow.com

Project Website(s)

🔗 http://thepartnershipineducation.com

| Project Description | Abstract | Dissemination | Evaluation(s) |

Project Description

High-caliber, rigorously-tested STEM teaching tools for the 21st century

Scientastic! Are You Sleeping? is an Emmy® Award-winning show, which blends live-action with 2-D and 3-D animations that incorporates a fictional plot with interviews from actual doctors and scientists, to view at

Explore SEPA

DNA is Elementary: Promoting Genetics Literacy

Nationwide Dissemination of Inside Cancer: A SEPA-Funded

Genes and Microbes: Engaging Students and Teachers in NGSS-

Gene U: Inquiry-based Genomics Learning Experiences for

Help and Support

National Institute of General Medical Sciences

A Partnership in Neuroscience Education

Scientastic! Are You Sleeping?
Winner of two **Emmy®** Awards!

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Project Information

Project ID: **R25OD016516**

Project Type: formal

Project Status: active

Funding Years:
04/15/2014 - 02/28/2019

State: PA

Institution:
Duquesne University

Department:
Department of Biological Sciences
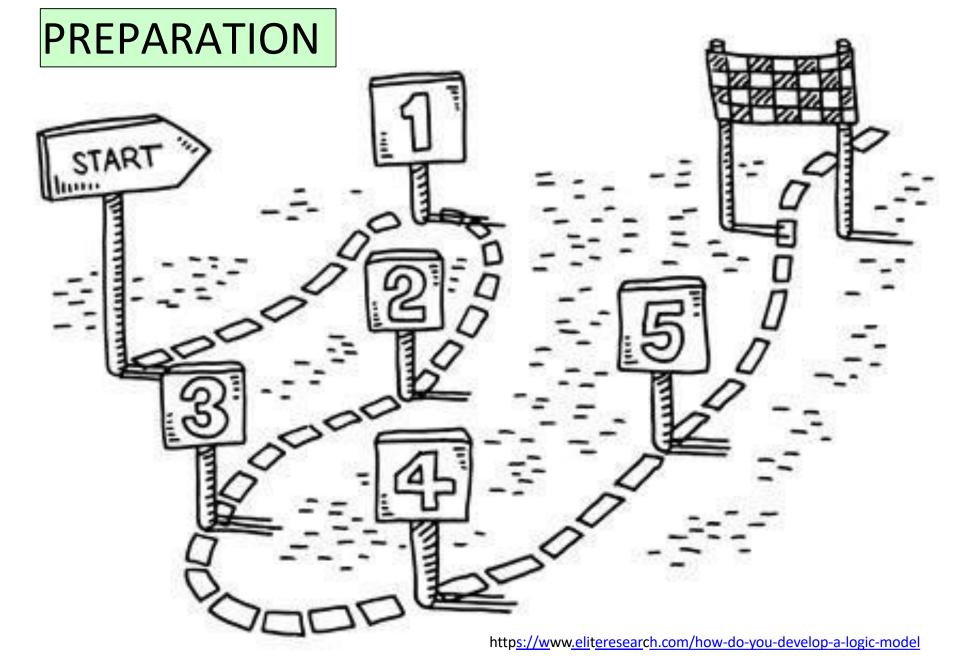
Address:
Duquesne University Administration Bldg. 600 Forbes Avenue Room 301A
Pittsburgh, PA 15282

Project Contact(s):

Pollock, John, PhD
Role: PI / Project Leader
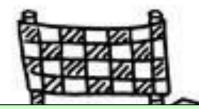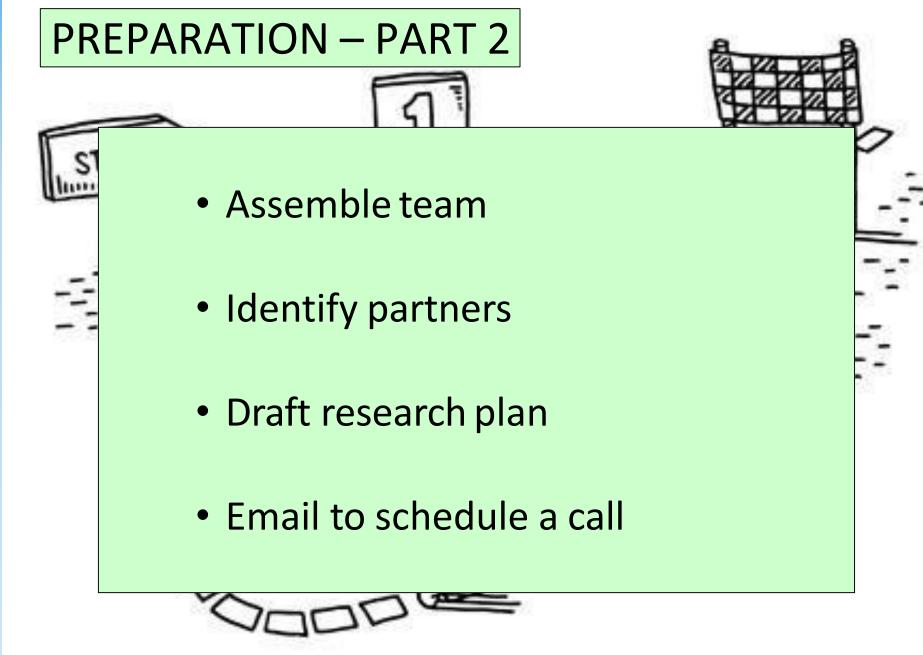Phone: 412-855-4043
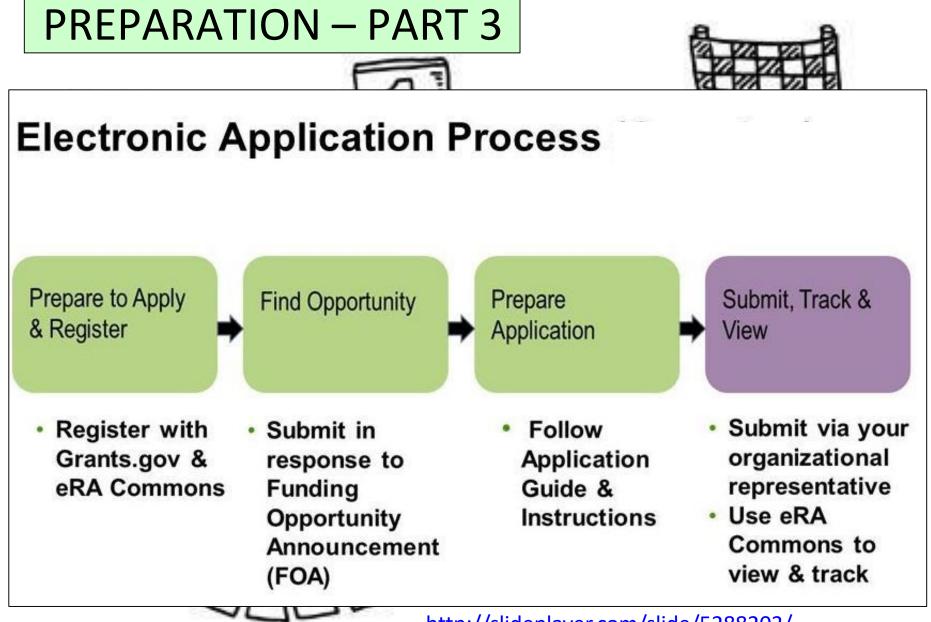Email: pollock@duq.edu

Help and Support

A Partnership in Neuroscience Education

Scientastic! Are You Sleeping?

Winner of two **Emmy®** Awards!

Scientastic: Are You Sleeping? | Preview
www.scientasticshow.com

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Address:
Duquesne University Administration Bldg. 600 Forbes Avenue Room 301A
Pittsburgh, PA 15282

Project Contact(s):

Pollock, John, PhD
Role: PI / Project Leader
Phone: 412-855-4043
Email: pollock@duq.edu

Help and Support

PREPARATION

National Institute of General Medical Sciences

PREPARATION – PART 1

1. Study SEPA FOA
2. Visit SEPA website, https://nihsepa.org/
   - Search by
     - Topic
     - Target Audience
     - Applicant Organization
   - SEPA Projects by Funding Year
   - Annual SEPA PI Conference Reports

PREPARATION – PART 2

- Assemble team

- Identify partners

- Draft research plan

- Email to schedule a call

Electronic Application Process

Prepare to Apply & Register	→	Find Opportunity	→	Prepare Application	→	Submit, Track & View

- **Register with Grants.gov & eRA Commons**

- **Submit in response to Funding Opportunity Announcement (FOA)**

- **Follow Application Guide & Instructions**

- **Submit via your organizational representative**
- **Use eRA Commons to view & track**

http://slideplayer.com/slide/5288203/

NIH National Institute of General Medical Sciences

PREPARATION – PART 3

electronic Research Administration (eRA)

eRA Commons Frequently Asked Questions

eRA
A program of the National Institutes of Health

Other Web Resources

eRA Commons Registration & Accounts

eRA Training

Modules, User Guides & Documentation

Related NIH Guide Notices

PubRoster (Rosters of NIH Scientific Review Groups)

Grants & Funding Info

NIH (OER)

AHRQ

I. General Questions
II. eRA Commons Registration
III. Accounts Log In and Password
IV. Roles in eRA Commons
V. Creating Accounts; Delegating and Revoking Authority; Affiliating
VI. Personal Profile
VII. Research Performance Progress Report (RPPR)
VIII. Financial Status Report
IX. Grants Closeout
X. Just in Time

XI. No Cost Extension
XII. Reference Letters
XIII. Internet Assisted Review
XIV. Summary Statement
XV. My NCBI
XVI. xTrain
XVII. LikeThis
XVIII. Administrative Supplements (Type 3s)
XIX. Change of Institution/Relinquishing Statement (Type 7s)
XX. Extramural Trainee Reporting And Career Tracking (xTRACT)
XXI. PI Verification of Preferred eRA Commons Account

https://era.nih.gov/commons/faq_commons.cfm

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General Medical Sciences
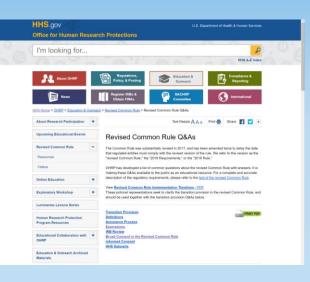
PROGRAM
- Human Subjects
- Inclusion

Zuzana Justinova, MD, PhD
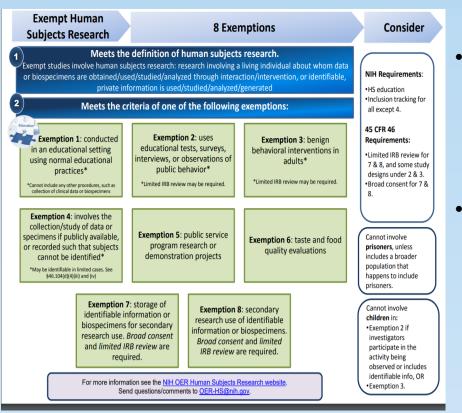
What's New with Human Subjects?

- Revised Common Rule: Changes include IRB Review, consent in the Common Rule, and exemption categories.

- **Expanded exemption categories that cover the work proposed in most SEPA applications.**

- Information to understand the changes: https://www.hhs.gov/ohrp/education-and-outreach/revised-common-rule/revised-common-rule-q-and-a/index.html#collapse-qa-e6

- Changes to human subjects research-related NIH policies to align with Common Rule changes and the 21st Century Cures Act.

- New Human Subjects and Clinical Trials Information forms – Affects all types of human subjects research.

- Resources to help you navigate the changes: https://grants.nih.gov/policy/humansubjects/research.htm

I think I have a project with human subjects. What next?

Exempt Human Subjects Research | 8 Exemptions | Consider

1 Meets the definition of human subjects research.
Exempt studies involve human subjects research: research involving a living individual about whom data or biospecimens are obtained/used/studied/analyzed through interaction/intervention, or identifiable, private information is used/studied/analyzed/generated

2 Meets the criteria of one of the following exemptions:

Exemption 1: conducted in an educational setting using normal educational practices*
*Cannot include any other procedures, such as collection of clinical data or biospecimens

Exemption 2: uses educational tests, surveys, interviews, or observations of public behavior*
*Limited IRB review may be required.

Exemption 3: benign behavioral interventions in adults*
*Limited IRB review may be required.

Exemption 4: involves the collection/study of data or specimens if publicly available, or recorded such that subjects cannot be identified*
*May be identifiable in limited cases. See §46.104(d)(4)(iii) and (iv)

Exemption 5: public service program research or demonstration projects

Exemption 6: taste and food quality evaluations

Exemption 7: storage of identifiable information or biospecimens for secondary research use. *Broad consent and limited IRB review are required.*

Exemption 8: secondary research use of identifiable information or biospecimens. *Broad consent and limited IRB review are required.*

For more information see the NIH OER Human Subjects Research website.
Send questions/comments to OER-HS@nih.gov.

NIH Requirements:
- HS education
- Inclusion tracking for all except 4.

45 CFR 46 Requirements:
- Limited IRB review for 7 & 8, and some study designs under 2 & 3.
- Broad consent for 7 & 8.

Cannot involve **prisoners**, unless includes a broader population that happens to include prisoners.

Cannot involve **children** in:
- Exemption 2 if investigators participate in the activity being observed or includes identifiable info, OR
- Exemption 3.

- The exemptions listed are likely to cover most SEPA projects that do involve human subjects research.

- **If your proposal seems to include work beyond Exemptions 1-8, contact the SEPA Program Director to discuss the work you want to propose and its fit with SEPA's goals.**

- *Note: Expedited IRB review **does not mean** exempt human subjects research.*

Remember:

Randomized Controlled Trial (RCT) or a Well-Matched Comparison study evaluation design to evaluate project effectiveness

≠

Clinical Research

https://grants.nih.gov/sites/default/files/exemption_infographic_v7_508c-4-4-19.pdf

Keep in Mind: Definition of Research

- A systematic investigation, including research development, testing and evaluation, designed to develop or contribute to **generalizable knowledge.**

- **Program evaluations that**
  - do not involve experimental or non-standard interventions,
  - provide information for and about the setting in which the program is conducted,
  - are considered to be a requirement or standard operating procedure of the program,
  - and are not subject to peer review
  - ➤ **are not considered research.**

- Publishing the results of a program evaluation does not necessarily mean that the program evaluation must be treated as human subjects research.

National Institute of General Medical Sciences
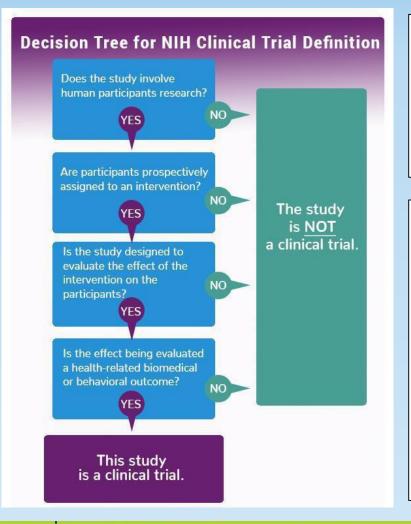
New G.500 - PHS Human Subjects and Clinical Trials Information

- Video walkthrough of the forms: https://www.youtube.com/watch?v=FNgOHqmk0rY&list=PLOEUwSnjvqBJeHcb4yai7_fDnFZFPEmQK&index=2&t=0s

- Detailed instructions to fill them out: https://grants.nih.gov/grants/how-to-apply-application-guide/forms-e/general/g.500-phs-human-subjects-and-clinical-trials-information.htm

- Clearly describe the activities in the IRB protocol that will be used to evaluate the program effectiveness.

    - Ex.: "Health-related biomedical or behavioral outcomes will not be evaluated and the proposed human subjects research does not meet the NIH Definition of Clinical Research."

What about Behavioral Interventions in Educational Settings?

Decision Tree for NIH Clinical Trial Definition

Does the study involve human participants research? YES / NO

Are participants prospectively assigned to an intervention? YES / NO

Is the study designed to evaluate the effect of the intervention on the participants? YES / NO

Is the effect being evaluated a health-related biomedical or behavioral outcome? YES / NO

The study is NOT a clinical trial.

This study is a clinical trial.

NOT CLINICAL TRIALS

- Pay attention to semantics
- Clearly describe outcome measures
- State health-related biomedical or behavioral outcomes will NOT be evaluated

FAQ C.3: **What are some examples of outcomes that are not "health related biomedical or behavioral"?**
While the vast majority of NIH-funded studies are health related, a few are not. For example, **a study that evaluates if enrollment in a summer internship program alters the student's opinions on their educational pathway would not be assessing a health-related biomedical or behavioral outcome.**

National Institute of General Medical Sciences

Helpful Hints

- Check with your IRB and institutional business officials (HRPP) **prior to submission** (early and often).

- Consider the Revised Common Rule changes as you develop your proposal.

- Separate program evaluation from other types of human subjects research.

- Program evaluations are NOT subject to Inclusion Monitoring.

- Program evaluations that use RCT methodology are NOT clinical trials.

- Provide extra detail on wearable devices and what will be done with the information.
    - Educational purposes only
    - Data collection, storage and access
    - Informed consent procedure if applicable
    - IRB evaluation and whether the IRB considers the research human subjects

NIH National Institute of General Medical Sciences

Resources for Navigating Human Subjects Questions

REVIEW

- Review-related issues

Jonathan Arias, Ph.D.

REVIEW CONSIDERATIONS

NIH REVIEW CRITERIA:
Significance
Investigator(s)
Innovation
Approach (Evaluation Plan, Dissemination Plan, Website)
Environment

ADDITIONAL REVIEW CRITERIA:
Recruitment Plan to Enhance Diversity
Training in the Responsible Conduct of Research
Resource Sharing Plans
Protections for Human Subjects
Inclusion of Women, Minorities, and Children
Vertebrate Animals
Biohazards
Select Agents
Budget

REVIEW CONSIDERATIONS

SEPA-SPECIFIC REQUIRED DOCUMENTS:
Application will be withdrawn prior to peer review if any of these SEPA-specific sections
of the application are missing:

*Diversity Recruitment Plan
*Plan for Instruction in the Responsible Conduct of Research
*Evaluation Plan
*Dissemination Plan

APPENDIX: Do not use the Appendix to circumvent page limits. Follow all instructions for
the Appendix as described in the SF424 (R&R) Application Guide

Institutional Environment and Commitment

Letters of Support

A letter of institutional commitment must be attached as part of Letters of Support

(see: **"Institutional Environment and Commitment."**

National Institute of
General Medical Sciences

Letters of Partner Commitment

Letters of commitment from partners and/or collaborators must be attached as part of Letters of Support

National Institute of General Medical Sciences

GRANTS MANAGEMENT BASICS

Christy Leake

Grants Management Basics

- Annual Award Budget: $250,000 direct costs
- Award Project Period: Up to 5 years
- Indirect Costs are reimbursed at 8% of MTDC
- Only one SEPA application is allowed per institution
- Organizations may be a subcontract on another SEPA award as long as the subcontract does not exceed 20% of the direct costs requested.

Grants Management Basics

Personnel Costs

Individuals designing, directing, and implementing the research education program may request salary and fringe benefits appropriate for the person months devoted to the program. Salaries requested may not exceed the levels commensurate with the institution's policy for similar positions and may not exceed the congressionally mandated cap. (If mentoring interactions and other activities with participants are considered a regular part of an individual's academic duties, then any costs associated with the mentoring and other interactions with participants are not allowable costs from grant funds).

Participant Costs

Participants for this FOA are those individuals who are involved in the proposed research education activity. Participants may be paid if specifically required for the proposed research education program and sufficiently justified. Participant costs must be itemized in the proposed budget.

Other Program-Related Expenses

Consultant costs, equipment, supplies, travel for key persons, and other program-related expenses may be included in the proposed budget. These expenses must be justified as specifically required by the proposed program and must not duplicate items generally available at the applicant institution.

The Annual SEPA PD/PI Conference is held in Washington, DC. PD/PI(s) are expected to attend this meeting and are encouraged to bring key personnel, e.g., the project evaluator, to the annual conference. Funds to support travel to the annual conference should be requested in the budget.

A minimum of ten percent (10%) of the direct costs requested must be devoted to project evaluation.

Participant costs are allowable for those individuals who are involved in the proposed research education activity.

Grants Management Basics

Questionable Costs:

- Honorarium – not allowable when it is used to confer distinction on a speaker
- General Supplies – only costs directly related to the grant and/or project are allowable as direct costs
- Meals/Food – only allowable as part of meeting necessary for disseminating information

All costs must be allowable, reasonable, allocable, necessary and be accorded consistent treatment.

Grants Management Basics

Unallowable Costs:

- <u>Stipends</u> are not allowable on R25 awards. Teachers and students participating in a SEPA project can be compensated for their participation in the project

- <u>Gifts</u> are unallowable on all NIH awards. Incentive payments to volunteers or participants in a grant-supported project are allowable

- <u>Entertainment</u> is not allowable on NIH awards

- <u>Promotional Items</u> are not allowable on NIH awards

Grants Management Basics

- Competing applications with a detailed budget can continue to request cost-of-living/inflationary increases in accordance with institutional policy.

- Under the current budget climate, it is likely that requests associated solely with inflationary increases will be eliminated from the awarded budget for competing awards.

- Requests associated with special needs (e.g., equipment, added personnel or increased effort) will continue to be considered.

- http://grants.nih.gov/grants/financial/fiscal_policy_faq.htm

Grants Management Basics

Best Practices:

- Ensure costs are reasonable, allocable, necessary and consistently treated

- Provide adequate budget justifications to explain the relevance of costs to the proposed SEPA project

- Research proposed costs in advance – check with your Office of Sponsored Programs, or equivalent office, as many institutions have cost policies in place as guides

PROGRAM
Final Thoughts

NIH Scoring System

Scored Review Criteria

- Significance
- Investigator(s)
- Innovation
- Approach
- Environment

Significance
- Current state of the field
- Hypothesis driven innovation
- Move the field forward

Investigators
- Prior work
    - Publications
    - Evaluation data
- Key personnel listed

Approach
- 3 Specific Aims
  - SA1, SA2, SA3; SA1.1, SA.1.2
- Potential problems & solutions
- Evaluator input – early and sustained
- Teacher input – early and sustained
- Logic Model
- Validated evaluation instruments
- Control group(s)
- NGSS alignment
- Time & Events
- Tables, figures, charts
- Images
- Literature documentation

Significance:
- Strengths
  - **A well-organized proposal**
  - Scientific premise is sound.
  - **Proposed pedagogical plan for student learning is well supported by research**
  - **Past team and key personnel successes**
- Weaknesses
  - No discussion of the **existing STEM resources**
  - The applicants claim that the product will positively impact teachers' effectiveness and content knowledge but **does not offer evidence**
  - **No link to NGSS**, the relevant state science standards, or the national health education standards.
  - **Gender differences** do not appear to be considered.

Innovation:

- Strengths
    - The game as presented **draws on previous successes of the team** members.
    - Using **real world examples and scientific data** to engage students in STEM learning.
    - **Including students and teachers** – the end users – in the development of the STEM resource
    - **While specific elements of application are not innovative, the entire package is an innovative way to teach**
- Weaknesses
    - It is not clear **what differentiates this STEM resource from others** or how it will contribute uniquely to the teacher/student audiences
    - It seems the **teacher is not part of the process** during project development
    - The proposed product may not provide sufficient **flexibility for use** by many teachers and/or district curricula

Approach:

- o Strengths
    - ▪ The application is **clearly written**.
    - ▪ The **specific aims are clearly articulated**
    - ▪ **NGSS** science standards will be incorporated.
    - ▪ **Teacher feedback** is planned.
    - ▪ Comparisons between groups will include the **biological (sex and age)** and **social (poverty and learning skills).**
- o Weaknesses
    - ▪ The approach seems **overly ambitious**
    - ▪ Educational **goals are not articulated in a measurable way**
    - ▪ **Assessment tools are not validated** and will not provide information for design and implementation
    - ▪ **No control** is mentioned against which to evaluate the intervention.
    - ▪ The **user** group that is informing the development of the STEM resource **lacks diversity**

Approach:

- Strengths
  - The application is **clearly written**.
  - The **specific aims are clearly articulated**
  - **NGSS** science standards will be incorporated.
  - **Teacher feedback** is planned.
  - Comparisons between groups will include the **biological (sex and age)** and **social (poverty and learning skills).**
- Weaknesses
  - The approach seems **overly ambitious**
  - Educational **goals are not articulated in a measurable way**
  - **Assessment plan** is a marketing and usability study. It will not provide information for design and implementation
  - **No control** is mentioned against which to evaluate the game.
  - The **end user group that is informing the development of the product lacks diversity**

Use plain, simple language, short words and brief sentences. Don't let fluff and flowers and verbosity creep in.

Mark Twain