

## Dissemination and Implementation

11554

### Getting the Grant: Assessment of a Monthly Grant Writing Group for Junior Investigators

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**ABSTRACT IMPACT:** NJ ACTS provides mentored coaching in NIH grant writing for early stage investigators. **OBJECTIVES/GOALS:** Launching an independent academic careers requires the ability to effectively communicate the purpose and impact of biomedical research in order to obtain extramural funding. We sought to develop and evaluate an interactive grant writing group of junior faculty and senior postdoctoral fellows mentored by trained coaches. **METHODS/STUDY POPULATION:** Participants meet monthly for 1 hour to peer review Specific Aims pages for grant applications to NIH and private foundations. Sessions are moderated by two senior faculty trained as coaches by the National Research Mentoring Network. Participant grant submission and review of the program are collected annually. **RESULTS/ANTICIPATED RESULTS:** From 2019-2020, 15 faculty and 2 postdoctoral fellows participated in the grant writing group with an average of 5.7 participants each month. Over the year, participants submitted 53 grant applications (68% submitted to NIH with the majority being R21 or R01 grant mechanisms). Half of grants submitted were discussed during peer review sessions. Of the grants reviewed, 42% were funded or near/below the funding payline. Using a 5-point Likert scale, participants highly rated the quality of coaching (mean/SD: 4.9 ±0.2), time discussing their research (mean/SD: 4.5 ±0.8), and the input from other participants (mean/SD: 4.5 ±0.5). **DISCUSSION/SIGNIFICANCE OF FINDINGS:** In conclusion, a monthly meeting of junior investigators hosted by two grant writing coaches is an effective means to receive peer review of grant application aims and support submissions for extramural funding.

25673

### Training the Workforce During a Pandemic: Virtual Internships for Trainees

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**ABSTRACT IMPACT:** Rapid launch of a virtual internship can address clinical and translational science training needs of the New Jersey Alliance for Clinical and Translational Science (NJ ACTS) workforce during a pandemic. **OBJECTIVES/GOALS:** The global pandemic has necessitated innovate strategies for training clinical and translational scientists. With trainees largely restricted from campus, the Workforce Development Core of the NJ ACTS Hub sought to develop and evaluate a virtual 8-week internship program for professional and graduate students within the NJ ACTS community. **METHODS/STUDY POPULATION:** Establishment of the internship required a systematic approach to 1) recruiting projects and supervisors, 2) collecting and evaluating 90 applications, 3) screening and selecting finalists, and 4) onboarding interns that spanned 7 weeks. Core Leads and Researchers within NJ ACTS developed 8 projects to be performed remotely by 11 interns. Leads and co-leads from the Team Science, Special Populations, Community Engagement, Informatics, and TL1

Cores and Programs designed projects. During the internship, participants engaged in a series of career development training and one-on-one mentoring through weekly meetings. The internship culminated in a final symposium open to the entire clinical and translational science community. **RESULTS/ANTICIPATED RESULTS:** Interns spanned different educational programs - pharmacy (36%), medicine (18%), and undergrad (9%)/graduate education (36%). Interns included women (63%), students from underrepresented backgrounds (27%) and students who were first in their family to pursue advanced education (18%). Project topics included competency assessment, COVID-19 clinical trials, marketing materials, community engagement salons, eSource for clinical trials, team science projects, and REDCap utilization. Using a 4-point Likert scale to evaluate competencies, the baseline strengths of interns included team-based science (mean/SD: 3.5 ±0.7). Trainings were designed to address gaps in intern skills including developing written and graphical abstracts (mean/SD: 2.2 ±0.9) and effective LinkedIn pages (mean/SD: 2.4 ±1.0). **DISCUSSION/SIGNIFICANCE OF FINDINGS:** Taken together, the rapid development and launch of a virtual internship program can increase participation of trainees in CTSA Hub research activities and address gaps in their clinical and translational skill set. Plans are to host virtual internships each semester to enhance workforce training and collaboration across Hub Cores.

## Education/Mentoring/Professional and Career Development

56656

### Programmatic Enhancements to Advance Racial Equity in Indiana (IN) CTSI

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**ABSTRACT IMPACT:** We present new programs aimed at training, retaining and preparing a diverse cadre of scientists to lead the field in transforming population health and advancing health equity **OBJECTIVES/GOALS:** To mitigate biases inherent to the R01 grant funding process, trainees from backgrounds underrepresented in medicine (URM) may benefit from enhanced mentorship and a longer 'runway' to funding. As such, we have deployed two synergistic programs that aim to support URM retention and advancement. **METHODS/STUDY POPULATION:** The URM Program for Advising in Research and Development (UPwARD) pairs URM trainees with 2 mentors: 1) an institutional leader from outside their discipline to serve as an internal advocate and 2) an external eminent scholar who will facilitate the scholar's development and prominence within their discipline. Additionally, the KL2 Program to Launch URM Success (KL2 PLUS) offers URM trainees a third year of funding to focus on scholarship, grant writing and leadership development. Four specific training components of KL2 PLUS include: 1) PLUS II Seminar Series, 2) Faculty Success Program, 3) attendance at the AAMC Minority Faculty Leadership Conference, and 4) CTSI Committee Service. **RESULTS/ANTICIPATED RESULTS:** Along with measures of productivity (papers, grants, K to R transition), we will utilize social network analyses and measures of collaboration, retention, and future CTSI engagement to evaluate the programs "success" as both are designed to enhance trainee scholarly