### ProposalCentral Components

<table>
<thead>
<tr>
<th>Done</th>
<th>Section</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Stanford PIF</td>
<td>SeRA system form to work with Derek Harrison</td>
</tr>
<tr>
<td></td>
<td>Project Title</td>
<td>Up to 120 Characters, Start &amp; End Dates</td>
</tr>
<tr>
<td></td>
<td>Personnel</td>
<td>Added directly through application portal</td>
</tr>
<tr>
<td></td>
<td>Letters of Reference</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Summary for Non-Scientists (Lay Summary)</td>
<td>2500-character limit, Written at a 10th grade level</td>
</tr>
<tr>
<td></td>
<td>Project Summary</td>
<td>2500-character limit</td>
</tr>
<tr>
<td></td>
<td>Budget Period Detail</td>
<td>Refer to the AHA Award Guide for a list of Allowable and Non-allowable budget items.</td>
</tr>
<tr>
<td></td>
<td>Budget Summary</td>
<td>Read-only display of the budget items entered in the Budget Period Detail section.</td>
</tr>
<tr>
<td></td>
<td>Alternative &amp; Overlapping Funding</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Organization Assurances</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Data Sharing Plan</td>
<td>Research Output (2050-character limit), Explain any limits to data sharing that might be required. (1000-character limit)</td>
</tr>
</tbody>
</table>

### Documents to upload

<table>
<thead>
<tr>
<th>Done</th>
<th>Section</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fellow/Trainee</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Proposed Research Plan</td>
<td>3 pages</td>
</tr>
<tr>
<td></td>
<td>Biosketch</td>
<td>NIH format. 5 pages</td>
</tr>
<tr>
<td></td>
<td>Lay Summary</td>
<td>Submitted via entry in ProposalCentral</td>
</tr>
<tr>
<td></td>
<td>Mentor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Biosketch of Mentor</td>
<td>NIH format. 5 pages</td>
</tr>
<tr>
<td></td>
<td>Biosketch of Co-Mentor</td>
<td>If applicable. NIH format. 5 pages</td>
</tr>
<tr>
<td></td>
<td>Past &amp; Current Trainees</td>
<td>3 pages per mentor</td>
</tr>
<tr>
<td></td>
<td>Research Project Environment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Training Plan of Mentor (and Co-Mentor if applicable)</td>
<td>3 pages</td>
</tr>
</tbody>
</table>

Refer to Sponsor/Mentor Information for more details.
Proposed Research Plan

Guidelines:

- Page limit: 3 pages
- Work with your mentor to collaboratively develop a thoughtfully planned, systematic proposal aimed at answering an investigative question in cardiovascular or cerebrovascular research related to the mentor’s existing AHA award.
- Additional monetary support for the proposed work MUST come from the mentor's laboratory. The proposal will likely be related to the mentor's currently funded work. The mentor should address the relationship of the proposal to ongoing work in their laboratory, and how the proposal will contribute toward the fellow’s training and career development.
BIOGRAPHICAL SKETCH

Provide the following information for the Senior/key personnel and other significant contributors. Follow this format for each person. DO NOT EXCEED FIVE PAGES.

NAME:

eRA COMMONS USER NAME (credential, e.g., agency login):

POSITION TITLE:

EDUCATION/TRAINING (Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable. Add/delete rows as necessary.)

<table>
<thead>
<tr>
<th>INSTITUTION AND LOCATION</th>
<th>DEGREE (if applicable)</th>
<th>Completion Date MM/YYYY</th>
<th>FIELD OF STUDY</th>
</tr>
</thead>
</table>

A. Personal Statement

Fellow/trainee - Tailor this section to your specific application. Share how your unique background and experiences make you suited for this research supplement.

For mentor - specifically mentoring underrepresented groups.

B. Positions, Scientific Appointments, and Honors

C. Contributions to Science
Tips for how to write an AHA Lay Summary

Address the following points:
1. What is the major problem being addressed by this study?
2. What specific questions are you asking and how will you attempt to answer them?
3. Please do not list your specific aims - this is a brief overview targeted for a lay audience.
4. What is the potential overall impact of this work on the mission of the AHA?

Note: The AHA recommends that the lay summary be written at an 8th grade level.
- Click on Home → Editor → Insights → Document Stats → Readability → Flesch Kincaid Grade Level to find your summary’s readability grade.

Address the: who/what/where/when/how many/why?

- Justify your research - predict and cover the “so what?” factor. Why does it matter?
- Give some background and context to the research. What prompted you to do it?
- Follow a logical order. This may not always coincide with a temporal order.
- Explain the impact of the work – what is going to change (especially in relation to wider society)
- Use short and simple sentences. Imagine you’re talking to a high school student who’s just stepped into an introductory class or a distant family member who works in an unrelated field
- Avoid jargon unless necessary
- Use first person and active voice (“we agreed” instead of “it was agreed”).
- Use positive sentences: “You will have repeat appointments at least once a fortnight”,

Refer to https://www.elsevier.com/connect/authors-update/in-a-nutshell-how-to-write-a-lay-summary for more tips
# Mentor's List of Past and Current Trainees

**Guidelines:**
- Primary and Secondary Mentors only
- Limit of 3 pages

## Predoctoral Trainees of [Mentor's Name]

<table>
<thead>
<tr>
<th>Past / Current Trainee</th>
<th>Trainee Name (Where Training Occurred)</th>
<th>Training Period (Degree)</th>
<th>Prior Academic Degree Institution(s)</th>
<th>Prior Academic Degree(s)</th>
<th>Prior Academic Degree Year(s)</th>
<th>Title of Research Project</th>
<th>Current Position of Past Trainees / Source of Support of Current Trainees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Past</td>
<td>Jones, K (Harvard)</td>
<td>94-99 (PhD)</td>
<td>U. of MD</td>
<td>BA</td>
<td>94</td>
<td>Role of Transcription Factor X in Synaptic Plasticity</td>
<td>Asst. Scientist, Scripps Research Foundation</td>
</tr>
</tbody>
</table>

## Postdoctoral Trainees of [Mentor's Name]

<table>
<thead>
<tr>
<th>Past / Current Trainee</th>
<th>Trainee Name (Where Training Occurred)</th>
<th>Postdoc Research Training Period</th>
<th>Prior Academic Degree Institution(s)</th>
<th>Prior Academic Degree(s)</th>
<th>Prior Academic Degree Year(s)</th>
<th>Title of Research Project</th>
<th>Current Position of Past Trainees / Source of Support of Current Trainees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current</td>
<td>Jones, T. (Cornell)</td>
<td>18-22</td>
<td>U. of MD</td>
<td>18</td>
<td></td>
<td>Role of Transcription Factor X in Synaptic Plasticity</td>
<td>Asst. Scientist, Scripps Research Foundation</td>
</tr>
</tbody>
</table>
Research Project Environment of Mentor/Co-mentor

Guidelines:

- No Page Limit
- Only one document from the primary mentor that includes information from the co-mentor
- Include facilities and resources (similar to NIH Facilities & Other Resources)
- Use the subheadings:
  - Laboratory
  - Clinical
  - Animal
  - Computer
  - Office
  - Major Equipment (already available for use)
  - Other
Primary Mentor Training Plan

Guidelines:
1. Page Limit: 4 pages
2. No more than 15 characters per inch (cpi) or an average of no more than 15 cpi (cpi includes symbols, punctuation and spaces)
3. No less than ¾” margins on all four sides
4. Maximum of 50 lines per page
5. Arial font style, 12-point font size for Windows users; Helvetica font style, 12-point font size for Macintosh users
6. Only Portable Document Format (pdf) files are accepted

Detail your plan for:

- Proposed research training of this applicant
- Assessment of the applicant’s skills
- Assessment of the primary mentor’s skills that will be applied/learned by the applicant
- Funds available to the applicant from the primary sponsor

Include the following:
1. Describe research in progress in the mentor’s lab.
2. Describe your plan to develop the applicant's research capabilities. Include:
   - Mentor’s role and personal commitment to the applicant
   - Trainee’s accessibility to the mentoring team
   - The sequence in which the applicant will be given increasing personal responsibility for the conduct of research
3. List related training or course work that will be required for specific technical skills or methods the applicant will expect to master (include the names, degrees and titles of other individuals who will be involved in training the applicant). Specify timelines for course work and training completion.
4. Title a separate section, “Instruction in responsible conduct of research and rigor and reproducibility”. Evaluation of the application will include adequacy of the proposed training in relation to a sufficiently broad selection of subject matter, such as conflict of interest, authorship, data management, human subjects and animal use, laboratory safety, research misconduct, research ethics. AHA does not require submission of the NIH RCE form.
   - Include the names, degrees and titles of all individuals who will be involved in training the applicant in the responsible conduct of research.
   - List the specific characteristics of the training program (i.e., the level of trainee experience, and the circumstances of the trainees).
5. Address the relationship of the research training plan to the career goals laid out in the applicant's career development plan.
6. Provide your assessment of the applicant.
7. Title a separate section, “Mentor’s Qualifications”. Address:
   - What special skills or perspective can you offer to the applicant?
   - How do you intend to support the growth of the applicant’s academic career (e.g., supporting subsequent grant applications; developing research ideas; writing manuscripts; guiding the applicant to reach independent goals; facilitating professional activities outside of the
institution [regional, state, national organizations], creating a network of peers and advisors)?

- Ideas for teaching the values, rules and operating procedures in academic medicine, such as how the merit and promotion system works and helping the applicant advance to the next level.
- A testimonial of what mentoring support has meant to you while establishing your career. Give specific examples of anything attributable to mentorship you received, such as goals attained, projects completed, promotions, grants or awards earned, obstacles overcome, etc.
- What do you value most about mentorship, and what do you find to be most rewarding about it?

8. Resources: Describe the space and source of all funds (external and internal) available to the applicant, including departmental and institutional funds.