

- **Collaborative Project--Data Clearinghouse of R25**
 - **Project name:** Data Clearinghouse of R25
 - **Goal:** 1) identify best practices; 2) influence policy; 3) teach faculty how to be good educators; 4) identify barriers to participation.
 - **Names:** Michelle Allen, Maurice Godfrey, Kathynie Hinds, Meghan Mekinda, Janet Rader, Sunita Chaudhary
 - **Brief Description/General Plan:** Identify:
 1. Common/Different program components?
 2. What are people measuring?
 3. Conceptual models?
 4. Challenges- IRB requirements vary by different institutions
 - **General plan:** Set up a cross site repository of program components and evaluation metrics. Define what can be evaluated in a cross site evaluation, what are some common metrics in different programs, what is generalizable?
 - **First step in the next two months:** design a simple survey to collect information about program components, metrics etc.

Collaborative Project # Breakout 1 Evaluation

- **Participant names:** Georgia, Jen, Steve, Britany, Jennie, Solomon a couple others didn't get down before we closed
- **Project name:** Harmonizing Trainee Surveys across NCI Programs
- **Goal:** To assess common elements across NCI training program survey to enable broader assessment of the impact and challenges in the portfolio
- **Brief description:** to pool common data across NCI training programs to better understand recruitment, challenges to completion of degrees, improvement in knowledge and experience.
- **General plan:** Advocate for NCI to require common metrics across newly funded projects. Surveys pre/post training programs each year. Socio demographic: ages, languages spoken at home, language proficiency, if bi/multilingual—what language would you prefer to argue in (record as dominant language), citizenship/residency, parents' education level, stage of training (year in undergrad, masters, PhD, etc.), gender (birth vs self-identifying), URM category in fields of health and science, major; Career aspirations: field and highest degree planned; graduation rates by degree level; challenges to completing degrees; GPA?; confidence in formulating a research question, etc. (KSBs behaviors);
- **First step in the next two months:** to create checklist and ask grantees, “could you answer the following questions with data you collect from your trainees”. Inquire about periodicity of data collection. Do you collect any other information (i.e. social network, knowledge, skills, abilities, CPC behaviors)? Do you limit recruitment to basic sciences or engage multiple disciplines?

Collaborative Project # Breakout 2 Outreach

- **What is our definition of Outreach:** recruitment; program itself is considered outreach if from local region; science fairs, present at schools re cancer and program; partnering events; sun safety presentations/interaction; health screenings; tables at museum of science and industry, library, cancer patient family housing to share cancer ed; volunteer work—table to engage younger students, families; near peer HS to middle school science sessions (participation form at enrollment signed by parents if <16yr); teacher inclusion in training—increase scope for teaching at home site
- **Participant names:** Samson, Steve, Linda, Eileen, Kathynie, Dave, Jen, Solomon
- **Project name:** Say YES to Science
- **Goal:** Centralized relatable video recruitment tool
- **Brief description:** YES program and other R25s link to video; can include in our fliers and other advertisements.
- **General plan:** Brief to keep attention (3min or less). Showcase diversity. Student testimonials, programs available, bench, outreach, etc.—what was done in the program. Target peers and near peers. Click her for more info and QRcode. Standardize the format. Kids create on cell phone video, contract out to edit.
- **First step in the next two months:** Identify working group. Design the template for the video (prompts/questions) or hire external contractor to create product.
- **Subsequent steps:** create a couple videos and test in target audience.

Collaborative Project (Mike Wyss, Khandan Keyomarsi, Nathan Vanderford, Arcelia Chavez, Jennie Williams)

- Outreach: Cohorts, Families and Beyond
- Involve families and community members in cancer content and enhance their support of students' pursuit of STEM careers.
- Educate the community about cancer and STEM careers through our students and program staff. Students and families can then further share the information.
- Work together to put together a best practice approach and assessment measures to determine what is working and what is not.
- Working group to survey what programs are doing now to determine what is working and what is not and what is being assessed now.

Team: Georgia, Jennie, Michele, Nathan, Anna

- **Project name:** Social Side of Science (S cubed) (*working title)
- **Goal:** Expand students connections and networks through our R25 programs to reinforce their science identity development.
- **Brief description:** Offer an inspirational & social event that is mostly focused on networking and connection building, but will still have a learning component. Give the students an opportunity to share who they are and what they learned, what they want to do, etc. gaining college and graduate school literacy.
- **General plan:** Have someone like Dr. Collins come give a short talk/welcome. We will talk to the students about how important these programs are and motive them to stick to these science careers. Then give them opportunities to socialize, network, learn about other schools, learning about different national programs, resources, etc. Provide participants with list of all student participants with name, school, & contact information.
- **First step in the next two months:** Identify all program schedules to determine when this type of events could occur (ideally before school starts). This could potentially occur multiple times a year, so we can build a larger national cohort within our program cohorts. Also, figuring out the logistics of it all (mini-breakouts? is zoom/webex the best option? discord?) Reach out to our students to see what type of topics they want us to briefly cover.

Arcellia Chavez, Linda Kennedy, Megan Mekinda, David Boone, and Khandan Keyomarsi

- **Virtual Omics Learning Team (VOLT)**
- Combine resources (lectures, coding TAs, etc) to increase computational thinking/training with a biomedical/cancer focus in a virtual setting across programs.
- For those with computational portions of their program have cross program collaborations to teach didactic and/or hands-on lessons in informatics/computer science. Can be a resource for those that do not have CS sections and want to or need to pivot.
- Need to consider: timing issues, programs running at different dates, time zone differences, computing language differences, student interest. Need to develop a team of experts to design or deliver modules. Also, need to establish a team of coding “TAs.” Identify if partners are interested in quick talks, modules, exposure to careers, etc. Should they work on small group projects? Data sets? Synchronous/asynchronous? Chance for students to mix between programs.
- Identify programs that are interested. Identify existing resources and program knowledge.

Collaborative Project # Breakout 3 Virtual Efforts

- **Participant names:** Karen, Jen, Christopher, Dave, Solomon
- **Project name:** Optimizing Student Engagement and Etiquette Online (Virtual YES for Dummies)
- **Goal:** Provide a variety of suggestions for engaging students while in the virtual environment; begin to develop proper etiquette in virtual environment
- **Brief description:** Provide etiquette guidelines and a variety of suggestions for engaging students so that all may engage regardless of technical issues.
- **General plan:** Create document with key best practices to share across programs. Keep camera on, sit plum to the camera, appropriate attire, use chat box to sign in, teach students keep passwords and links secure. Use asynchronous platforms to enable continued engagement, especially for students with limited broadband/ability to interact. Facilitate community creation among peers with Discord/SLACK etc. Small group independent work for tighter networking/connections. Monitor how school districts handle the virtual environment. Make sure facilitators understand the legal liability of the institution, this may vary by state and age (i.e. every meeting is a different room, different password, Zoom link sent day before or morning of activity). Sit down with legal team. Have students sign in with real name, no code names, alert facilitator if have to use a parent device/parent name. Survey students on tech capabilities so don't put student on the spot. If possible, provide tech support, laptops, hotspots. Schools you work with may provide. Test tech the week prior to the program—run-in period. Run orientation to Zoom. Use 3rd party apps or platforms as appropriate (Labster; LabExchange)
- **First step in the next two months:** Formalize list above and circulate across programs for additional input

Pre-discussion--Best practices when virtual: sign name in chat and keep video on. Challenge = how to engage or check for engagement. Presenter stay on the line until everyone signed off to give room for questions or start early and be available. Create sense of community with Discord app/SLACK channel, minimal curating, give own space. Mix up didactic sessions with video breaks, etc. Legal issues with unofficial activities/chats, meeting outside program hours. One group gets transcript of them to ensure safety. Keep channels private.