T32 Training Grant Submission Checklist and Brief Guide

⚠ IMPORTANT INFORMATION

Version 2 | Last updated: November 19, 2025
Primary References: NIH Form-I and PA-25-168

Disclaimer: This checklist is based on current NIH guidelines as of November 19, 2025. Always verify requirements with the specific Notice of Funding Opportunity (NOFO) for your submission, as requirements may vary by institute or program. This document supplements, but does not replace, official NIH guidance. Applicants must consult the specific NOFO and NIH Application Guide for their submission.

INSTITUTIONAL SUPPORT CONTACT

For Charlie Dunlop School of Biological Sciences Faculty:

- **Contact**: Research Development and Administration (RAD) Team
- **Email**: bio-research@uci.edu

For School of Medicine Faculty:

- **Contact**: Research Development Unit (RDU) Team
- **Email**: somrd@hs.uci.edu

NIH Program Officer Contact:

- Always confirm Institute-specific questions directly with your assigned officer.

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📋 QUICK REFERENCE GUIDE

• **Recommended Timeline**: Initiate planning at least 6 months prior to submission deadline
• **Standard Deadlines**: January 25, May 25, September 25
⚠️ Dates vary by NIH Institute/Center; always verify with your IC and Program Officer.

• **Key Terms**
- IC: Institute/Center (referring to NIH Institutes and Centers)
- NOFO: Notice of Funding Opportunity
- NRSA: National Research Service Award
- PD/PI: Program Director/Principal Investigator
- RCR: Responsible Conduct of Research
- SciENCv: Science Experts Network Curriculum Vitae system for NIH biosketches

• **Contacts**:
- Quick questions: Yergalem Meharenna (ymeharen@uci.edu)
- For submission initiation: Please refer to the *Institutional Support Contact* listed above to locate the appropriate school-specific email address

• **Critical Documents**:
- Program Plan (25-page limit)
- Data Tables (N/A)
- RCR Plan (3-page limit)
- Reproducibility Plan (3-page limit)

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1. PRE-SUBMISSION PHASE (6+ Months Before Deadline)

☐ **Contact Research Development Team:** At least 6 months before submission.
Review the Training Grant Support Hub for the detailed timeline.

☐ **Contact your NIH Program Officer early in the planning process.**

☐ **Identify and confirm PD(s)/PI(s) and key faculty participants:**
✅ **Best Practice:** Finalize the faculty participants (mentors) list at least 6 months in advance.

☐ **Secure institutional commitment for the letter of support as early as possible.**

☐ **Complete internal review 4-6 weeks before submission deadline.**
✅ **Best Practice**: Allow sufficient time to incorporate feedback and make revisions.

☐ **Review NOFO:** Thoroughly review the specific NOFO for your target application, identifying any special requirements or deviations from standard instructions.

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2. CORE APPLICATION COMPONENTS: Forms & Attachments

☐ **Project Summary/Abstract** (30-line limit) – Accurate description of the training program.
✅ **Best Practice:** Write for a scientifically literate but non-specialist audience. Clearly state the training program's significance.

☐ **Project Narrative** (3 lines) – Description of project relevance to public health.
✅ **Best Practice:** Focus on how the program addresses major health challenges or advances biomedical research.

☐ **Bibliography & References Cited**

☐ **Facilities & Other Resources** – Describe relevant infrastructure and support.

☐ **Equipment** – List major equipment and justify additional needs if appropriate.

☐ **Introduction to Application** (3 Pages) – Required for resubmissions/revisions if specified.

☐ **Program Plan Attachment** (25 Pages) – Detailed description:

Organize the Program Plan according to the sequence outlined in the most recent instructions (e.g., NIH Form-I), unless otherwise specified in the NOFO.

A. Background (Rationale, Goals & Objectives).

The application should clearly describe the **goals** (i.e., broad statement of purpose of the program), and **objectives** (i.e., specific measurable outcomes the program intends to achieve) of the proposed research training program. The proposed research training program is justified by the institutional need and builds on the organization's current training activities. The rationale, relevant history, and specific goals and objectives of the program are clearly aligned to address this need. The major participating units and departments provide a foundation for the program, contributing established research training activities that support the proposed goals.

Tables to refer:
Table 1. Census of Participating Departments and Interdepartmental Programs: Describe the organization of the proposed training program, the participating departments and interdepartmental programs, and the extent to which faculty, graduate students, and/or postdoctorates from those departments/interdepartmental programs participate in the programmatic activities to be supported by the training grant.

Table 2. Participating Faculty Members: Describe the distribution of participating faculty by academic rank, department or interdepartmental program and areas of research emphasis. Describe the rationale for the faculty selected to participate in the training grant. Analyze the data in terms of the overall experience of the faculty in training predoctorates and/or postdoctorates. Comment on the inclusion of faculty whose mentoring records may suggest limited, recent training experience at either training level (predoctoral or postdoctoral).

Table 3. Federal Organizational Research Training Grant and Related Support: Available to Participating Faculty Members: Summarize the level of research training support at the organization. Comment on instances where the tabular data indicate that there may be substantial overlap of participating faculty.

B. Program Plan

a. Program Administration (Training Program Director(s)/Principal Investigator(s))

Program Director information: Provide an overview of the PD's qualifications, including scientific background, research focus, training experience, and commitment to developing future researchers. Specify the PD's percent effort and describe plans for training in effective, inclusive mentoring practices.

Administrative information: Outline the program's administrative structure, detailing the distribution of responsibilities and how the PD will receive ongoing guidance to ensure effective program management.

✅**Special Instructions for Multiple PD/PI**: If multiple PD/PIs are proposed, explain in this section your rationale for how this will facilitate program administration, and add Multiple PD/PI leadership plan attachment.

Renewal Applications: For renewal applications involving a change in PD/PI structure, whether from single to multiple, multiple to single, or changes in the number or composition of multiple PD/PI, the applicant must provide a rationale in the program plan and include the required Multiple PD/PI Leadership Plan, if applicable.

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b. Program Faculty

The application should describe (a) the faculty participants and (b) planned mentor training and oversight.

Faculty Participants:

- Describe the efforts made to recruit a pool of prospective program faculty from various career stages with relevant experience and expertise to advance the program goals to enhance the training environment.
- Describe each participating faculty member's research relevant to the program, how trainees will engage in these projects, and evidence of prior collaboration, such as joint publications or student mentorship. Explain how faculty teams will coordinate mentoring responsibilities and demonstrate their capacity to support trainees through past research and mentoring success.

Together, the qualifications of the participating faculty and the structure of the mentoring framework should ensure a supportive, inclusive, and effective training environment.

⚠ **New Requirement (Effective January 25, 2025): Mentor training** is now mandatory for all T32 applications. Applications must thoroughly address ALL elements below.

MENTOR TRAINING AND OVERSIGHT: *MANDATORY REQUIREMENTS*
The NIH requires a comprehensive approach to mentor training that encompasses three core domains:

I. OVERSIGHT STRUCTURE

Establish robust administrative mechanisms to:

- Monitor program effectiveness and trainee progression.
- Evaluate mentoring quality systematically.
- Implement procedures for faculty removal if standards are not met.

II. MENTOR TRAINING PROGRAM DESIGN

- How participating faculty are trained in evidence-informed mentoring practices that promote development of ALL trainees.
- Format, duration, and frequency of mentor training activities.
- How mentor training is tailored to the program's goals and objectives.

III. REQUIRED TRAINING TOPICS (must include but not limited to):

- Aligning expectations.
- Maintaining effective communication.
- Fostering independence.
- Assessing scholars' understanding of scientific research.
- Enhancing professional development.
- Articulating mentoring philosophy and plans.

✅ **Best Practice:** Integrate mentor training across multiple career stages and make it an ongoing process rather than a one-time event. Consider including:

- Annual refresher sessions for experienced faculty.
- Intensive training for new faculty joining the program.
- Peer mentoring circles or communities of practice.
- Assessment tools to evaluate mentoring effectiveness.
- Resources for faculty to continue developing their mentoring skills.

When required, complete Tables 4-5, and summarize the data from the tables to show faculty research support, trainee funding, and publication outcomes.

Table 4. Active Research Support of Participating Faculty Members: Analyze the data in terms of total and average grant support. Additionally, comment on the inclusion of faculty without research grant support and explain how the research of trainees who may work with these faculty members would be supported.

Table 5. Publications of Trainees Supported by this Program: Summarize these data, including, for example, the average number of publications, and how many students have published their work. For pre- and postdoctoral training programs, indicate how many trainees are published as first author, and how many completed their doctoral or postdoctoral training without any first-author publication.

Note for New Applications: List publications for students and/or postdoctorates who are representative of those who would be appointed if the grant is awarded.

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c. Proposed Training

Describe the proposed training program, including trainee levels and numbers, required academic and research backgrounds, and plans to accommodate varying preparation.

For postdoctoral trainees, indicate degree distribution. Detail coursework, research opportunities, technical and professional skill development, and training duration. ***For short-term programs***, ensure structured didactic training and supervised research to enhance skills for health-related research careers. ***For renewal applications***, explain how the program has evolved based on scientific advances, mentoring practices, and prior evaluation. Describe training in scientific reasoning, rigorous research design, experimental methods, quantitative/data science approaches, and data analysis, tailored to trainee preparation. ***For multi-disciplinary programs***, explain integration and coordination across departments and disciplines.

✅ **Best Practice:** In addition to the information specified in the Application Guide, describe:

- How the training activities will employ evidence-informed approaches to trainee learning, mentorship, and professional development, and how these activities will address the program's training goals and objectives.
- How trainees will be instructed on data science principles that are relevant to their areas of research. Examples include statistics, computational science, bioinformatics, data sharing and access, data management, data security, and data privacy in human subjects research.

Include career development activities, faculty involvement in promoting trainee progress, and interactions between clinical trainees and basic science departments. Outline trainee access to patients, research responsibilities, and opportunities for human subjects research, if applicable. Provide representative trainee programs, including curricula, courses, lab experiences, qualifying exams, mentoring plans, and procedures for guiding, monitoring, and evaluating trainee performance.

The proposed training should include a section on career development activities for trainees involved in the program, and should describe:

- How the pool of potential applicants and trainees will be provided with information about the overall biomedical research workforce employment landscape, the variety of careers in the biomedical research workforce for which their training would be useful, and the career outcomes of graduates of the program (e.g., on publicly accessible websites).
- How the proposed program will engage a range of potential employers to ensure the trainees will acquire the appropriate skills, knowledge, and steps needed to attain positions in the sectors of the biomedical research workforce that are of interest to them and consistent with their values.
- How the training program or institution will provide appropriate experiential learning opportunities (e.g., internships, shadowing, informational interviews, teaching opportunities) that allow trainees to develop the professional skills and networks necessary to transition into careers in the biomedical research workforce.

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d. Training Program Evaluation

Develop a comprehensive evaluation plan that assesses program quality and effectiveness. The evaluation should assess the extent to which the program is achieving its stated training goals and objectives and whether the research training environment is supportive of trainee development. The plan should include procedures for obtaining and incorporating feedback from current and former trainees, faculty, and other stakeholders to identify program strengths, weaknesses, and opportunities for improvement. Evaluation metrics should be clearly linked to program goals and may include indicators such as trainee productivity (e.g., publications, presentations), degree completion rates, time-to-degree, and subsequent career outcomes (e.g., postdoctoral appointments, research positions).

The application should also describe how the program will respond to evaluation findings and use them to inform program modifications and enhance overall training effectiveness.

Renewal Applications: Summarize evaluation results and any program modifications made in response.

e. Trainee Candidates and Retention Plans

Provide an overview of the training program's candidate pool, including its size, prior clinical and research training, and career level. Describe specific plans to recruit candidates and explain how these plans will be implemented. *"Recruitment"* refers to outreach efforts intended to encourage individuals to apply for the training grant program and occurs prior to the candidate review and selection process; it does not mean the appointment or hiring of an individual into the training grant program.

Describe the nomination and selection process for candidates offered admission and the criteria for trainees' reappointment. Programs are encouraged to consider individuals who have the potential to strongly benefit from, and with proper training and support, succeed in the program. While program admissions may consider factors such as a candidate's experiences and commitment to program goals, programs may not use the race, ethnicity, or sex of a trainee or candidate as an eligibility or selection criterion.

Retention Plans: Describe efforts to sustain the scientific interests as well as monitor the academic and research progress of trainees from all backgrounds within the program (i.e., retention). Applicants are encouraged to use evidence-informed practices for retention with the recognition that the variety of trainee educational backgrounds and experiences may necessitate the need to tailor retention approaches. Describe the specific efforts to be undertaken by the training program and how these might coordinate with broader trainee retention efforts of the institution(s).

When required, complete Tables 6A and/or 6B and summarize the data here using the guidance below. In your narrative, refer to specific tables as applicable.

Table 6. Training Program Candidates, Entrants, and their Characteristics for the Past Five Years (Predoctoral and Postdoctoral). Summarize the data in terms of the overall numbers of potential trainees, their characteristics, their eligibility for support, and enrollment trends.

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f. Institutional Environment and Commitment to Training

Document the applicant organization's and participating units' support and commitment to the program goals, including resources such as space, laboratory facilities, equipment, funding, faculty release time, or other measures enhancing the research training environment. Include a signed institutional letter describing this commitment.

For institutions with existing externally funded training or career development programs, explain how the proposed program differs, potential synergies, trainee transitions between programs, and how faculty, trainee pools, and resources are sufficient to support the new program alongside existing ones.

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g. Training Outcomes

This section is intended to provide outcomes for the program described in the application (or for new programs, to provide outcomes for recent graduates in similar training to the proposed program).

Describe the departments' and programs' ability to recruit and retain trainees, including admissions outcomes (offers and matriculants). Discuss the applicant pool, covering both training-grant eligible and non-eligible individuals, and characteristics of current participants, referring to Table 6 as applicable. Use this information to justify the number of requested positions. When required, complete Tables 7-8, and summarize data, including utilization of awarded training positions, any unfilled or early-terminated positions, distribution of appointments, and program outcomes. Highlight how training positions are used, trainee success in achieving goals, and post-training research involvement and grant support.

The application should also provide information about recent outcomes through narrative descriptions and a summary of the data presented in the required training tables. It should describe the following:

- Evidence that recent program graduates conducted rigorous research that advanced scientific knowledge and/or technologies, with increasing self-direction (e.g., peer-reviewed publications in Training Table 5, or other measures of scientific accomplishment appropriate to the field);
- The rate of program completion and length of training (for predoctoral trainees, explain time-to-degree Training Table 8).
- The success of recent graduates transitioning to careers in the biomedical research workforce (Training Table 8).

Tables to refer:
Table 7. Appointments to the Training Grant for Each Year of the Current Project Period: Describe the utilization of awarded training positions. If any trainee positions were not filled, if any trainees terminated early, or if the distribution of appointed positions differs from the distribution of awarded positions, provide an explanation.

Table 8. Program Outcomes: Referring to relevant components of Table 8, describe how training positions are used (i.e., distribution by mentor, year in program, years of support per trainee), and the success of the program in achieving its training goals and objectives.

For those who have completed their training, describe the extent of their current involvement in research, including research grant support received subsequent to completion of the training program.

Renewal Applications: Discuss appointments to the training grant, and if any postdoctoral trainee with a health professional degree was appointed to the training grant for less than 2 years of research training, explain why.

✅ **Best Practice:** Reference specific data tables throughout the narrative.

⚠️ **Common Pitfall:** Data tables must be submitted as a separate attachment, NOT embedded in the Program Plan narrative. Embedding tables in the narrative may result in application withdrawal.

☐ **Progress Report** (5 Pages plus 1page per trainee, **renewals only**)

For renewal applications include information in the "Program Overview" section to demonstrate that the program successfully trained a pool of individuals who have the technical, operational, and professional skills to transition into careers in the biomedical research workforce. Highlight how the training program has evolved in response to changes in relevant scientific and technical knowledge, educational practices, and evaluation of the training program.

Describe successes and challenges with the implementation of the programmatic elements described in the previous application (e.g., curricular elements, mentor training activities, efforts to promote safe and supportive research training environments) and provide justifications for failing to implement previously proposed programmatic elements. Include success rates for graduation and successful transitions to postdoc or careers in the biomedical research workforce and describe how the program made aggregate data on training and career outcomes publicly available.

✅ **Best Practice:** Must Address:

- Overview of accomplishments and progress achieved since the last competitive review
- Progress of Those Appointed to the Grant (Page limit: 1 page per appointee)

☐ **Data Tables Attachment** (No page limit).

The following tables constitute the foundation of your application. Each table serves a specific purpose in demonstrating program capacity, faculty qualifications, and training outcomes. Reviewers scrutinize these data extensively; therefore, accuracy, completeness, and strategic presentation are paramount.

✅ **Best Practice:** This is the backbone of the application, follow Table Instructions closely.

Required tables (only those specified in the NOFO):

- Table 1: Census of Participating Departments
- Table 2: Data on Participating Faculty Members
- Table 3: Institutional Research Training Support
- Table 4: Active Research Support of Faculty
- Table 5: Publications of Trainees
- Table 6: Training Program Candidates (5-year data)
- Table 7: Training Grant Appointments
- Table 8: Training Outcomes

✅ **Best Practice:**
Data Collection Strategy: Initiate data compilation for Tables 5–8 during the early planning phase. Historical data spanning five or more years requires substantial time to gather and verify. Utilize the **'Training Grants Tracking Template'** available on the Resources page of the Training Grants Support Hub to streamline data organization, ensure consistency, and prevent last-minute gaps that could compromise application quality.

⚠️ **Common Pitfall:** Reviewers scrutinize these tables closely, ensure data accuracy and completeness.

☐ **Plan for Instruction in Responsible Conduct of Research** (RCR, 3 Pages). Must address:

- **Format:** Describe the required format of instruction, i.e., face-to-face lectures, coursework, and/or real-time discussion groups. A plan with only online instruction is not acceptable.
- **Subject Matter:** Describe the breadth of subject matter, e.g., conflict of interest, authorship, data management, human subjects and animal use, laboratory safety, research misconduct, and research ethics.
- **Faculty Participation:** Describe the roles of mentor(s) and other faculty involvement in the instruction.
- **Duration of Instruction:** Describe the total number of contact hours of instruction.
- **Frequency of Instruction:** Instruction must occur during each career stage and at least once every four years. Document any prior instruction during the applicant's current career stage, including the inclusive dates instruction was last completed.
- **Monitoring:** Plan must also describe how participation in RCR instruction will be monitored.

Renewal Applications: Describe any changes in formal instruction over the past project period and plans for the future that address any weaknesses in the current RCR instruction. All training faculty who served as course directors, speakers, lecturers, and/or discussion leaders during the past project period must be named in the application.

☐ **Plan for Instruction in Methods for Enhancing Reproducibility** (3 Pages). Must address:

- Evaluation of foundational research (i.e., rigor of prior studies)
- Rigorous experimental design and data interpretation

- Consideration of relevant biological variables (e.g., sex as a biological variable)
- Authentication of key biological and/or chemical resources
- Transparency in research reporting

Renewal Applications: Describe any changes in instruction over the past project period and plans that address any weaknesses in the current instruction for methods for enhancing reproducibility.

✅ **Best Practice:** Integrate instruction across multiple stages of training rather than limiting it to a single course. For both RCR and Reproducibility training, align content with NIH guidance using the five mandatory RCR components and the recommended reproducibility prompts to ensure consistent, progressive learning throughout trainees' development. Please refer to the **Training Grant Support Hub** under the **Resources** tab for NIH and UCI resource links to assist you in drafting these documents.

⚠️ **Common Pitfall:** Applications lacking RCR and Reproducibility sections will not be reviewed.

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3. PERSONNEL INFORMATION

☐ **Biographical Sketches** (NIH Format, via SciENcv).
Required for PD(s)/PI(s) and all faculty. Must be updated within six months of submission. Use SciENcv to generate biosketches, ensuring they are prepared in the new format.

⚠️ **IMPORTANT**: New biosketch format requirements via SciENcv are being implemented effective January 2026. NIHs Implementation of Common Forms for Biographical Sketch and Current and Pending (Other) Support for Due Dates on or after January 25, 2026 (NOT-OD-26-018).

✅ **Best Practice:**

Start collecting them well in advance to ensure biosketches are updated and submitted on time. Program faculty are encouraged to provide a personal statement that describes their prior experience with:

- Training, mentoring, and promoting a supportive scientific environment.
- Providing training in rigorous and unbiased experimental design, methodology, analysis, interpretation, and reporting of results.
- Aiding and supporting trainees in identifying and transitioning into careers in the biomedical research workforce that are consistent with trainees' skills, interests, and values.

☐ **Register or verify active status in eRA Commons for all key personnel**

☐ **Other Support Information** – Include all current and pending support (federal and non-federal).

☐ **Multiple PD/PI Leadership Plan** (if applicable).

Applicants designating multiple PD/PIs must submit a *Multiple PD/PI Leadership Plan* with their application.
The Multiple PD/PI Leadership Plan should explain how having multiple PD/PIs benefits the program and trainees. One PD/PI must serve as the Contact PD/PI for NIH communications, though others may act on their behalf. The plan should justify the multiple PD/PI approach, outline governance and organizational structure, define roles and responsibilities, describe decision-making and conflict resolution processes, and specify each PD/PI's purpose. NIH awards a single budget and training positions; multiple PD/PIs do not receive separate allocations.

Resubmission Applications: If a resubmission changes from a single PD/PI to multiple PD/PIs, or alters the number or composition of multiple PD/PIs, the applicant must provide a rationale in the introduction and include a Multiple PD/PI Leadership Plan.

Renewal Applications: If a renewal changes from a single PD/PI to multiple PD/PIs or alters the number or composition of multiple PD/PIs, the applicant must provide a rationale in the program plan and include a Multiple PD/PI Leadership Plan.

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4. BUDGET INFORMATION

☐ **Detailed Budget** (SF424 R&R Budget).
Collaborate with your unit's pre-award analyst to prepare the budget in compliance with institutional and NIH guidelines. Ensure inclusion of trainee stipends, tuition, fees, and all allowable expenses, and confirm adherence to the NIH Grants Policy Statement.

✅ Best Practice: Refer to current NRSA stipend levels at https://grants.nih.gov/grants/guide/notice-files/NOT-OD-25-105.html (verify current notice number with your program officer and analyst).

☐ **Budget Justification**
✅ **Best Practice:** Link all budget items directly to training program activities and objectives.

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5. ADDITIONAL REQUIRED DOCUMENTS

☐ **Letters of Support** (Max 10 Pages).
This letter should be signed by a President, Provost, Dean, Department Chair, or another key institutional leader with institution-wide responsibilities. For institutions that have multiple NIH-funded training grants, the letter should also explain what distinguishes the proposed program from existing ones at the same training level, how the programs will synergize and share resources when appropriate, and how the training faculty, pool of potential trainees, and resources are sufficiently robust to support both the proposed program and existing ones. It should appear on institutional letterhead and describe and acknowledge institutional commitment to the following areas:

- Ensuring that proper policies, procedures, and oversight are in place to prevent discriminatory harassment and other discriminatory practices;
- Responding appropriately to allegations of discriminatory practices, including any required notifications to the HHS Office of Civil Rights; and
- Adopting and following institutional procedure for requesting NIH prior approval of a change in the status of the PD/PI or other senior/key personnel if administrative or disciplinary action is taken that impacts the ability of the PD/PI or other key personnel to continue his/her role on the NIH award as described in the training grant application.

✅ **Best Practice:** The letter should also articulate the institution's commitment to the following areas. Always adhere to the NOFO; the list below reflects the requirements for **PA-25-168**:

- Developing and promoting a culture in which the highest standards of scientific rigor, reproducibility and responsible conduct are advanced.
- Ensuring sufficient resources and support will be available to the training faculty and trainees, for example, to permit early-stage faculty to participate in training and trainees to continue in training if their mentors experience a hiatus in research funding.
- Supporting core facilities and technology resources and describing how they can be used to enhance training.
- Providing adequate staff, facilities, and educational resources to the planned program.
- Supporting the PDs/PIs and other key staff associated with the planned training program, ensuring faculty have protected time available to devote to mentoring, training and research; considering activities integral to excellent training (such as teaching and mentorship) in tenure and promotion decisions.
- Promoting safe and supportive research training environments at all levels (trainees, staff, faculty, and leadership); ensuring the research facilities and laboratory practices promote the safety of trainees (see The NIH Grants Policy Statement Section 4 regarding NIH recipient institutions expectations to provide safe and healthful working condition for their employees and foster work environments conducive to high-quality research).
- Ensuring that proper policies, procedures, and oversight are in place to prevent discrimination, harassment and other discriminatory practices and to appropriately respond to allegations of such discriminatory practices, including providing any required notifications to NIH (see NOT-OD-20-124).
- Providing the types and levels of support necessary for trainees to successfully complete the research training program.
- Supporting evaluation of the training program and procedures for responding to evaluation findings.

☐ **Appendix Materials** (if allowed).

⚠️ **Common Pitfall:** Most T32 applications do not permit appendices. Unauthorized appendix materials may result in withdrawal.

6. COMPLIANCE AND REGULATORY REQUIREMENTS

☐ **Human Subjects Research.** Clearly describe trainee involvement and required certifications.

☐ **Vertebrate Animals**. Complete this section if trainees will work with animal models.

☐ **Select Agent Research**. Indicate if trainees will work with select agents or toxins.

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7. OTHER IMPORTANT COMPONENTS

☐ **Page Limit Compliance**
⚠️ **Common Pitfall:** Page limit violations result in application withdrawal.

☐ **Format Requirements** –
Use NIH-approved fonts (Arial, Georgia, Helvetica, Palatino Linotype, Times New Roman) at minimum 11-point size. Verify margins, spacing, and formatting.

☐ **PDF Conversion** – Verify readability and integrity.

☐ **Grants.gov Submission** – Submit at least 24–48 hours early to allow for corrections.

☐ **Submission Confirmation** – Verify via Grants.gov & eRA Commons.

☐ **Monitor application status in eRA Commons for validation errors**

☐ **Save confirmation emails and tracking numbers**

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8. FINAL REVIEW CHECKLIST

☐ **Internal Research Development review completed (4–6 weeks before deadline)**

☐ **Sponsored Project Office final review completed (2 weeks before deadline)**

☐ **All co-investigators and collaborators have reviewed and approved**

☐ **All page limits verified**

☐ **All required signatures obtained**

✅ **Best Practice:**

- Upload each component into **eRA Commons** as separate PDFs.
- Use descriptive file names matching NIH instructions (e.g., T32_ProgramPlan.pdf).

9. ADDITIONAL RESOURCES

- UCI Training Grant Support Hub → https://research.bio.uci.edu/training-grant-support/
- NIH Parent PA-25-168 → https://grants.nih.gov/grants/guide/pa-files/PA-25-168.html
- NIH Institute/Center → https://grants.nih.gov/grants/guide/contacts/PA-25-168.html
- SciENcv Homepage → https://www.ncbi.nlm.nih.gov/sciencv/
- SciENcv Guide → https://cshl.libguides.com/SciENcv/home
- Dunlop BioSci SciENcv Resource Webpage → https://research.bio.uci.edu/sciencv/
- **NIH Common Forms** → https://grants.nih.gov/policy-and-compliance/implementation-of-new-initiatives-and-policies/common-forms-for-biosketch
- UCI Library Biosketch Guide →https://guides.lib.uci.edu/sciENcv-for-biosketch/sciencv-in-myncbi
- Grants.gov → https://www.grants.gov
- NIH Policy Statement → https://grants.nih.gov/grants/policy/nihgps/html5/section_11/11.3.8_allowable_and_unallowable_costs.htm
- eRA Commons → https://public.era.nih.gov/commons/

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