

**Metadata and Bioinformatics Accompaniment Form
(Required to be submitted as part of the proposal)**

Note: This form also drives the analysis for your project. Any changes or updates on analysis should be made through this form by updating, adding "rev#" to the filename, and re-submitting to inbre@ncgr.org.

1. Date

Submitted by

2. Institution

Email

Best Phone Number

Advisor (if student application)

3. Qualification

I am a funded NM-INBRE Investigator

RAIN-eligible institution (ID, MT, NV, WY, AK, HI)

IDeA-eligible institution (This requires co-funding support from applicant of approximately \$5k for basic project and depending on experimental design).

Yes I can co-fund award if my proposal is selected with
approximately \$ _____ (Required for proposal to be reviewed.
This will also help us determine scope of your project).

4. Proposal Title

5. Species

6. Genome size

7. Sample Type

RNA

DNA

Data Files (FASTQ, etc.)

8. Sample Details

Number of Strains

Number of Conditions

Number of Time Points

Number of Replicates per Condition

Total number of samples (strains x conditions x time points x replicates)

10. Sample ETA when samples will be sequenced and ready for analysis:

From: Please specify the types of bioinformatics analysis you are requesting (check all that apply)

De novo Transcriptome Assembly

Differential Expression

Functional Annotation/Pathway Analysis

DNA-Seq Mutational Analysis

Genome Assembly

Metagenomics analysis

Whole Genome

16S

18S

Metatranscriptomics analysis

DNA Methylation analysis (e.g. bisulfite-Seq, Pac Bio)

Small RNA-Seq analysis (e.g., miRNAs)

ChIP-Seq analysis

RIP-Seq analysis

Genotyping by Sequencing analysis

Custom bioinformatics/data analysis, please specify

Other, please specify

12. Genome/Transcriptome Reference Information and link.

13. For RNA-Seq Differential Expression Analysis

a. Please list (or attach spreadsheet) with sample names, sample descriptions, tissue, treatment, replicate, and other metadata.

b. Comparison Groups (e.g. treatment A vs. treatment B, control vs. all treatments, etc.)

14. Student Participation

15. Other Comments: