Oportunidades de Fondos Externos
Vicepresidencia de Recursos Externos
ACADEMIC YEAR 2025-26 / VOLUME VIII
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LA MEJOR EDUCACIÓN A TU ALCANCE
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UPR external funding success is of utmost importance to strengthen the connection between its investigators/faculty and funding entities who have the potential to sponsor their research and academic endeavors. This publication has been developed in order to summarize funding opportunities and promote the participation of faculty and collaborative research groups in their intent to apply for external funds. Such efforts are aligned with the UPR Strategic Plan 2017-2022: A New Era of Innovation and Transformation for Student Success; Certification 50 (2016-2017) of the Governing Board, December 19, 2016. Strategic Area: Research and Creative Work. Goal 2: Increase Applications for and awards of external funds for research and creative work.

SELECTED FUNDING OPPORTUNITIES

This is a selection of identified funding opportunities for the period ending 5/29/2026 and is in no way all-inclusive of funding opportunities available. Further information has been shared with External Resource Coordinators and Research Coordinators at each UPR campus.

INDEX

Page

1. Maximizing Investigators Research Award (MIRA) for Early Stage Investigators (ESI) (R35 - Clinical Trial Optional), NIH

Application Deadlines: October 2, 2026
Award Amount: up to $275,000 in direct costs per year for a period of up to five years

The NIGMS Maximizing Investigators' Research Award (MIRA) for Early Stage Investigators (ESIs) provides support for a program of research in an ESI's laboratory. For this NOFO, we define the "program of research" as a collection of projects in an investigator's laboratory that are within the NIGMS mission.

Overview
NIGMS supports basic research on biological processes as well as translational and clinical research in specific areas. MIRA investigators have the flexibility to explore new ideas, techniques, and approaches that remain within NIGMS' scientific mission.

Although we encourage mutually beneficial collaborations, the MIRA supports the research of an independent investigator's laboratory. The MIRA's intent is to support a significant and ambitious program of research.

Expected MIRA for ESIs achievements
We expect that a MIRA for ESIs award will:

- Enable investigators to apply early in their independent research careers. Doing so allows them to secure grant funding to launch and sustain productive research careers.
- Allow investigators to move into research areas that are distinct from those of their postdoctoral mentors.
- Provide sufficient funding to encourage a robust research program.
- Increase funding stability for NIGMS-supported investigators.
- Encourage investigators to take on ambitious scientific projects and approach problems creatively.
- Increase flexibility for investigators to adapt to important new research directions, instead of being bound to specific aims proposed in advance.
- Widely distribute funding among the nation's talented and promising investigators to increase scientific productivity and the chances for important breakthroughs.
- Reduce the time spent by researchers writing grant applications. The goal is to allow them to spend more time conducting research.
- Enable investigators to devote more time to mentoring trainees in a stable research environment.

This NOFO allows:

- Research within the mission of NIGMS, including programs that focus, solely or in part, on technology development and computational approaches.
- Research that involves human subjects.
- Clinical research within the context of the NIGMS clinical areas:
    - Anesthesiology and perioperative pain.
    - Clinical pharmacology.
    - Sepsis.
    - Injury and critical illness.
    - Wound healing.
    - Systemic immune/inflammatory responses.
- Mechanistic NIH-defined clinical trials that are essential parts of the research program.
- Foreign Components, as defined in the NIH Grants Policy Statement, if the foreign component does not require NIH funding. We encourage you to consult NIGMS before proposing a foreign component.

Eligible program directors and principal investigators
Qualifications: For this Notice of Funding Opportunity (NOFO), we limit eligibility to NIH-defined Early Stage Investigators (ESIs).
Total research effort: The Program Director/Principal Investigator (PD/PI) must devote at least 51% of their total research effort to this award. The total research effort should:

- Include the PD's/PI's combined research effort at all institutions where they hold an appointment.
- Be expressed in person-months.
- Not include time spent on teaching or administration that is not directly related to the PD's/PI's research or clinical duties.

NIGMS encourages you to contact an program officer before submission to help you determine if your project is suitable for NIGMS. NIGMS allow only single PD/PI applications. We will not accept applications with multiple PDs/PIs.

Link to Additional Information: https://www.grants.gov/search-results-detail/360593

2. Personnel Preparation of Special Education, Early Intervention, and Related Services Personnel, Dept. of Education / Dept. of Labor

Application Deadlines: July 2, 2026
Estimated Average Size of Awards*:* up to $1,250,000 per project for a project period of 60 months

The purposes of the Personnel Development to Improve Services and Results for Children with Disabilities program are to (1) help address State-identified shortages and needs for personnel preparation in special education and early intervention, including infants and toddlers, and youth with disabilities; and (2) ensure that those personnel have the necessary skills and knowledge, derived from practices that have been determined through scientifically based research, to be successful in serving those children.

The purpose of the Personnel Preparation of Special Education, Early Intervention, and Related Services Personnel (84.325K) competition is to prepare and increase the number of personnel who have the necessary qualifications to serve children with disabilities. Under this absolute priority, ED will fund grantees that use evidence-based strategies to prepare scholars in special education, early intervention, and related services at the bachelor's degree, certification, master's degree, educational specialist degree, or clinical doctoral degree levels to serve in a variety of settings, including natural environments (the home and community settings in which children with and without disabilities participate), early learning programs, child care, classrooms, and schools.

Priorities
This competition includes one absolute priority and two competitive preference priorities. The absolute priority and Competitive Preference Priority 1 are from allowable activities specified in the statute (see sections 662 and 681 of IDEA (20 U.S.C. 1462 and 1481)). Competitive Preference Priority 2 is from 34 CFR 75.225.

- **Absolute Priority: Personnel Preparation of Special Education, Early Intervention, and Related Services Personnel -** The purpose of this priority is to prepare and increase the number of personnel who have the necessary qualifications to serve children with disabilities. Under this absolute priority, ED will fund grantees that use evidence-based strategies to prepare scholars in special education, early intervention, and related services at the bachelor's degree, certification, master's degree, educational specialist degree, or clinical doctoral degree levels to serve in a variety of settings, including natural environments (the home and community settings in which children with and without disabilities participate), early learning programs, child care, classrooms, and schools.
    - Focus Area A: Preparing Personnel to Serve Infants, Toddlers, and Preschool-Age Children with

Disabilities
    - Focus Area B: Preparing Personnel to Serve School-Age Children with Disabilities.

- **Competitive Preference Priority 1: Applications from Historically Black Colleges and Universities (HBCUs) and Tribally Controlled Colleges and Universities (TCCUs) -** Under this priority, an applicant must demonstrate the project will be implemented by one of the following entities:
    a) Historically Black Colleges and Universities (HBCUs)
    b) Tribally Controlled Colleges and Universities (TCCUs)

- **Competitive Preference Priority 2: Applications from New Potential Grantees -** Under this priority, an applicant must demonstrate that the applicant has not had an active discretionary grant under the ALN 84.325K, 84.325M, or 84.325R, including through membership in a group application submitted in accordance with 34 CFR 75.127 through 75.129, in the last five years before the deadline date for submission of applications under ALN 84.325K.

Link to Additional Information: https://www.grants.gov/search-results-detail/362374

3. Research Opportunities in Cancer Epidemiology Cohort Studies (U01 Clinical Trial Not Allowed), NIH

Application Deadlines: October 5, 2026
Award Information: budgets are not limited but need to reflect the actual needs of the proposed project

Through this Notice of Funding Opportunity (NOFO), the National Cancer Institute (NCI) encourages grant applications to support research in cancer epidemiology cohort studies that address specific knowledge gaps in cancer etiology and survivorship. Applications should include hypothesis-based research, support for cohort infrastructure and/or maintenance, continued follow-up, and sharing of data and biospecimen resources as appropriate.

Key Definitions:

- **Cancer Epidemiology Cohort:** An observational study in which a group of individuals with a set of characteristics or exposures is prospectively followed over time to examine determinants of cancer risk and/or outcomes. In this study design, exposures and other factors are systematically collected before the onset of cancer risk or outcomes—establishing a temporal relationship. Within this longitudinal framework:
    - **Risk (etiology) cohorts:** Enroll individuals without a history of cancer and follow them for the incidence of new cancers.
    - **Survivor cohorts:** Enroll individuals diagnosed with cancer and follow these survivors for cancer-related and other outcomes.
- **Established Cancer Epidemiology Cohort**: A cohort that has achieved its initial planned recruitment goal.

Scope and Research Objectives
Successful applications must address important scientific gaps in cancer epidemiology research and enhance our understanding of cancer risk among healthy populations or outcomes among cancer survivors. Applicants may propose research studies within an established cancer epidemiology cohort. Any request for infrastructure support for an established cohort (see definition) must be directly related to the proposed scientific research aims and will be evaluated based on the proposed scientific research questions and methods. The NOFO also supports applications for the establishment of a new cancer epidemiology cohort or an expansion of a recently formed cancer epidemiology cohort.

The followings are within the scope of this NOFO:

1. Hypothesis-driven Research from Established or Existing Cohorts: Cohorts that have achieved their initial planned recruitment goal may propose to test research hypotheses across the cancer control continuum. Likewise, hypothesis-driven research may be proposed using data from clinical trials-, registry-, or biobank-based studies with an established track record of active participant/patient follow-up.

2. Science-driven Expansion of a Recently Formed Cohort: A cancer epidemiology cohort with active enrollment or those completing recruitment within the past 3-5 years with a proposed substantial expansion in scientific scope and research capacity to justify additional enrollment. This expansion must be clearly justified, substantial, and should leverage existing operational and infrastructure resources. Allowable expansion includes increasing sample size (e.g., to enhance population representativeness - younger age groups, geographic locations, or others) and collection of new biospecimens or data to capture emerging trends in cancer risk, progression, or outcomes that are in alignment with research aims and vision.

3. Formation of a New Cohort: A new cohort with participant recruitment and systematic data and biospecimen collection, designed to investigate cancer risk/etiology or survivorship. Funding will support foundational infrastructure needed for a next-generation cancer epidemiology cohort that systematically collects high-quality, multi-dimensional data to advance cancer epidemiology research. Applicants must articulate a clear scientific vision for the cohort and demonstrate sufficient feasibility of recruitment and retention of study population. The proposed new cohort must specifically address gaps in cancer epidemiology research and broaden the heterogeneity of population-based studies by collecting new exposures. Survivor cohorts should include information from the following five domains to cover the full extent of the cancer survivor experience:

    1. disease characteristics
    2. individual survivor characteristics
    3. treatment, treatment-related effects, and follow-up care
    4. behavioral and lifestyle factors
    5. quality of life outcomes.

    These domains may represent exposures and/or outcomes, depending on the research questions, and should be measured at multiple time points, when appropriate.

Applicant organizations may submit more than one application, provided that each application is scientifically distinct.

Link to Additional Information: https://files.simpler.grants.gov/opportunities/0536c0e6-e21d-4548-8511-a293babd20b8/attachments/47e9b80e-711f-4061-8b0c-97500144d824/PAR-27-073-Full-Announcement.html

4. NIAID Resource-Related Research Projects (R24 Clinical Trial Not Allowed), NIH

Application Deadline: September 25, 2026
Anticipated Funding Amount: budgets are not limited but need to reflect the actual needs of the proposed project

The purpose of the Resource-Related Research Projects (R24) are to support investigator-initiated research projects that will develop resources to serve biomedical research. A resource is a non-hypothesis-driven activity to provide data, materials, tools, or services that are essential to making the most timely, high quality, and cost-efficient progress in a field. The resource should be available to any qualified investigator, and should be highly quality controlled, replenishable, and not duplicate resources available commercially or through other sources.

Important:

- The **Division of Microbiology and Infectious Diseases (DMID)** supports a comprehensive suite of product development services and research tools, resources, and technologies to assist researchers.
  DMID encourages applications to develop unique non-clinical resources that can be utilized by the broader infectious disease research community and do not overlap with activities that may be supported under other mechanisms.

- The **Division of Acquired Immunodeficiency Syndrome (DAIDS)** encourages applications that propose to develop unique resources that can be utilized by the broader HIV research community, including data and bioinformatics resources and analytic tools, and that do not overlap with activities that may be supported under other mechanisms. DAIDS is particularly interested in applications that develop resources to support implementation science to end the HIV epidemic in the U.S.

- The **Division of Allergy, Immunology and Transplantation (DAIT)** encourages applications that propose generation and distribution of unique reagents, clinical immunology patient registries, and data and bioinformatics resources (e.g., data compilation/aggregation, exchange, visualization, and analysis). DAIT also will support resources focused on extracting knowledge from data under the Findable, Accessible, Interoperable, and Reusable (FAIR) principles.

- The **Chemical Countermeasures Research Program (CCRP)** supports discovery research and early development of medical countermeasures (MCMs) to mitigate and treat both immediate and long-term effects of exposure to government-designated Chemicals of Concern during and after a public health emergency. Encourages applications that support the generation and distribution of nonclinical resources, such as unique reagents, non-animal model of human diseases/conditions after chemical injury (towards deeper understanding of a model system to improve the utilization, accessibility, and translational values for the research community), data repositories or knowledgebases (in support of FAIR principles), computational tools or software (to identify and prioritize FDA-approved and late-stage investigational therapeutics for repurposing as MCMs), and related resources.

Potential applicants are highly encouraged to contact the Scientific/Research Contact for programmatic priorities.

Applicant organizations may submit more than one application, provided that each application is scientifically distinct.

Link to Additional Information: https://files.simpler.grants.gov/opportunities/0fd59028-511b-4bb2-958a-75cb11d17353/attachments/b4b7f3fd-56a9-405e-bf47-2e5c702aa353/PAR-27-083-Full-Announcement.html

5. EDU Core Research (ECR:Core), NSF

Application Deadline: October 1, 2026
Anticipated Funding Amount:

- **Level I proposals:** up to $500,000
- **Level II proposals:** up to $1,500,000
- **Level III proposals:** up to $2,500,000
- **Pilot Studies:** less than $500,000 and up to a three-year grant period
- **Synthesis Proposals:** may be budgeted at Level I or Level II
- **Conference Proposals**: between $25,000 to $99,000

The EDU Core research (ECR) program supports multiple solicitations under the ECR umbrella, including this

ECR:Core solicitation. This EDU Core research (ECR:Core) solicitation accepts fundamental research proposals in any one or more of the STEM disciplines that address Research Areas and Topic Clusters described in this solicitation.

Description

ECR is a fundamental research program that supports both curiosity-driven basic and use-inspired basic research. As such, proposals submitted to this ECR:Core solicitation must have strong potential to make important contributions to general, explanatory knowledge (e.g., theories) pertaining to STEM learning and learning environments, broadening participation in STEM, or STEM workforce development. Fundamental research generates knowledge and understanding with the potential for broad relevance. By contrast, applied research, which ECR does not fund, aims to generate knowledge primarily or solely with specific relevance (e.g., to a particular curriculum or technology) with direct and immediate implications for practice. The potential implications of ECR fundamental research for improving STEM education practice may be indirect and long-term rather than direct and immediate. Indeed, the impact on practice might only be realized long after the end of a given project's funding period. ECR:Core projects may also influence other intermediate research domains and communities, both basic and applied, before affecting practice. Whether they include curiosity-driven basic or use-inspired basic research, all successful ECR:Core proposals will focus on the advancement or refinement of foundational knowledge for STEM education.

ECR supports and encourages multidisciplinary and interdisciplinary approaches to developing foundational knowledge for STEM education; supports theoretically, methodologically, and analytically thorough research; and embraces fundamental research involving all people in all STEM learning environments, including STEM workplaces.

ECR:Core Research Areas

- **Research Area I – Research on STEM Learning and Learning Environments:** supports fundamental research projects that advance general, explanatory knowledge and understanding about STEM teaching and learning in the many environments and contexts in which such teaching and learning take place. Studies may inform or draw upon research from multiple disciplines that study learning at the level of the learner, the teacher, the learning environment, or the broader institutional or systemic context, as well as other organizations or individuals that may influence STEM learning.

- **Research Area II – Research on Broadening Participation in STEM:** supports fundamental research projects that advance general, explanatory knowledge and understanding related to broadening participation in STEM education and the STEM workforce as defined by NSF's statutory mission. Broadening participation research may focus on the individual and/or the organizational factors that positively or negatively impact all individuals in STEM.

- **Research Area III – Research on STEM Workforce Development:** supports fundamental research on STEM workforce development and invites proposals that strengthen general, explanatory knowledge, and understanding about STEM workforce participation, skill-building approaches, workplace knowledge and competencies, learning in workplace contexts, and critical shifts in STEM workforce trends. ECR investments address basic questions concerning how best to prepare a STEM workforce that is ready to capitalize on the latest advances in technology and science, as well as to tackle current and future social and economic challenges. Of particular interest in this research area are frontier topics in the education and training of a workforce for the industries of tomorrow, pushing the boundaries of technology use in STEM workplace learning, and examining how learning will change for STEM workers because of advances in technology or changes in the working environment.

- **ECR:Core Research Topic Clusters:** invites proposals with a wide range of disciplinary perspectives and

welcomes fundamental research proposals across the three research areas. Proposals submitted to ECR:Core often fall into one or more of the following research topic clusters. This list of research topic clusters is neither exhaustive nor mutually exclusive, and the program is open to other topic clusters that advance fundamental knowledge across the three research areas.

- Broadening participation in STEM education and the STEM workforce as defined by NSF's statutory mission.
- Cognitive and neural underpinnings of STEM learning.
- Discipline-based education research in STEM fields.
- Factors at the institutional, structural, organizational, societal, and systemic levels that affect STEM teaching, learning, and participation in STEM education and the workforce.
- Factors at the cultural, affective, psychological, and demographic levels that affect STEM teaching, learning, and participation in STEM education and the workforce.
- Research on technology-enabled learning.
- Studies of the diffusion of knowledge and research on the translation and implementation of advances in STEM education and workforce development.
- Advances in methodology, measurement, and assessment in STEM education and workforce development research.
- Policy research and research that builds on and expands the theoretical foundations for evaluating STEM education and workforce development initiatives.
- Other topics that involve fundamental research in STEM learning and learning environments, broadening participation in STEM, and STEM workforce development.

Proposal Types

The amount of funding and duration requested in proposals submitted to this ECR:Core solicitation should align with the maturity of the proposed work and the size and scope of the empirical effort. The program has three levels of funding with a range of budget sizes, and proposals may request a duration of 3 to 5 years for any level: (1) *Level I*; (2) *Level II*; (3) *Level III*. All proposals should justify the level of funding and duration in the project description.

Pilot Studies are small-scale, preliminary studies that investigate one or two components of a larger fundamental STEM education study that may be underdeveloped. Pilot studies should produce evidence or findings that help the research team make critical decisions about future work. Pilot study proposals may include high risk strategies or methods that need exploration (piloting) before further research is justified. Pilot studies are considered Level I proposals.

Synthesis Proposals combine fundamental knowledge and findings on a topic of critical importance to STEM learning, education, broadening participation, or workforce development. They should strive both to present the state of the knowledge on an area, across disciplines where appropriate, as well as highlight issues for future research.

Conference Proposals plan for well-focused meetings related to the ECR goals to advance fundamental research in STEM learning, education, broadening participation, or workforce development. Budgets should be commensurate with the duration of the event and the number of participants. Proposals should include a conceptual framework for the conference, draft agenda, categories of possible participants, the outcomes or products that will result, and how these products serve the fundamental research goals of the ECR program.

Limit on Number of Proposals per Organization: There are no restrictions or limits.

Link to Additional Information: https://www.nsf.gov/funding/opportunities/ecrcore-edu-core-research/nsf21-588/solicitation

6. Fund for the Improvement of Postsecondary Education-Open Textbook Pilot Program, Dept. of Education / Dept. of Labor

Application Deadline: June 23, 2026
Estimated Average Size of Awards: up to $1,750,000 over four years

The Open Textbook Pilot program invites applications that will expand the use of highquality, openly licensed textbooks that dramatically reduce costs for students. In this competition, applicants are encouraged to further America's Talent Strategy by harnessing Artificial Intelligence (AI) to accelerate the creation, adaptation, customization and continuous improvement of open textbooks. AI tools may be used to support rigorous content development, improve accessibility, enable learning pathways, or facilitate efficient updates to keep materials current. Applicants are also encouraged to integrate enduring primary sources from the Great Books of Western History—such as the foundational works in philosophy, literature, history, science, etc., that are critical for the survival of the American Constitutional Republic—into open textbooks across disciplines, including the humanities, social sciences, general education, and interdisciplinary studies. Projects may adapt or contextualize the Great Books, with AI, in ways that promote deep reading, critical inquiry, civil discourse, and education for democratic citizenship, while making these sources accessible and adaptable. Such integration of AI and the Great Books can help address gaps in the open educational resources ecosystem by providing affordable, high-fidelity alternatives to current textbooks that are historically inaccurate and/or not grounded in the tradition of the Western Canon.

Priorities
This notice includes three absolute priorities and two competitive preference priorities.

- **Absolute Priority 1 - Improving Collaboration and Dissemination:** To meet this priority, an eligible applicant must propose to lead and carry out projects that involve a consortia of institutions, instructors, and subject matter experts, including no less than three IHEs, along with relevant employers, workforce stakeholders (as defined in this notice), and/or trade or professional associations (as defined in this notice). Applicants must explain how the members of the consortium will work together to develop and implement open textbooks that: (a) Reduce the cost of college for large numbers of students through a variety of cost saving measures; and (b) contain instructional content and ancillary instructional materials that align student learning objectives with the skills or knowledge required by large numbers of students (at a given institution or nationally), or in the case of a career and technical postsecondary program, meet industry standards in in-demand industry sectors or in demand occupations (as defined in this notice).

- **Absolute Priority 2 - Addressing Gaps in the Open Textbook Marketplace and Bringing Solutions to Scale:** To meet this priority, an applicant must identify the gaps in the open textbook marketplace in courses that are part of a degree-granting program that it seeks to address and propose how to close such gaps. An applicant must propose a comprehensive plan to: (a) identify and assess existing open educational resources in the proposed subject area before creating new ones, such as by identifying any existing open textbooks that could potentially be used as models for the design of the project or ancillary learning resources that would support the development of courses that use open textbooks; (b) focus on the creation and expansion of education and training materials that can be scaled, within and beyond the participating consortium members, to reach a broad range of students participating in high-enrollment courses or preparing for in-demand industry sectors or in demand occupations; (c) create and disseminate protocols to review any open textbooks created or adapted through the project for accuracy, rigor, and accessibility for students with disabilities; (d) disseminate information about the results of the project to other IHEs, including promoting the adoption of any open textbooks created or adapted through the project, or adopting open standard protocols and processes that support the interoperability for any digital assets created; (e) include professional development to build capacity of faculty, instructors, and other staff to adapt and use open textbooks; and (f) describe the courses for which open textbooks and ancillary materials are being developed.

- **Absolute Priority 3— Promoting Student Success:** To meet this priority, an applicant must propose to build upon existing open textbook materials and/or develop new open textbooks for high enrollment courses or high-enrollment programs in order to achieve the highest level of savings for students. Additionally, this priority requires the applicant to include plans for: (a) promoting and tracking the use of open textbooks in postsecondary courses across participating members of the consortium, including an estimate of the projected direct cost savings for students which will be reported during the annual performance review; (b) monitoring the impact of open textbooks on instruction, learning outcomes, course outcomes, and educational costs; (c) investigating and disseminating evidence-based practices associated with using open textbooks that improve student outcomes; and (d) updating the open textbooks beyond the funded period.

- **Competitive Preference Priority (CPP) 1 - Advancing Artificial Intelligence in Education (from the Secretary's Supplemental Priority and Definitions on Advancing Artificial Intelligence in Education:** Projects or proposals that expand the appropriate and ethical use of AI technology in education through one or more of the following:

    i. Integrate AI-driven tools into classrooms to personalize learning, improve student outcomes, and support differentiated instruction. This integration may include, but is not limited to, adaptive learning technologies, virtual teaching assistants, tutoring, and data analytics tools to support student progress;

    ii. Use AI technology to provide high-quality instructional resources, high-impact tutoring, college and career pathway exploration, advising, and navigation to improve educational outcomes.

- **Competitive Preference Priority CPP 2 - Returning Education to the States (from the Secretary's Supplemental Priorities and Definitions on Evidence-Based Literacy, Education Choice, and Returning Education to the States:** Projects or proposals that will be carried out by State higher education agencies (as defined in 20 U.S.C. 1003(22). Note: Only one State higher education agency within each State may apply for CPP 2, consistent with the adopted definition in 20 U.S.C. 1003(22) that a State higher education agency is "the officer or agency primarily responsible for the State supervision of higher education."

Link to Additional Information: https://simpler.grants.gov/opportunity/033d1280-4350-4f9d-8167-8a9bf8528f37

7. Personnel Preparation of Special Education, Early Intervention, and Related Services Personnel, Dept. of Education / Dept. of Labor

Application Deadlines: July 2, 2026
Estimated Average Size of Awards*:* up to $1,250,000 per project for a project period of 60 months

The purposes of the Personnel Development to Improve Services and Results for Children with Disabilities program are to (1) help address State-identified shortages and needs for personnel preparation in special education and early intervention, including infants and toddlers, and youth with disabilities; and (2) ensure that those personnel have the necessary skills and knowledge, derived from practices that have been determined through scientifically based research, to be successful in serving those children.

The purpose of the Personnel Preparation of Special Education, Early Intervention, and Related Services Personnel (84.325K) competition is to prepare and increase the number of personnel who have the necessary qualifications to serve children with disabilities. Under this absolute priority, ED will fund grantees that use evidence-based strategies to prepare scholars in special education, early intervention, and related services at the bachelor's degree,

certification, master's degree, educational specialist degree, or clinical doctoral degree levels to serve in a variety of settings, including natural environments (the home and community settings in which children with and without disabilities participate), early learning programs, child care, classrooms, and schools.

Priorities
This competition includes one absolute priority and two competitive preference priorities. The absolute priority and Competitive Preference Priority 1 are from allowable activities specified in the statute (see sections 662 and 681 of IDEA (20 U.S.C. 1462 and 1481)). Competitive Preference Priority 2 is from 34 CFR 75.225.

- **Absolute Priority: Personnel Preparation of Special Education, Early Intervention, and Related Services Personnel -** The purpose of this priority is to prepare and increase the number of personnel who have the necessary qualifications to serve children with disabilities. Under this absolute priority, ED will fund grantees that use evidence-based strategies to prepare scholars in special education, early intervention, and related services at the bachelor's degree, certification, master's degree, educational specialist degree, or clinical doctoral degree levels to serve in a variety of settings, including natural environments (the home and community settings in which children with and without disabilities participate), early learning programs, child care, classrooms, and schools.
    - Focus Area A: Preparing Personnel to Serve Infants, Toddlers, and Preschool-Age Children with Disabilities
    - Focus Area B: Preparing Personnel to Serve School-Age Children with Disabilities.

- **Competitive Preference Priority 1: Applications from Historically Black Colleges and Universities (HBCUs) and Tribally Controlled Colleges and Universities (TCCUs) -** Under this priority, an applicant must demonstrate the project will be implemented by one of the following entities:
    a) Historically Black Colleges and Universities (HBCUs)
    b) Tribally Controlled Colleges and Universities (TCCUs)

- **Competitive Preference Priority 2: Applications from New Potential Grantees -** Under this priority, an applicant must demonstrate that the applicant has not had an active discretionary grant under the ALN 84.325K, 84.325M, or 84.325R, including through membership in a group application submitted in accordance with 34 CFR 75.127 through 75.129, in the last five years before the deadline date for submission of applications under ALN 84.325K.

  Link to Additional Information: https://www.grants.gov/search-results-detail/362374

8. Strengthening Institutions Program, Dept. of Education / Dept. of Labor

Application Deadlines: June 23, 2026
Estimated Average Size of Awards: up to $3,000,000 for the 5-year project period

Through America's Talent Strategy, and additional initiatives like the Department of Labor's Artificial Intelligence (AI) Literacy Framework, Registered Apprenticeship goal to surpass million new active apprentices, and the prioritization of Preparing Americans for HighPaying Skilled Trade Jobs of the Future, this Administration has elevated workforce development and the reindustrialization of the United States as a critical education aim. We must find ways to strengthen leadership in AI and other advanced technologies, expand economic opportunity through sustained investment in American workers and industry, and reimagine how students access postsecondary education and earn a credential with real labor-market value.

Achieving these goals requires a modernized postsecondary ecosystem—an ecosystem that is more responsive to labor market demands and better aligned with high-growth, high-wage sectors. Central to this effort is a shift away

from one-size-fits-all "college-forall" models toward more flexible, employer-driven pathways. These pathways emphasize Registered Apprenticeships, short-term and stackable credentials, and other high-quality pathways that are not traditional four-year degrees. Higher education should enable individuals to gain relevant skills and enter or advance in the workforce more efficiently. Expanding access to these pathways—including through the development and scaling of Workforce Pell-eligible programs—is critical to ensuring that more Americans can benefit from affordable, outcomes-oriented training opportunities.

Applicants are invited to propose projects that fulfill one of these topic areas, as described in competitive preference priorities 1, 2 and 3. Proposals should clearly align with the chosen focus, whether strengthening career readiness, expanding access to high-quality short-term training opportunities, or advancing the integration of AI in education. Collectively, these efforts will help build a more agile, skilled workforce and support the nation's long-term economic competitiveness and technological leadership.

Priorities

This notice includes one absolute priority and four competitive preference priorities.

- **Absolute Priority 1 - Strengthening Institutional Capacity:** Projects that are designed to implement one or more of the following activities:
    1) Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.
    2) Construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities, including the integration of computer technology into institutional facilities to create smart buildings.
    3) Development and improvement of academic programs.
    4) Purchase of library books, periodicals, and other educational materials, including telecommunications program material.
    5) Tutoring, counseling, and student service programs designed to improve academic success, including innovative, customized, instruction courses designed to help retain students and move the students rapidly into core courses and through program completion, which may include remedial education and English language instruction.
    6) Education or counseling services designed to improve the financial literacy and economic literacy of students or the students' families.
    7) Joint use of facilities, such as laboratories and libraries.
    8) Establishing or improving a development office to strengthen or improve contributions from alumni and the private sector.
    9) Establishing or increasing an endowment fund.
    10) Creating or improving facilities for Internet or other distance education technologies, including purchase or rental of telecommunications technology equipment or services.

- **Competitive Preference Priority 1—Career Pathways and Workforce Readiness**: Projects or proposals that are designed to Support workforce development programs that are aligned with State priorities through one or more of the following:
    i. Promoting the attainment by individuals of an in-demand and high-value industry-recognized postsecondary credential.
    ii. Providing work-based learning opportunities (e.g., internships, externships, pre-apprenticeships, Registered Apprenticeships, and mentorships) for which a student may receive wages and/or academic credit.

- **Competitive Preference Priority 2—Developing high-quality, short-term programs that meet Workforce Pell Grant requirements:** Projects or proposals that are designed to support workforce development programs that are aligned with State priorities by:

a. Supporting the development of new high-quality, short-term programs that meet the eligibility requirements of the Workforce Pell Grants program in Section 83002(b) of the Working Families Tax Cut Act (Pub. L. 119-21), including program length requirements and alignment with high-skill, high-wage, or in-demand industry sectors or occupations, as determined by the Governor in the state where the project is located or
b. Supporting the expansion of high-quality, short-term programs that meet the eligibility requirements of the Workforce Pell Grants program in Section 83002(b) of the Working Families Tax Cut Act (Pub. L. 11921), including program length requirements and alignment with high-skill, high-wage, or in-demand industry sectors or occupations, as determined by the Governor in the state where the project is located.

Note: Under 34 CFR 607.10(c)(5), SIP funding can only be used for the development or improvement of credit bearing courses that can count towards a degree. Applicants proposing to use SIP funding to develop or improve courses in high-quality short-term programs that meet WFP requirements should ensure that such courses are credit-bearing and can be counted towards a degree program. However, applicants can also address this priority by undertaking other activities to support the development of new high-quality, short-term programs that meet the eligibility requirements of the Workforce Pell Grants program, so long as those activities are not focused on the development or improvement of non-degree or non-credit courses.

- **Competitive Preference Priority 3—Advancing Artificial Intelligence in Education:** Projects or proposals to do one or more of the following:
  a. Expand the understanding of artificial intelligence through one or more of the following:
     i. Support the integration of AI literacy skills and concepts into teaching and learning practices to improve educational outcomes for students, including how to detect AI-generated disinformation or misinformation online;
     ii. Expand offerings of AI and computer science courses as part of an institution of higher education's general education and/or core curriculum;
     iii. Embed AI and computer science into an institution of higher education's general preservice or in-service teacher professional development or teacher preparation programs;
     iv. Provide professional development for educators on the integration of the fundamentals of AI into their respective subject areas;
     v. Provide professional development in foundational computer science and AI, preparing educators to effectively teach AI in standalone computer science and other relevant courses, including instruction about how to use AI responsibly;
     vi. Partner with State educational agencies or local educational agencies to encourage the offering of dual-enrollment course opportunities to earn postsecondary credit or industry-recognized credentials in AI coursework concurrent with high school education;
     vii. Support dissemination of appropriate methods of integrating AI into education;
     viii. Build evidence of appropriate methods of integrating AI into education.

  b. Expand the appropriate and ethical use of AI technology in education through one or more of the following:
     i. Use AI to support K-12 or postsecondary instruction, supplemental learning, or other assistance or resources to students who are gifted and talented (as defined in 20 USC § 7801(27)), or those who are otherwise in need of accelerated or other advanced learning opportunities;
     ii. Use AI to support K-12 or postsecondary instruction, supplemental learning, or other assistance or resources to students who are below grade level, in need of remedial or developmental education, struggling to graduate with a regular credential from their education program, or otherwise in need of additional assistance to complete their program of study;
     iii. Provide resources and support for the use of AI in teacher preparation programs;

iv. Use AI technology to provide high-quality instructional resources, high-impact tutoring, college and career pathway exploration, advising, and navigation to improve educational outcomes.

c. **Competitive Preference Priority 4—Applications from Rural:** Applications from an institution of higher education with a rural campus setting, or the applicant proposes to serve a campus with a rural setting. Rural settings include one or more of the following: Town-Fringe, Town Distant, Town-Remote, Rural Fringe, Rural-Distant, and Rural-Remote, as defined by the National Center for Education Statistics College Navigator search tool.

Link to Additional Information: https://simpler.grants.gov/opportunity/ba012c91-053e-4d63-aafc-48560d1ecd78

Proposals Accepted Anytime

1. Division of Environmental Biology, NSF
   https://www.nsf.gov/funding/opportunities/deb-division-environmental-biology/nsf24-543/solicitation

2. Condensed Matter and Materials Theory (CMMT), NSF
   https://www.nsf.gov/funding/opportunities/cmmt-condensed-matter-materials-theory

3. Division of Materials Research: Topical Materials Research Programs (DMR: TMRP), NSF
   https://www.nsf.gov/funding/opportunities/dmr-tmrp-division-materials-research-topical-materials-research/nsf23-612/solicitation

4. Research in the Formation of Engineers, NSF
   https://www.nsf.gov/funding/opportunities/rfe-research-formation-engineers

5. Manufacturing Systems Integration (MSI), NSF
   https://www.nsf.gov/funding/opportunities/msi-manufacturing-systems-integration

6. Electronics, Photonics and Magnetic Devices (EPMD), NSF
   https://www.nsf.gov/funding/opportunities/epmd-electronics-photonics-magnetic-devices

7. Plant Genome Research Program (PGRP), NSF
   https://www.nsf.gov/funding/opportunities/pgrp-plant-genome-research-program/nsf24-547/solicitation

8. Communications, Circuits, and Sensing-Systems (CCSS), NSF
   https://www.nsf.gov/funding/opportunities/ccss-communications-circuits-sensing-systems

9. Fluid Dynamics, NSF
   https://www.nsf.gov/funding/opportunities/fluid-dynamics

10. Biophotonics, NSF
    https://www.nsf.gov/funding/opportunities/biophotonics

11. Environmental Sustainability, NSF
    https://www.nsf.gov/funding/opportunities/environmental-sustainability

12. Particulate and Multiphase Processes, NSF
https://www.nsf.gov/funding/opportunities/particulate-multiphase-processes

13. Interfacial Engineering, NSF
https://www.nsf.gov/funding/opportunities/interfacial-engineering

14. Nanoscale Interactions, NSF
https://www.nsf.gov/funding/opportunities/nanoscale-interactions

15. Combustion and Fire Systems (CFS), NSF
https://www.nsf.gov/funding/opportunities/cfs-combustion-fire-systems

16. Infrastructure Innovation for Biological Research (Innovation), NSF
https://www.nsf.gov/funding/opportunities/innovation-infrastructure-innovation-biological-research/nsf23-578/solicitation

17. Infrastructure Capacity for Biological Research (Capacity), NSF
https://www.nsf.gov/funding/opportunities/capacity-infrastructure-capacity-biological-research/nsf23-580/solicitation

18. Energy, Power, Control, and Networks (EPCN), NSF
https://www.nsf.gov/funding/opportunities/epcn-energy-power-control-networks

19. Engineering of Biomedical Systems, NSF
https://www.nsf.gov/funding/opportunities/engineering-biomedical-systems

20. Catalysis, NSF
https://www.nsf.gov/funding/opportunities/catalysis

21. Process Systems, Reaction Engineering, and Molecular Thermodynamics, NSF
https://www.nsf.gov/funding/opportunities/process-systems-reaction-engineering-molecular

22. Disability and Rehabilitation Engineering (DARE), NSF
https://www.nsf.gov/funding/opportunities/dare-disability-rehabilitation-engineering

23. Cellular and Biochemical Engineering, NSF
https://www.nsf.gov/funding/opportunities/cellular-biochemical-engineering

24. Facility and Instrumentation Request Process (FIRP), NSF
https://www.nsf.gov/funding/opportunities/firp-facility-instrumentation-request-process/nsf23-602/solicitation

25. Research Infrastructure in the Social and Behavioral Sciences (RISBS), NSF
https://www.nsf.gov/funding/opportunities/risbs-research-infrastructure-social-behavioral-sciences

26. Mind, Machine and Motor Nexus (M3X), NSF
https://www.nsf.gov/funding/opportunities/m3x-mind-machine-motor-nexus

27. Cyberinfrastructure for Public Access and Open Science, NSF
https://www.nsf.gov/funding/opportunities/ci-paos-cyberinfrastructure-public-access-open-science

28. Multilateral Partnerships Leveraging Excellence (MultiPLEx), NSF
https://www.nsf.gov/funding/opportunities/multiplex-multilateral-partnerships-leveraging-excellence

29. Life and Environments Through Time (LET), NSF
https://www.nsf.gov/funding/opportunities/let-life-environments-through-time/nsf25-517/solicitation

30. Infrastructure Systems and People (ISP), NSF
https://www.nsf.gov/funding/opportunities/isp-infrastructure-systems-people

31. Facilitating Research at Primarily Undergraduate Institutions: Research in Undergraduate Institutions (RUI) and Research Opportunity Awards (ROA), NSF
https://www.nsf.gov/funding/opportunities/rui-roa-pui-facilitating-research-predominantly-undergraduate/nsf14-579/solicitation

32. Growing Research Access for Nationally Transformative Economic Development (GRANTED), NSF
https://www.nsf.gov/funding/opportunities/granted-growing-research-access-nationally-transformative-economic

33. Research in the Formation of Engineers (RFE), NSF
https://www.nsf.gov/funding/opportunities/rfe-research-formation-engineers

34. STEM K-12, NSF
https://www.nsf.gov/funding/opportunities/stem-k-12-nsf-stem-k-12/nsf25-545/solicitation

35. Economics, NSF
https://www.nsf.gov/funding/opportunities/economics

36. Division of Integrative Organismal Systems Core Programs, NSF
https://www.nsf.gov/funding/opportunities/ios-division-integrative-organismal-systems-core-programs/nsf24-546/solicitation

37. National Innovation Corps Teams (NSF National I-Corps (TM) Teams) program, NSF
https://www.nsf.gov/funding/opportunities/nsf-national-innovation-corps-teams-nsf-national-i-corps-tm/nsf25-549/solicitation

Announcing Previous Important Funding Opportunities

1. Impact of Initial Influenza Exposure on Immunity in Infants (U01 Clinical Trial Not Allowed), NIH
Deadline: June 4, 2026
https://www.grants.gov/search-results-detail/359939

2. Research Grants in Clinical Informatics (R01 Clinical Trial Optional), NIH
Deadline: June 5, 2026
https://www.grants.gov/search-results-detail/359004

3. Advancing Bioinformatics, Translational Bioinformatics and Computational Biology Research (R01 Clinical Trial Optional), NIH
Deadline: June 5, 2026
https://www.grants.gov/search-results-detail/359003

4. Supporting Effective Educator Development Grant Program, Dept. of Education / Dept. of Labor
   Deadline: June 6, 2026
   https://www.ed.gov/grants-and-programs/teacher-preparation-grants/supporting-effective-educator-development-grant-program-84423a

5. Early-Stage Dissemination and Implementation Research in Communication Disorders (R21 Clinical Trial Optional), NIH
   Deadline: June 18, 2026
   https://www.grants.gov/search-results-detail/359274

6. Pilot Projects Enhancing Utility and Usage of Common Fund Data Sets (R03 Clinical Trial Not Allowed), NIH
   Deadline: June 23, 2026
   https://www.grants.gov/search-results-detail/359879

7. Media Projects, National Endowment for the Humanities (NEH)
   Deadline: June 25, 2026
   https://www.neh.gov/program/media-projects

8. Science, Technology, Engineering and Mathematic (STEM) Education and Workforce Program, Office of Naval Research (ONR)
   Application Deadline: June 30, 2026
   https://www.onr.navy.mil/work-with-us/funding-opportunities/fy25-office-naval-research-onr-science-technology-engineering

9. Social Psychology, NSF
   Deadline: July 15, 2026
   https://www.nsf.gov/funding/opportunities/social-psychology

10. Research and Development (RAD) Directed Energy (RD) University Assistance Instruments, Dept. of the Air Force, Air Force Research Lab
    Deadline: until July 18, 2029 (Mandatory LOI); by invitation only (FP)
    https://www.grants.gov/search-results-detail/355499

11. EPSCoR Research Infrastructure Improvement Program: EPSCoR Research Incubators for STEM Excellence (E-RISE), NSF
    Deadline: August 11, 2026
    https://www.nsf.gov/funding/opportunities/e-rise-epscor-research-infrastructure-improvement-program-epscor

12. Pathways to Enable Secure Open-Source Ecosystems (PESOSE), NSF
    Deadline: September 1, 2026
    https://www.nsf.gov/funding/opportunities/pesose-pathways-enable-secure-open-source-ecosystems/nsf26-506/solicitation

13. Biological Technologies, Defense Advanced Research Projects Agency (DARPA)
    Deadline: until September 30, 2026 (Abstract); by invitation only (FP)
    https://sam.gov/opp/8d403582edfd409795560247e8d229b7/view

14. BRAIN Initiative: Theories, Models and Methods for Analysis of Complex Data from the Brain (R01 Clinical Trial Not Allowed), NIH
    Deadline: October 6, 2026
    https://grants.nih.gov/grants/guide/rfa-files/RFA-DA-27-004.html

15. Information Innovation Office (I2O) Office-Wide, Defense Advanced Research Projects Agency (DARPA)
    Deadline: until November 1, 2026 (Abstract); by invitation only (FP)
    https://sam.gov/opp/091b4d199d7241dbbb04b8d36eb88a16/view

16. Grants Program, AMGEN Foundation
    Deadline: Proposals Accepted Throughout the Year
    https://www.amgen.com/responsibility/healthy-society/community-investment/amgen-foundation/amgen-foundation-grants/amgen-foundation-grant-guidelines

17. Basic, Applied, and Advanced Research in Science and Engineering, US Army Corps of Engineers (USACE) Engineer Research and Development Center (ERDC)
    Deadline: until January 1, 2027 (Pre-Proposal); by invitation only (FP)
    https://www.erdc.usace.army.mil/

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