Oportunidades de Fondos Externos
Vicepresidencia de Recursos Externos
ACADEMIC YEAR 2026-27 / VOLUME I
Universidad de Puerto Rico
LA MEJOR EDUCACIÓN A TU ALCANCE
JULY 1, 2026

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 7/01/2026 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.

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1. Research Enhancement Award Program (REAP) for Health Professional Schools and Graduate Schools (R15 Clinical Trial Required), NIH

Application Deadlines: July 10, 2026
Award Budget: up to $375,000 in direct costs (excluding F&A) for the entire project period-up to 3 years

The three objectives of this NOFO are to: (1) provide support for meritorious research; (2) strengthen the research environment at these institutions; and (3) give health professional, undergraduate and/or graduate students an opportunity to gain significant biomedical research experience through active involvement in the research. For the purposes of this NOFO, health professional schools and colleges are accredited institutions that provide education and training leading to a health professional degree, including but not limited to: BSN, MSN, DNP, MD, DDS, DO, PharmD, DVM, OD, DPT, DC, ND, DPM, MOT, OTD, DPT, MS-SLP, CScD, SLPD, AuD, MSPO, MSAT, and MPH. Eligible health professional schools/colleges may include schools or colleges of nursing, medicine, dentistry, osteopathy, pharmacy, veterinary medicine, public health, optometry, allied health, chiropractics, naturopathy, podiatry, rehabilitation medicine, physical therapy, orthotics & prosthetics, kinesiology, occupational therapy and psychology. Accreditation must be provided by a body approved for such purpose by the Secretary of Education.

The REAP program will enable qualified scientists to receive support for small-scale research projects. It is anticipated that investigators supported under the REAP program will benefit from the opportunity to conduct independent research; that the recipient institution will benefit from a research environment strengthened through REAP grants; and that students at recipient institutions will benefit from exposure to and participation in scientific research in the biomedical sciences so that they consider careers in biomedical research. The REAP NOFO emphasizes the engagement and inclusion of health professional, undergraduates and/or graduate students in research.

The research project must involve health professional, undergraduate and/or graduate students and the research team must be composed primarily of health professional, undergraduate and/or graduate students. Student involvement in the research project may include participation in the design of experiments and controls, collection and analysis of data, execution and troubleshooting of experiments, participation in research meetings, and discussion of future directions. When applicable, it is highly desirable that student participation also include presentation at local and/or national meetings, publication of journal articles, and collaborative interactions. The REAP is a research grant program, not a training or fellowship program. As such, applications should not include training plans such as didactic training or non-research activities relating to professional development.

A REAP application submitted to this NOFO may include other investigators, such as collaborators or consultants, or other individuals such as high school students, post baccalaureate participants, postdoctoral fellows, or clinical fellows. However, involvement of such individuals does not fulfill the goal to engage health professional, undergraduate and/or graduate students in eligible environments in research.

Eligible health professional schools/colleges may include schools or colleges of nursing, medicine, dentistry, osteopathy, pharmacy, veterinary medicine, public health, optometry, allied health, chiropractic, naturopathy, podiatry, rehabilitation medicine, physical therapy, orthotics & prosthetics, kinesiology, occupational therapy, social work, and psychology. Accreditation must be provided by a body approved for such purpose by the Secretary of Education.

Applicant organizations may submit more than one application, provided that each application is scientifically distinct. All applications submitted to this Clinical Trial Required REAP NOFO must propose a clinical trial.

Link to Additional Information: file:///C:/Users/ana.perezoneill/AppData/Local/Temp/843c13c6-1318-4674-b204-623768b3cc2e_PAR-27-078%20-%20Full%20Announcement%20-%20Full%20Announcement.zip.c2e/PAR-27-078-Full-Announcement.html

2. Causal Hypotheses on the Oral-Systemic Health Impacts of Human Behaviors among People with Chronic Conditions (U01 Clinical Trial Not Allowed), NIH

Application Deadlines: October 5, 2026
Award Budget*:* up to $500,000 per year for a project period of up to five years

The goal of this notice of funding opportunity (NOFO) is to generate knowledge on the causal factors of human behaviors and the direct or downstream impacts of those behaviors on overall health and DOC-health. Understanding both directly observed and indirectly inferred DOC-related health behaviors, along with the contextual factors that amplify or diminish them, will enhance our ability to design future effective clinical trials.

Causal hypotheses may include biological, biopsychosocial, congenital, environmental, interpersonal, neurological, psychological, and comorbidity factors that individually, sequentially, or in combination trigger human behaviors that impact DOC and oral-systemic health outcomes. Preliminary research that advances the development of causal hypotheses can be useful as well, especially in cases like oral-systemic links, where statistical associations have been found. Approaches that build on such findings include and are not limited to causal explanation and causal inference*,* rather than statistical association.

Scope

This NOFO invites research applications to develop, refine, and/or test hypotheses on the causal factors of human behaviors and on the causal impact of human behaviors on health outcomes among people with one or more chronic conditions.

Examples of chronic conditions include inflammation, craniofacial disorders (e.g., cleft lip and palate, craniofacial microsomia, craniosynostosis), herpes simplex virus (HSV), pain conditions, caries, head and neck cancers, periodontal diseases, Sjögren's disease, and temporomandibular joint disorders (TMDs).

Conditions known to have an impact on DOC health include acid reflux and gastroesophageal reflux disease (GERD), ADRD, arthritis, cancer sores (Aphthous Ulcer), cancers, depression, diabetes, inflammation, kidney disease, medication interactions, obesity, substance use disorders, and xerostomia (dry mouth).

Priority may be given to applications in the following areas:

- Elucidating the biopsychosocial interactions and human behaviors to predict timing of diagnosis, and condition severity.
- Establishing drivers of adherence-related causal factors of human behaviors related to chronic conditions including taking medications and/or supplements per instructions, food and liquid consumption, etc., as coinciding with evidence-based or healthcare provider guidance.
- Illuminating dyad, group, and/or individual factors that have health-related impacts on primary caregivers of people with chronic conditions.
- Demonstrating effects of interpersonal relationships with people enduring the same chronic condition(s) and/or other combination of networks (e.g., community, family, friends, healthcare providers, peers, workplace) to facilitate or impede self-management abilities and behaviors.
- Explaining the impact of individual psychological processes (e.g., attention training, affect regulation, executive functioning, perception) on the self-identification of a condition, presentation for initial diagnosis, and subsequent steps after diagnosis.
- Clarifying how technology products (e.g., avatar, auto-text message, bot) trigger initial health-promoting human behaviors, subsequent behavioral adherence, and how such products directly or synergistically impact health outcomes.
- Determining whether and how the onset of chronic disease during childhood and adolescence predicts causal

behaviors for the management of the original and subsequent conditions over the lifespan.
- Maximizing the use, reuse, integration and analyses of clinical, health, and research data to develop and refine causal hypotheses.

DOC specific:
- Identifying patterns in professional DOC-care visits and health-related outcomes.
- Explaining dyad or group processes that edify or impede DOC self-care, caregiving (by others), and the provision and/or use of care for chronic condition(s).

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/1e7f7ee0-15b6-4fac-a5c1-7605cc242e43/attachments/059dd144-2b6f-4fbe-b3fb-8d395d823af6/PAR-27-057-Full-Announcement.html

3. IUSE/Professional Formation of Engineers: Revolutionizing Engineering Departments, NSF

Application Deadlines: September 8, 2026
Award Information:
- **Planning (Track 1):** up to $75,000 per year for a duration of up to 2 years
- **Adaptation & Implementation (Track 2):** up to $1,000,000 for a duration of up to 5 years
- **Innovation (Track 3):** range from $1,000,000 and $2,000,000 for a duration of up to 5 years
- **Innovation Partnerships (Track 4):** range from $1,500,000 and $2,500,000 for collaborations across multiple institutions for a duration of up to 5 years

The goal of the RED program is to catalyze revolutionary, not incrementally reformist, changes to the education of the next generation of engineers. Revolutionary means radically, suddenly, or completely new; producing fundamental, structural change; or going outside of or beyond existing norms and principles.

The RED program is intended to address the holistic formation of engineers. Engineering has many unique aspects that differ from other STEM disciplines. Engineering undergraduate programs prepare students for professional practice; in engineering, the BS degree provides eligibility to qualify for the Professional Engineer license.

The RED program is focusing on the middle two years because of the significance of these years play in the retention and development of engineering students and the relative lack of research on them compared to first-year and capstone research. Further, the RED program focuses on structural and cultural change because past attempts have shown that curricular and pedagogical change does not take hold if underlying structures remain the same. In addition, RED funding has demonstrated the need to engage both internal (e.g., faculty, staff, administrators, students) and external (e.g., industry, community) stakeholders to build shared vision in departmental change projects. In particular, RED projects should seek to actively include faculty at all levels throughout the project development lifecycle and to explore how to better support those faculty making change. Projects are expected to include an underlying theory of change to inform the activities and expected outcomes. RED projects should create a seamless educational experience for students in their disciplinary degree programs, bridging the foundational science and engineering courses and capstone projects. The result will be students who are prepared to be professionals in their chosen paths after graduation. Proposals from IHEs with documented success (or a clear plan to be able to demonstrate success) in awarding degrees to students from groups underrepresented in engineering are strongly encouraged.

Specific activities supported by the RED solicitation may include, but are not limited to:
- Establishing convergent technical and professional threads that must be woven across the four years,

especially in core technical courses of the middle two years, in internship opportunities in the private and public sectors, and in research opportunities with faculty;
- Exploring strategies for institutional, systemic, and cultural change, including new approaches to faculty governance or department structures and to restructuring faculty incentive or reward systems;
- Exploring collaborative arrangements with industry and other stakeholders who are mutually interested in developing the best possible professional formation environment and opportunities for students;
- Exploring strategies to bridge the engineering education research-to-practice gap, primarily through faculty development and adoption of best practices in the professional formation of engineers; and
- Exploring revolutionary means of recruiting and retaining students and faculty reflective of the modern and swiftly changing demographics of the United States.
- Exploring new modes of delivering content (or facilitating learning) that respond to the learning needs of a diverse student body, making engineering more accessible.

Tracks:

- **Planning (Track 1):** supports efforts necessary to build capacity and establish collaborations endeavoring to address the broader goals of the RED program. Planning grants are designed to foster and facilitate the engineering community into thinking about how to form convergent research that supports the goals of the RED program. Planning grants must be led by IHEs that meet one or more of the following criteria (a) two-year institutions that support transfer students, (b) institutions in EPSCoR jurisdictions, (c) Primarily Undergraduate Institutions (PUIs), or (d) Minority Serving Institution (MSIs).

- **Adaptation & Implementation (Track 2):** support projects that use evidence-based and evidence-generating change strategy approaches and actions that are adapted to the local context. The goal of this track is to generate new knowledge related to the adaptation of proven change strategies and actions in a new context.

- **Innovation (Track 3):** supports projects that involve radically, suddenly, or completely new approaches and action; producing fundamental, structural change; and that go outside of or beyond existing norms and principles. Innovations in similar departments across multiple institutions is particularly encouraged. This track has two goals:
    - Generate new knowledge on best practices for meaningfully and thoughtfully incorporating into the middle two years and technical core of the engineering curriculum oft-neglected "professional skills" (i.e. 21st Century skills, design, communication, teamwork, historical and contemporary social context, lifelong learning, and ethics). Changes in the middle two years need to be integrated with freshman and senior experiences in order to form an unbroken sequenced thread through the curriculum so that the process of professional formation deepens and strengthens as students move through engineering programs.
    - Generate new knowledge on how to transform the departmental cultures to be environments that are inclusive, innovative, equitable and supportive of faculty, faculty development to support cultural or structural change, and build new department structures and cultures through innovative practices and policies that support significant holistic professional formation.

- **Innovation Partnerships (Track 4):** holds identical goals to the Innovation (Track 3) track but also recognizes that developing revolutionary changes capable of spanning multiple contexts adds additional complexity and may therefore require additional resources and support. In addition to the Track 3 goals, projects in Track 4 have an additional goal to:
    - Generate new knowledge on best practices and the support structures necessary for meaningfully and thoughtfully leveraging or managing cross-institutional partnerships in ways that enable transferability and interoperability of research findings.

Collaborative partnerships that include IHEs that are (a) two-year institutions that support transfer students, (b) institutions in EPSCoR jurisdictions, (c) PUIs, and/or (d) MSIs are strongly encouraged.

For all tracks, the Principal Investigator (PI) must be a Department Chair/Head (or equivalent) of a department for whom a significant percentage of students will graduate or transfer to a program with a bachelor's degree in engineering or engineering technology.

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

Link to Additional Information: https://www.nsf.gov/funding/opportunities/iusepfe-red-iuseprofessional-formation-engineers-revolutionizing/nsf24-564/solicitation

4. Food and Agriculture Service-Learning Program (FASLP), USDA/NIFA

Application Deadline: July 20, 2026
Anticipated Funding Amount: up to $230,000 for a period of up to 24 months

The purpose of FASLP (Assistance Listing 10.522) is to increase knowledge of agriculture and improve the nutritional health of children. The primary goals of FASLP are to:

1. Increase capacity for food and nutrition education within host organizations or entities and school cafeterias and in the classroom;
2. Complement and build on the efforts of the farm-to-school programs implemented under section 18(g) of the Richard B. Russell National School Lunch Act (42 U.S.C. 1769(g);
3. Complement efforts by the Department and school food authorities to implement the school lunch programs established under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq,) and the school breakfast program established by section 4 of the Child Nutrition Act of 1966 (42 U.S.C. 1773);
4. Carry out activities that advance the nutritional health of children and nutrition education in elementary schools and secondary schools (as those terms are defined in section 9101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C 7801); and
5. FASLP supports projects that bring together stakeholders from the distinct parts of the food system to increase the capacity for food, and nutrition education within host organizations or entities, such as school cafeterias and classrooms, while fostering higher levels of community engagement between farms and school systems. The goal of these efforts is to not only increase access to school meals for children, but also to dramatically improve their quality.

FASLP is also focused on the development of leadership skills, knowledge, and qualities necessary to prepare students for food and agricultural and related careers in the private sector, government, and academia. Specific activities may include:

1. Developing practical applications to increase understanding of leadership roles, including critical thinking, problem solving, and communication skills; ethics and professionalism; and working in teams;
2. Connecting academic classroom experiences with daily leadership roles and organizational activities;
3. Providing opportunities for mentoring and shadowing; and
4. Organizing leadership academies, workshops, trainings, etc.

Priorities:
FASLP projects are intended for eligible applicants to expand previous farm-to-school initiatives and other food and agriculture experiential learning initiatives, such as training and technical assistance, evaluation activities, or curriculum development; or incorporate farm-to-school strategies in trainings and professional opportunities, along with working closely with agricultural producers in the local and regional areas of primary and secondary schools.

Applicants are also encouraged to seek and create partnerships with public or private, nonprofit or for-profit entities, including links with academic institutions and/or other appropriate professionals, community-based organizations, school districts, and local and State government entities.

Duplicate or Multiple Submissions: *Duplicate or multiple submissions are not allowed. NIFA will disqualify both applications if an applicant submits duplicate or multiple submissions.*

Link to Additional Information: https://files.simpler.grants.gov/opportunities/0fcd22f8-a682-432f-8456-f48002deee8d/attachments/52650d55-a17e-4534-9e40-dfd4bbac491f/USDA-NIFA-NFASLP-32903-Full-Announcement.html

5. Food Safety Outreach Program-Collaborative Education and Training Projects, USDA/NIFA

Application Deadline: July 20, 2026
Award Amount: up to $550,000 for a period of 36 months

Priorities
Collaborative Education and Training Projects will support the expansion and development of multi-county, statewide, or multistate food safety education and outreach programs that are well established locally. These large projects expand beyond the county level to statewide and multistate and support collaborations among states not necessarily located within the same regions, but having common food safety concerns or addressing common commodities. Potential applicants must have an established track record of working with farmers and must be capable of developing and modifying food safety training curricula to meet new FSMA rules for a variety of agricultural production and processing systems.

Project and Grant Types
Applicants must propose one project type: **Extension Projects**.

Extension Projects conduct programs and activities that deliver science-based knowledge and informal educational programs to people, enabling them to make practical decisions. Delivery may range from community-based to national audiences and use communication methods from face-to-face to electronic or combinations thereof. Extension Projects may also include related matters such as certification programs, in-service training, client recruitment and services, curriculum development, instructional materials and equipment, and innovative instructional methodologies appropriate to informal educational programs. These projects should lead to measurable, documented changes in learning, actions, or conditions in an identified audience or stakeholder group. These projects should synthesize and incorporate a wide range of the latest relevant research results. Extension Projects address one or more of the following key strategic actions:

- Support informal education to increase food and agricultural literacy of youth and adults;
- Promote science-based agricultural literacy by increasing understanding and use of food and agricultural science data, information, and programs;
- Build science-based capability in people to engage audiences and enable informed decision making;
- Develop new applications of instructional tools and curriculum structures that increase technical competency and ensure global competitiveness;
- Offer non-formal learning programs that increase access of new audiences at the rate at which new ideas and technologies are tested and/or developed at the community-scale; and
- Develop programs that increase public knowledge and citizen engagement leading to actions that protect or enhance the nation's food supply, agricultural productivity, environmental quality, community vitality, and/or public health and well-being.

Link to Additional Information: https://simpler.grants.gov/opportunity/7c74dd09-2608-4be3-a520-edb61d08bcef

6. Fiscal Year (FY) 2027 Historically Black Colleges and Universities/Minority Institutions (HBCU/MI) Program, Department of the Navy

Application Deadlines:

- **White Paper Inquiries and Questions:** September 9, 2026
- **White Papers:** September 18, 2026
- **Application Inquiries and Questions:** December 4, 2026
- **Applications:** December 11, 2026

Award Amount: up to $525,000 for a period of up to three years

The Department of Navy's (DoN) Historically Black Colleges and Universities/Minority Institutions (HBCU/MI) program is designed to increase the participation of HBCU/MIs in the Navy's research, development, test, and evaluation (RDT&E) programs and activities. As part of its mission, the program seeks to strengthen the capabilities of institutions to conduct basic and applied research, and increase the quality and quantity of science, technology, engineering, and mathematics (STEM) programs. A key priority of the program is funding research with a clear vision for maturing resulting technologies and transitioning them to the Fleet in support of our nation's Sailors, Marines, and Joint Warfighters.

Key programmatic objectives of the DoN HBCU/MI Program are achieved through the implementation and performance of three program goals:

- enhancing the research and educational capabilities of HBCU/MIs in scientific and engineering disciplines critical to the defense mission of the U.S. Navy and U.S. Marine Corps
- encouraging cross-institutional, collaborative efforts that explore innovative solutions to naval science and technology (S&T) challenges
- increasing the engagement of students in STEM fields important to the U.S. Navy and U.S. Marine Corps

This particular NOFO aims to enhance the research capacity and research infrastructure for HBCU/MIs. Competitive white papers and invited full proposals submitted to this NOFO must clearly and succinctly describe efforts that advance basic naval-relevant S&T, engage faculty and students in STEM discovery, and expand the research capacity of participant institutions. This announcement is only for research efforts that also promote student/faculty engagement, and expand the institution's research capacity. This announcement is not intended for projects that focus on non-research STEM activities.

This is a single PI award. No Co-PIs and no sub-awards will be permitted.
Limitations on Number of Applications: There is no limitation on the number of applications an applicant (organization) may submit in response to this NOFO.

Link to Additional Information: https://simpler.grants.gov/opportunity/c8965b4c-390b-4abc-8961-14bc48ba76a9

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

2. 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

3. 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

4. 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

5. NIAID Resource-Related Research Projects (R24 Clinical Trial Not Allowed), NIH
Deadline: September 25, 2026
https://files.simpler.grants.gov/opportunities/0fd59028-511b-4bb2-958a-75cb11d17353/attachments/b4b7f3fd-56a9-405e-bf47-2e5c702aa353/PAR-27-083-Full-Announcement.html

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

7. EDU Core Research (ECR:Core), NSF
Deadline: October 1, 2026
https://www.nsf.gov/funding/opportunities/ecrcore-edu-core-research/nsf21-588/solicitation

8. Maximizing Investigators Research Award (MIRA) for Early Stage Investigators (ESI) (R35 - Clinical Trial Optional), NIH
Deadline: October 2, 2026
https://www.grants.gov/search-results-detail/360593

9. Research Opportunities in Cancer Epidemiology Cohort Studies (U01 Clinical Trial Not Allowed), NIH
   Deadline: October 5, 2026
   https://files.simpler.grants.gov/opportunities/0536c0e6-e21d-4548-8511-a293babd20b8/attachments/47e9b80e-711f-4061-8b0c-97500144d824/PAR-27-073-Full-Announcement.html

10. 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

11. 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

12. 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/

13. 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

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