

# WKKF Grant Application for CaveSim programs: ideas for answers to grant questions

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This document contains the text of the WKKF grant application, along with recommendations about how you might respond in each section. Please note that all the recommendations are just that: recommendations. Each school is different, which means that each grant application will be different. Because many teachers may use the answers in this document, your application may have a better chance of succeeding if you make your application unique by modifying the suggested answers. Also note that the suggestions are designed to be as general as possible so that it is easy to modify them to fit your school. Please be careful with your changes so that the final product is an accurate reflection of you, your school, and the area your school serves. Ultimately, no one better understands the needs you and your school have. If you have any questions about our suggestions or the application, please do not hesitate to contact us. We appreciate you putting in the time and effort to submit this proposal.

A key to our color coding of text:

- All of the original text of the application has been included in plain text.
- CaveSim staff have drafted some suggested responses **in yellow highlighting** below the original text.
- Places where specific information (such as your school's name) is needed are shown in *red italics*.
- CaveSim staff have also written some notes for you **in green italics**, which should be deleted before you submit the application.

Individual program cost will vary depending on your school's location, program content, and whether we will already be in your area. This will be reflected in the **Budget** section of this program. If you have any questions concerning the cost of a program for your school let us know.

To submit an application, navigate to the web form where you will be directed to fill out the application online. We recommend filling out a copy of the application and using this copy to fill out the web form.

For the online web form please navigate to: <https://wkkf.org/>

Hover over [Grants/Investments]

Select [Apply for a Grant]

The original PDF of this document can be viewed at:

[https://wrm.wkkf.org/uWebRequestManager/UI/Application\\_Questions\\_HelperText.pdf](https://wrm.wkkf.org/uWebRequestManager/UI/Application_Questions_HelperText.pdf)

Before filling out the grant application please review the original PDF to have a general idea of the tone of the application.

# WKKF Online Application: Important Information,

## Questions & Related Helper Text

### Before you start:

- The W.K. Kellogg Foundation provides funding to organizations which are legal entities in the United States, Mexico, or Haiti. Requests from individuals, or for individual support, will not be considered for funding.
- The information below is being provided to assist you in completing the application. All submissions must be completed via the online application system, accessed via [www.WKKF.org](http://www.WKKF.org).
- Our online application is only designed for project or program support. If your organization is seeking a general operating support grant, you should contact our [Concierge Desk](#) staff to discuss further.

### Completing the Application:

- Applications can be saved, and returned to at a later time. You will be prompted to provide your email address for a link to your saved proposal. Please be sure to add the wkkf.org domain to your safe sender list if you use a SPAM filter service.
- Our online application does not support the use of bullet points or other formatting. **Please do not use #, %, \*, @, <, > or other special characters, web addresses or URL links.**
- Some areas of our application are character and space limited; our application will show you how many spaces are remaining as you compose your responses.
- Responses for all questions are required, unless otherwise noted.
- Once you submit your application, it cannot be retrieved or edited.

### How to read the information in this document:

- The area shaded in **black** is the application page header
- The area shaded in **blue** is context for the application page (what we're asking for, and why) □ The column on the **left** is the question we will ask
- The column on the **right** is the related helper text and any applicable character count limitations

### Documents (Excel, Word, .pdf) you may be asked to provide:

- Project Documents ○ Full Project Budget ○ Evaluation Plan (if applicable)
  - Supporting documents (optional – maximum of 2 documents)

### We're here to help!

Business hours for our headquarters office are 8 a.m. to 5 p.m. Eastern Time, Monday through Friday. During this time, staff are available by phone or email to help you:

- Contact our Concierge Desk by [email](#) or by calling (269) 969-2329.
- Limited technical assistance is also available until 7:30 p.m. Eastern Time, by calling (269) 969-2357.

### Application Alignment

The W.K. Kellogg Foundation (WKKF) follows the rules established by the Internal Revenue Service (IRS) for private foundations in the United States. Grantseekers wishing to request funding must be a legal entity (e.g. nonprofit organization, public or governmental entity, for-profit corporation doing charitable work, etc.) WKKF does not accept applications from individuals, or for the direct support of an individual.

Are you a legal entity (e.g. nonprofit organization, public or governmental entity, for-profit corporation doing charitable work, etc.)?	Select Yes or No
Is the requesting entity a 501(c)(3) organization, such as a church, school, hospital, governmental unit, or publicly supported organization?	Select Yes or No
Please identify the country where the Grantee for this request is located?	Select United States, Mexico, Haiti, Other

### Geography

WKKF provides grant support in the United States, Haiti, Mexico, as well as to sovereign tribes. In the United States, we provide funding to all 50 states, and we have selected Michigan, Mississippi, New Mexico and New Orleans as priorities for our place-based programming. In Mexico and Haiti our funding is place-based, with a focus on the Highlands of Chiapas and the Yucatan Peninsula in Mexico, and the Central and Southern corridors of Haiti. More specific information on our priority places can be found on [www.wkkf.org](http://www.wkkf.org).

Wherever we partner, we operate with the belief that significant and lasting change begins with individuals and communities coming together to advance children's best interests.

Please select the target geographic area(s) for which you are requesting to use WKKF funding:	Select the specific geographic areas that are expected to benefit as a result of this funding request. U.S.-based requests: Select "National" if your work will take place, or is expected to benefit, the majority of the states.
<b>(optional)</b> Describe the specific geographic area(s) most impacted by this work:	To the extent possible, describe any specific geographic areas (tribal nations, regions, counties, municipalities, cities, communities, localities and/or neighborhoods) that will be impacted by this funding request. [Max 1300 characters with spaces]

### Design & Execution

The following questions are intended to capture information about the proposed funding request, including (1) how it aligns with the work and expertise of your organization; (2) the specific outcomes, goals, strategies and activities, including communications and knowledge dissemination; as well as (3) the long-term plan and partnerships for sustaining this work beyond WKKF funding.

**Do not use bullets or other formatting such as <, >, %, # or other special characters, web site addresses, or URL links.**

Please provide a name for your project:	Enter the name or title of the proposed project. If you haven't named your project yet, we recommend a short name (one to five words) that reflects what you are trying to achieve and can be easily remembered by various audiences. [Max 150 characters with spaces]
Provide a brief summary statement about your project and how it aligns with your organization's mission, values, and priority focus:	Concisely describe the reason for which you are requesting WKKF funding and how this project fits within your organization's overall strategy [Max 1000 characters with spaces]  Our goal is to bring CaveSim to <b>[insert school name]</b> to let students learn STEAM subjects in a new way. CaveSim visits schools around the US with a mobile cave. Students explore 60' of cave while trying not to touch formations (e.g., stalactites). If a student touches a formation, artifact, or critter (all artificial), sensors give the student feedback. After students exit the cave, they view their careful-caving score on a computer. CaveSim staff discuss with the students what they saw, and teach lessons about the science, history, and art behind each object. CaveSim will also

	<p>bring a 12' tower to our school to teach students about the physics of ropes and pulleys, a cave rescue stretcher to teach teamwork, cave rescue phones to teach electromagnetics, bat skeleton and guano to teach biology, and working carbide lamps to teach chemistry. Since CaveSim programs are fun and standards-aligned, CaveSim is a perfect way for our students to understand the importance of their education.</p>
Describe why your organization is best positioned to do this work. Include a few examples of recent achievements relative to your request:	<p>Provide a few examples of recent projects and/or achievements that will help us understand your expertise in the field. [Max 3000 characters with spaces]</p> <p><i>(The majority of this section will be specific to your school. Any awards that you or school have received can be included here. Demographics can also be included if your school is in an area with a high percentage of underserved populations, but keep in mind that this will also be included later in the application. There is a short section that discusses CaveSim very broadly, and can be edited as necessary.)</i></p> <p>CaveSim has been involved in conservation education since 2010, during which time over 25,000 people have explored CaveSim systems. In 2019 alone, CaveSim staff have conducted 80 days of educational programs, mostly at K-12 schools. Recent programs have included return visits to several schools in Oklahoma, Texas, and Colorado. CaveSim programs are taught by a team of staff led by Dave Jackson, the MIT-educated inventor who built the mobile cave. Standards-aligned CaveSim curriculum is written by Tracy Jackson, who has a Masters of Art in Teaching from Colorado College. In 2019, CaveSim received the <i>Group Award for Conservation of Cave and Karst Resources</i> from the National Speleological Society for their work in cave conservation education across the country. CaveSim has visited 17 states while working with schools, museums, the National Park Service, the US Forest Service, and many other entities. I have personally seen CaveSim programs at <i>[provide details here or delete this sentence if you haven't seen CaveSim]</i> and I am very confident that CaveSim staff will provide an incredibly valuable experience that will help make STEAM subjects very memorable for my students <i>[suggestion: alter this sentence to make it unique so that it really sounds like it wasn't copied and pasted]</i>.</p>
Describe the background and qualifications of the key team members who will work on this proposed project, and how they will work together:	<p>Consider including how the project team reflects the population served by this project (with respect to race, ethnicity, gender, age, class, etc...); the combined experiences and/or areas of expertise of project team members; and how project team members will support each other throughout the project. [Max 3000 characters with spaces]</p> <p>Most of the instruction in a CaveSim program is provided by CaveSim staff, who have a variety of different backgrounds (including classroom teaching, geology, engineering, and social work). While their backgrounds vary, all staff have extensive experience with real cave exploration and with teaching CaveSim programs. Women account for roughly half of the CaveSim staff, and they are passionate about showing girls that cave exploration and science are fields that are equally open to women and men. The inventor and creator of CaveSim, Dave Jackson, attends every program to help students understand that they can do what he has done: take what they learn in school and combine it with what they are passionate about to make the world a</p>

	<p>better place. During CaveSim programs, Dave and other CaveSim staff emphasize to students that all school subjects were used in the making of CaveSim, and that all subjects matter. Dave engages with Spanish-speaking students by teaching in Spanish on an as-needed basis, and he teaches all students cave-related words in Spanish, French, and German to help students understand that multiple cultures contribute to our understanding of caves.</p> <p>CaveSim staff will work closely with me and my fellow teachers to develop a schedule that fits with our school schedule (this is another area where CaveSim staff have extensive experience, since they do approximately 80 days of educational programs per year). They will also work closely with me to work out logistics, including where we will conduct the program. I will be responsible for lining up some parent volunteers or other teachers to help with some of the simpler CaveSim activities, including bat conservation games.</p>
<p>Please provide an overview of your funding request by describing the specific purpose, the problem you are trying to solve, and the overall change you expect to see as a result:</p>	<p>Use this space to define the explicit problem you are trying to solve, and what will be different as a result of successful implementation. [Max 3000 characters with spaces]</p> <p>The purpose of this project is to help our students gain a better understanding of how important their education really is, while also helping them to get a more intuitive understanding of multiple STEAM subjects. For example, our students will gain a more complete understanding of simple machines and physical science by having the opportunity to lift one another in harnesses up the 12' CaveSim tower using several different pulley systems. At our school, we have students from a wide variety of backgrounds. Some of our students come from families that value education and encourage their children to excel in school, but we also have students who struggle to see the purpose of their education. Because a high percentage of our students are from low-income families, most parents are unable to provide extra funds for field trips or other non-classroom learning experiences. Having seen CaveSim myself, it is obvious that bringing this program to our school will get students excited again about learning. The CaveSim program aligns so well with so many of the subjects that I and my fellow teachers are teaching, and we are excited about being able to tie in the CaveSim program with our classroom lessons, both before and after the program. I expect to see that our students are more easily motivated after doing the program, and that our more timid students are more self-confident after taking on personal challenges during the program (like going through the cave or being lifted up the tower).</p>
<p>Describe the key outcomes you expect to achieve with WKKF funding:</p>	<p>Summarize the outcomes to be achieved by implementing the WKKF-funded activities and how they will be measured. Consider:</p> <ul style="list-style-type: none"> <li>* What child outcomes will be achieved or impacted when the project is successfully implemented?</li> <li>* What qualitative and quantitative programmatic outcomes will be achieved as a result of implementing the WKKF-funded activities?</li> <li>* What types of knowledge and/or knowledge products will be generated (if applicable)?</li> <li>* How will the community be better prepared for a different future?</li> </ul> <p>[Max 3000 characters with spaces]</p>

	<p>Child outcomes: Students will see concrete examples of how school subjects are used in the world. CaveSim staff created the entire mobile cave, and they will show students how they use every single school subject to do their work. This will help students see a connection between school and exciting careers. CaveSim staff will teach students that all subjects matter, regardless of what career students pursue. Secondly, students will learn core curriculum, including earth science (from lessons about cave geology, landforms, and groundwater), life science (from lessons about bats, extremophiles, and other cave biota), physical science (from lessons about physics on the tower, chemistry demonstrations with carbide lamps, and electromagnetics lessons with waterproof speakers made by CaveSim staff). Thirdly, in addition to teaching new lessons, the CaveSim program will help to solidify some of the concepts already covered in class. Finally, the program will teach our students about the importance of conservation. Some of our students do not get enough exposure to the natural world and have not developed an appreciation for how important it is for us to take care of our planet. From the CaveSim program, students will learn about how important caves are to humans (in cleaning and holding our water, and in providing shelter for important species like bats). CaveSim staff will also help students to relate to cave-dwelling species so that students can empathize with these species and understand how important these animals are to humans.</p> <p>Programmatic outcomes: Because the CaveSim program will introduce new concepts as well as reinforcing concepts already covered in class, our school will be able to use the CaveSim experience to enhance the remainder of the school year. We will be able to refer back to the CaveSim program when we introduce new concepts in the days and weeks that follow the program, and we will be able to help students remember why it is important for them to be eager learners. The CaveSim program will have a lasting impact on our classroom programs.</p> <p>Knowledge/Knowledge Products: Students will gain a better understanding for core science subjects, and for the importance of environmental conservation. Students will also learn about non-science subjects, including history (and the role of caves in American and world history), art, and even foreign languages. CaveSim staff will teach our students several cave-related words in Spanish, French, and German with the goal of broadening our students' view of the world.</p> <p>To answer the question, "How will the community will be prepared for a different future," our students will be prepared to advocate for conservation efforts within the community. They will also be inspired to work harder in school, which will help prepare them for productive and impactful careers in the community.</p>
Provide the goals and related strategies to be accomplished specifically with	Provide the goals and strategies you will employ to achieve the above-mentioned outcomes. The use of the SMART (Specific, Measurable, Attainable, Relevant and Time-bound) format is preferred. [Max 3000 characters with spaces]



<p>WKKF funding to achieve the outcomes identified:</p>	<p>While <i>[insert your state]</i>'s educational standards already encompass much of what is necessary for a student's success, we sometimes struggle to provide the tools needed to encourage a love of learning. Because of this, teachers are oftentimes encouraged to bring in external resources to meet the needs of the students. The WKKF funding will be used to bring CaveSim programs to <i>[school name]</i> and serve <i>[number of students]</i> ages <i>[age range of students]</i>. The program will consist of <i>[number of activities]</i> educational activities: <i>[list activities here (e.g. horizontal cave exploration, vertical cave rescue activity, etc...)]</i>. All the activities listed are designed to be fascinating to students with the intent to give them a picture of the importance of the pursuit of knowledge. All activities are also structured to teach grade-level-appropriate content per our state education standards. <i>[Give standards examples, contact us if you need help]</i></p>
<p>Describe the project activities to be achieved with WKKF funding:</p>	<p>What is the project's work plan? For example, for the WKKF-funded project activities, please describe who will do what, when, how, where, with whom, how frequently, and across what timeframe, etc. [Max 3000 characters with spaces]</p> <p>The CaveSim program will consist of a variety of grade-appropriate activities conducted at <i>[school name(s)]</i> (in <i>[city, county, and/or state]</i>) during <i>[date range of program]</i>. CaveSim staff will conduct <i>[#]</i> days of program, and each student will participate in the program for <i>[# of days or hours]</i>. <i>If you are planning a CaveSim program in which each student will be at the program for just one day, use something like this text: <i>[# of classes at CaveSim at one time]</i> classes will participate in the CaveSim program at a time. CaveSim staff will do a brief intro to provide context for all activities, and students will then be divided into groups (about <i>[#]</i> students per group), and will rotate through four activities (stations) so that they are engaged at all times, and so that each student gets to do each activity. In good weather, all stations will be located outside of our school to give our students time in nature. In inclement weather, most activities will be conducted indoors, and pop-up tents will be used to protect students at the mobile cave. In severe weather, the program will be rescheduled at no additional cost. Regarding the stations: At one station, students will explore of 60' of cave passage, and learn lessons about biology, geology, chemistry, art, and overcoming challenge. At another station, CaveSim staff will teach students about pulleys and mechanical advantage on the 12' tower. Students will take turns sitting in a chair-style harness (Bosun's chair) and being lifted by fellow students to simulate a vertical cave rescue. During this activity, students will learn about physics, communication, personal fitness, and mathematics. At a third station, students will practice horizontal cave rescue using a real cave rescue stretcher to move a student through an obstacle course. The obstacle course will include a "crawlbox", which is an adjustable-height box that students can crawl through, and measure with a tape measure to see how small a space they can move through. During this activity, students will practice basic math and measurement, teamwork, and communication. At a fourth station, students will play two different bat games to learn about bat migration and echolocation. This activity will be facilitated by parent volunteers or teachers.</i></p>

In between rotations of these activities, students will watch several demonstrations by CaveSim staff. One demo will be about bats and will include a real bat skeleton and guano. Another demo will be about geology and will include rock dissolution using a weak acid. A third demo will be about electronics and will include cave rescue telephones. A fourth demo will be about chemistry and will include working carbide lamps. During these various demos, students will learn a wide variety of concepts, from conservation of mass to the history of guano in the Civil War. Once all students have finished all activities, CaveSim staff will do a wrap-up in which they summarize what was learned and explain to the students that all school subjects matter.

*If you are planning a CaveSim program in which each student will be at the program for multiple days, use something like this text:*

CaveSim staff will do an intro each day to provide context for the day's activities. Students will start with a hands-on activity and then do a lab led by CaveSim staff. In good weather, all stations will be outside our school to give students time in nature. In poor weather, most activities will be indoors, and awnings will be used to protect students at the mobile cave. In severe weather, the activity will be swapped with an activity slated for a different day. Regarding the activities: At one, students will explore of 60' of cave passage, and learn lessons about biology, geology, chemistry, art, and overcoming challenge. On another day, CaveSim staff will teach students about pulleys and physics on CaveSim's 12' tower. Students will take turns sitting in a Bosun's chair and be lifted by fellow students to simulate a vertical cave rescue. Students will learn about physics, communication, personal fitness, and mathematics. On a third day, students will practice horizontal cave rescue using a real cave rescue stretcher to move a student through an obstacle course. The obstacle course will include a "crawlbox", an adjustable-height box that students crawl through and measure with a tape measure to see how small a space they can move through. Students will practice math, measurement, teamwork, and communication. On a different day, students will play two different bat games to learn about bat migration and echolocation.

Regarding the labs (which happen each day after the hands-on activity): In one, students will learn basic circuits, and will plan, build, and refine a waterproof caving flashlight, which they will get to keep. In another lab, students will use slime mold and Petri dishes to learn about cave biota. In yet another lab, students will make bat boxes to keep or put up at school. In another lab, students will learn about epidemiology and White Nose Syndrome, which is currently decimating the US bat population. During each day, students will watch demonstrations by CaveSim staff. One demo will be about bats and will include a real bat skeleton and guano. Another demo will be about geology and will include rock dissolution using a weak acid. A third demo will be about electronics and will include cave rescue telephones. A fourth demo will be about chemistry and will include working carbide lamps. During these various demos, students will learn a wide variety of concepts, from conservation of mass to the history of guano in the Civil War. At the end of each day, CaveSim staff will do a wrap-up in which they summarize what was learned that day. At the end of the program, staff will explain to the students that all school subjects matter.



	<p><i>(Please note that there are other CaveSim labs that are available upon request, but the activities listed here are what a typical CaveSim program consists of).</i></p>
Describe the key communications and knowledge dissemination activities that support the work detailed in this funding request. Describe your key audiences and how you will engage them in communication and learning efforts.	<p>Provide information regarding your communications approach for this project, outlining overall communication objectives, your targeted audience, dissemination efforts and anticipated impact of your communication activities. [Max 3000 characters with spaces]</p> <p>CaveSim staff will communicate regularly with me and the other teachers at <i>[school name]</i> prior to the program to ensure that we are agreed on setup location, detailed schedule, and other logistics. I will communicate with support staff to ensure that CaveSim staff have access to what they need (e.g., electrical power and an outdoor faucet). During the program, CaveSim staff will disseminate knowledge to our students in multiple ways to meet the learning styles of different students. CaveSim staff will teach verbally, but will also use experiential education techniques. Staff will show real objects to students (like a real bat skeleton) and will let students touch and experience some objects (like working cave rescue phones).</p> <p>The key audience for this project will be <i>[total number of students]</i> students at our school, including <i>[number of students in individual grade]</i> <i>[grade level]</i> grade students <i>(copy this line for as many grades as the program will work with)</i></p> <p>Approximately <i>[percentage of Title 1 students]</i> % of the students participating will be Title 1 students <i>(Fill in any other information that is relevant to the audience including ethnic percentages, low income areas the school serves, etc....)</i></p>
Describe the strategies and efforts to financially support this project beyond WKKF funding:	<p>Please provide the project's long range funding plan, describing the strategies and efforts that will be deployed to secure funding beyond WKKF support. [Max 3000 characters with spaces]</p> <p>I would like to see this program return to our school each year, with different students participating during each program so that we can create an entire generation of students who appreciate STEAM subjects and conservation more thoroughly. In my school district we have <i>[explain other funding sources, like an education foundation, DonorsChoose, coloradogives.org, district-level funding]</i> that I plan to use to support future CaveSim programs. My goal is to use a WKKF-funded program to show the stakeholders in our community that this program is worthy of long-term funding. To that end, I will ensure that my staff and I take pictures and video during the program, and collect student and teacher quotes to use in future grant applications. I will also invite key community stakeholders to the program, including <i>[list some relevant people, like principals, superintendents, education foundation board members, the PTO chairperson. Specific names aren't needed, just a list of positions]</i></p>
List the funding partners (federal, tribal, state, and local) and any other funding sources you have secured for this project:	<p>List the organizations who are financially contributing to the proposed project, including in-kind and/or overhead support. Provide dollar amounts in US dollars. Enter numeric values only.</p>

	<i>(We recommend including all resources such as the school itself, parent fundraisers, other grants, and funding from the school district to show personal commitment to the program)</i>
Describe your community engagement efforts with non-funding key leaders, partner organizations or institutions and/or networks to ensure the success of this project. Describe the length of time your organization has worked with these partners, their contributions to the project and their roles and responsibilities:	<p>The description should be comprised of the list of community leaders, partners and/or organizations who are involved in the implementation of this project and their roles/responsibilities. These partners <b>are not providing direct financial support</b>, but rather, are critical players in the successful execution of the project. [Max 3000 characters with spaces]</p> <p><i>(Examples may include after school activities, partnerships with local museums, and other educational organizations that have been invited to your school in the past)</i></p>

<i>(optional)</i> You may upload up to two supporting documents to support your proposal. Relevant documents include a documented Change Strategy or Theory of Change for your request or organization, or a concept paper/graphic that supports your request.	<p>2 documents, 20 MB each maximum</p> <p><i>Suggestion: upload a document with pictures and captions taken from the various pages of cavesim.com, including <a href="http://www.cavesim.com/news">www.cavesim.com/news</a>, <a href="http://www.cavesim.com/COschoolPrograms">www.cavesim.com/COschoolPrograms</a>, <a href="http://www.cavesim.com/OKschoolPrograms">www.cavesim.com/OKschoolPrograms</a>, <a href="http://www.cavesim.com/TXschoolPrograms">www.cavesim.com/TXschoolPrograms</a>. Ask us if you need help.</i></p>
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### Evaluation & Programmatic Learning

The Kellogg Foundation uses evaluation as an essential tool to capture the impact of grantees' work and to generate learning. Our approach to evaluation is aligned with and guided by our grantees' needs and priorities. A significant portion of our evaluation resources are applied to build grantee organizations' internal abilities to conduct and use evaluation so that over time, we can co-create and share actionable knowledge about improving children's well-being with the broader field.	
Describe your organization's existing capacity/ability (staffing, financial resources, etc..) to evaluate this work; or your plan to build the capacity:	<p>WKKF may request evaluation reporting as part of the annual and final reporting process. [Max 3000 characters with spaces]</p> <p><i>Suggestion: List the positions of people at your school who have experience evaluating student outcomes from previous grants. This might be you, a team lead, the librarian, or other staff!</i></p>
<i>(optional)</i> If you have a draft evaluation plan for this funding request, please upload it here:	1 document, 20 MB maximum

### Policy & Lobbying

While federal law prohibits private foundations from funding lobbying activities, the foundation is interested in effectively using a full range of public policy options to achieve our charitable purposes. If lobbying is a potential component of the work related to your funding request, you may still be eligible to receive funding. Please disclose any lobbying activities so that we can appropriately ensure legal compliance for all parties.

<p>Will your project include any of the following:</p> <ul style="list-style-type: none"> <li>• Efforts to influence pending legislation, change current legislation, introduce new legislation or support/oppose ballot measures?</li> <li>• Communication with legislators or their staff about legislation (e.g. pending, yet to be introduced, needing reauthorization, etc.)?</li> <li>• Communication with the general public about ballot measures (e.g. proposals, propositions, bond measures, constitutional amendments, referenda, etc.)?</li> <li>• Communication with the general public expressing a view about specific legislation that includes a call to action?</li> <li>• Any other activities that would constitute lobbying?</li> </ul> <p>Select “Yes” or “No”</p>	<p>Direct lobbying occurs when an organization communicates with a legislator, legislative staff, or in limited cases executive branch officials, about a specific piece of legislation and reflects a view on the legislations. Specific legislation encompasses proposed legislation, legislation already introduced, ballot initiatives, referendum, bond measure, etc.</p> <p>Grassroots lobbying is a communication with the general public that reflects a view on specific legislation AND encourages people to contact their legislative representation in order to influence that legislation. A broader definition may apply to paid mass media advertising.</p> <p>For more information regarding lobbying, please consult Treasury Regulations, Section 53.4945-2.</p> <p><b>No.</b> <i>(The project does not include any activities pertaining to lobbying, or to current or future legislation).</i></p>
<p>If yes, please describe the policy, advocacy and/or lobbying efforts to be accomplished at the federal, tribal, state, and/or local level?</p>	<p><b>Not applicable</b></p>

### Racial Healing & Racial Equity

WKKF has identified the active pursuit of racial equity, by embracing racial healing efforts and eradicating structural racism, as an explicit approach and component of all our programming. We seek to inform and change hearts, minds and the deeply-held, often unconscious biases that are frequently at the core of structural racism. And, we actively support efforts to dismantle racial and structural inequities that limit opportunities for children, families and communities.

Please explain how this funding request will contribute to addressing racial and structural inequities for children, especially children of color. Describe the demographics of the proposals beneficiaries as specifically as possible (e.g. population size, ages, race/ethnicity, income level, etc.)

WKKF defines "vulnerable children" as those children who live in families at or below 200% of the federal poverty guidelines, and who face notable barriers to health, economic, educational or future employment success due to systemic inequality often experienced in one or more of these circumstances: race, ethnicity, or single-parent homes.

Describe the impact this request will have on the lives of vulnerable children. Provide the key factors that will decrease their vulnerability. [Max 3000 characters with spaces]

*(This portion will be school-specific as each school serves a different set of demographics. The idea that we wish to communicate is the individualization that CaveSim provides. We strive to make our programs accessible, enjoyable, and educational regardless of race, sexual orientation, economic status, or any other potentially dividing factor. Below is a general summary of what you might write.)*

My fellow teachers and I at [school name] have been concerned for many years that exposure to higher education, outdoor adventurous activities, and interest in subjects outside of school may depend on a worrying set of

	<p>factors. These include, but are not limited to economic status, race, and mental or physical ability. We are determined to be part of the solution to this problem. Our approach consists of <i>(give some background about what your school has done in the past to meet the needs of students that are at a disadvantage due to race or economic/social standing or need more advanced material (e.g. TaG students).)</i> My fellow teachers and I are excited about working with CaveSim staff, because they, like us, believe that each student is different and should receive personalized instruction to help them succeed. Their staff provide a welcoming environment in which everyone is confident in their skills, background, and future. Because of the nature of the program, CaveSim can alter their programs to fit the needs of each student whether they require more instruction, need more advanced material, or have a physical or developmental disability.</p> <p>The demographics that will benefit from this project are as follows:  <i>(Provide information about the students who will participate in a CaveSim program)</i></p>
<p>Please provide the racial/ethnic demographics of your organization:</p>	<p>Please count each person only once based upon his or her primary identification. The Kellogg Foundation collects data consistent with the proposed 2020 U.S. Census categories as explained below:</p> <p><b>American Indian or Alaska Native</b> (e.g. Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Nome Eskimo Community, etc.)</p> <p><b>Asian</b> (e.g. Chinese, Filipino, Asian Indian, Vietnamese, Korean, Japanese, etc.)</p> <p><b>Black or African American</b> (e.g. African American, Jamaican, Haitian, Nigerian, Ethiopian, Somalian, etc.)</p> <p><b>Hispanic, Latino, or Spanish origin</b> (e.g. Mexican or Mexican-American, Puerto Rican, Cuban, Salvadoran, Dominican, Colombian, etc.)</p> <p><b>Middle Eastern or North African (e.g. Lebanese, Iranian, Egyptian, Syrian, Moroccan, Algerian, etc.)</b></p> <p><b>Native Hawaiian or Other Pacific Islander</b> (e.g. Native Hawaiian, Samoan, Chamorro, Tongan, Fijian, Marshallese, etc.)</p> <p><b>White</b> (e.g. German, Irish, English, Italian, Polish, French, etc.)</p> <p><b>Other/Multiple race, ethnicity, or origin identification</b></p>
<p>Please indicate the gender of the top administrative official within your organization:</p>	<p>Select Male/Female</p>
<p>Describe any racial equity practices, programs, or initiatives in which your organization is presently engaged.</p>	<p>[Max 3000 characters with spaces]  <i>(This will be school-specific as each school serves a different population)</i></p>

Provide the ethnic demographic information for the project's work team:	<p>Please complete the chart for the project team who will be working on this grant. Please count each person only once based upon his or her primary identification. The Kellogg Foundation collects data consistent with the proposed 2020 U.S. Census categories as explained below:</p> <p><b>American Indian or Alaska Native</b> (e.g. Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Nome Eskimo Community, etc.)</p> <p><b>Asian</b> (e.g. Chinese, Filipino, Asian Indian, Vietnamese, Korean, Japanese, etc.)</p> <p><b>Black or African American</b> (e.g. African American, Jamaican, Haitian, Nigerian, Ethiopian, Somalian, etc.)</p> <p><b>Hispanic, Latino, or Spanish origin</b> (e.g. Mexican or Mexican-American, Puerto Rican, Cuban, Salvadoran, Dominican, Colombian, etc.)</p> <p><b>Middle Eastern or North African</b> (e.g. Lebanese, Iranian, Egyptian, Syrian, Moroccan, Algerian, etc.)</p> <p><b>Native Hawaiian or Other Pacific Islander</b> (e.g. Native Hawaiian, Samoan, Chamorro, Tongan, Fijian, Marshallese, etc.)</p> <p><b>White</b> (e.g. German, Irish, English, Italian, Polish, French, etc.)</p> <p><b>Other/Multiple race, ethnicity, or origin identification</b></p>
<b>Budget</b>	
<p>The purpose of this Budget Web Form is to offer assistance in developing a budget that is fiscally sound, representative of the financial requirements of the proposal request and in alignment with the W.K. Kellogg Foundation's (Foundation) general recommendations. The Foundation recommends that a budget be constructed with consideration of how expenditures will be tracked, and requires accurate and separate reporting against the budget, should the grant be approved. Therefore, the Foundation strongly encourages involving an accountant or dedicated financial designee in the development and ongoing management of the budget. The Foundation suggests that the budget be concise yet informative. It is expected that proposal requests requiring significant investments have more detailed budget line items; however, budgets for all proposals typically will have detailed sub-line items which will aggregate for reporting purposes to the broad budget categories.</p>	
The total budget for the project:	<p>Estimate the total budget needed to support this work in US dollars. Enter numeric values only.</p> <p><i>(Before filling out this section of the grant please contact us to see if we will be in your area during the time you would like to book a program. If we are going to be in the area, the total cost of the program will not include the cost of travel meaning that the total cost will be different. It should also be noted that the following formulas only account for the following: Horizontal cave trailer, carbide demo, vertical cave rescue, cave rescue stretcher, bat games and lessons, and squeezebox. We can add labs for an additional cost. Labs can cover things like landforms, physical science with pulleys, and an engineering lab where students make their own waterproof flashlights. Please contact us for the cost of adding labs to your program.)</i></p>
Upload a copy of your total project budget:	Optional, unless specifically requested by program staff by program staff. 1 document, 20 MB maximum
The amount requested from WKKF:	Provide the dollar amount being requested from WKKF in US dollars. Enter numeric values only.
<i>(If lobbying question = yes)</i> You indicated your project included	Of the total project budget, what is the total amount being spent on nonlobbying activities?

lobbying activities. Provide an estimate of the total non-lobbying expenses.	
<p>Please edit the proposed Start Dates and End Dates for your request, adjusting the number of reporting periods as necessary. Note: Typically, reporting periods are 12 months. Reporting periods can coincide with the grantseeker's fiscal period.</p> <p>WKKF staff strive to make funding decisions and award grants within 60 business days of receiving an application. Thus, we recommend selecting a start date a minimum of 3 months from the date you plan to submit your application.</p>	Adjust Start\End dates in this section as needed

### Budget Categories

Each budget category is explained under the selected tab. Click on the applicable tab(s) to enter the data for the budget category(ies) included in your proposal budget. If a category doesn't apply, no data should be entered.

#### Budget form tips:

- \* Amount entered in budget form should equal the amount requested from WKKF (not the total project budget)
- \* All categories used require narrative comments
- \* Do not enter special characters in numeric fields (% , \$ , comma, etc.)
- \* Tab Legend (Pink=Active tab, Green=tab contains budget data, White=tab contains no data)

**Personnel:** Please enter your budget items in the space provided following the tips below.

Please be sure to:

1. Include all salary and benefit expenses for staff working directly on the WKKF-funded project (expenses charged should be based on actual time worked - i.e. timesheets, FTE, etc.). If an FTE allocation is used to charge salary and benefit expenses, the allocation should be based on timesheets or a time study.
2. Describe in the comments section below how the amount expensed to the Personnel line item for payroll and fringe benefits expense will be calculated and verified if not based on actual time worked.
3. Separately list personnel time for the following: Communications, Policy, and Website Management.
4. Provide the average percentage of time being funded by the WKKF grant for each position/role listed in the applicable column below. Note: Percentages do not have to add up to 100%.

Please DO NOT include:

1. Amounts to be paid to contracted individuals. These expenses should be included with the Contractual Services category.
2. Salary and benefit expenses for staff not working directly on the project activity. These expenses should be included with the Indirect Costs category. These expenses include Administrative Services, such as Finance, Human Resources, Technology, Legal, etc.
3. Salary and benefit expenses for staff providing evaluation services in support of the project. These expenses should be included with the Evaluation category.



**Contractual Services:** Please enter your budget items in the space provided following the tips below.

Please be sure to:

1. Include all subcontractor and consulting services directly related to the WKKF-funded project.
2. Separately list subcontracted services for the following: Communications, Policy, and Website Management.

Please DO NOT include:

1. Organization-wide administrative contracts, such as accounting, audit, IT, support, security, etc. These expenses should be included with the Indirect Costs category.
  2. Subcontractor and consulting expenses for evaluation services in support of the project. These expenses should be included with the Evaluation category.
  3. Amounts to be paid to employees of the organization. These should be included with the Personnel category.
- (This will be the total cost of the CaveSim program including any labs that are being added to the program)*

**Project Supplies:** Please enter your budget items in the space provided following the tips below.

Please be sure to:

1. Include total cost of supplies requested for activities funded by WKKF. Expenses must be directly tracked to the project.

Please DO NOT include:

1. Organization-wide office supplies. WKKF considers general supplies as indirect expenses, which should be included with the Indirect Costs category.
2. Rent, telephone, utilities or internet connectivity expenses. These expenses should be included with the Indirect Costs category.
3. Accounting, auditing, insurance or office equipment usage expenses. These expenses should be included with Indirect Costs category.

*(We can provide supplies for any additional labs that are being added to the program, or you can supply them. Please note that if we supply them we will simply add the cost to the program, but if you are planning on providing them please include the cost of these materials here.)*

4. Amounts for allocations or percentages of project supplies. These expenses should be included in the Indirect Costs category.

**Capital Assets & Equipment:** Please enter your budget items in the space provided following the tips below.

Please be sure to:

1. List all capital asset purchases including computers and related equipment, office furniture, and other equipment purchased or leased specifically for the WKKF grant.

Please DO NOT include:

1. Equipment usage fees. These expenses should be included with the Indirect Costs category.
2. Depreciation expenses. WKKF does NOT fund any depreciation expense.
3. Amounts for items that will be expensed rather than capitalized. These expenses should be included in the Project supplies category.

**Evaluation:** A budget line for Evaluation is required. Please reference the Evaluation Budget Guidelines for additional information and enter your budget items in the space provided following the tips below:

Please be sure to include:

1. All payments for subcontractors and consultants who provide evaluation services in support of the project, including time and expenses related to gathering, entering, analyzing, and reporting on data collected.
2. Any salary and benefit expenses for staff directly related to providing evaluation services in support of the project.

The suggested amount for evaluation typically falls between 8 to 10% of the total amount requested from WKKF. The evaluation allocation is included in, not in addition to, the total requested amount.

**Meetings & Conference:** Please enter your budget items in the space provided following the tips below.

Please be sure to:

1. List all expenses including facility and catering expenses, conference activities, meeting specific supplies, participant and registration fees, etc., related to meetings and conferences held to achieve the WKKF-funded project purpose.
2. Include all travel expenses related to meetings and conferences held to achieve the WKKF-funded project purpose.

Please DO NOT include:

1. Training fees paid to a consultant. These expenses should be included with the Contractual Services category.

**Travel:** Please enter your budget items in the space provided following the tips below.

Please be sure to:

1. List all travel expenses including airfare, hotel, meals, mileage, etc., related to the WKKF-funded project activities.

Please DO NOT include:

1. Travel expenses for a meeting and/or conference. These expenses should be included with the Meetings & Conferences category.

**Sub-granting:** Please enter your budget items in the space provided following the tips below.

Please be sure to:

1. List all project funds provided to another 501(c)(3) public charity or governmental unit in the form of a grant.

Please DO NOT include:

1. Amounts paid for contracted services. These expenses should be included with the Contractual Services category.

**Other:** Please enter your budget items in the space provided following the tips below..

Please be sure to:

1. Separately list scholarship expenses for amounts paid to an individual or organization, such as a stipend or per diem amount.
2. List any other expenses which do not fit into one of the previous budget categories.
3. Include amounts paid for fiscal sponsor/agent fees.
4. Include amounts paid to an individual for participation or attendance, such as a stipend or incentive payment.

Note: Documentation of payment made is required.

Please DO NOT include:

1. Any expenses that have previously been described as indirect costs. These expenses should be included with the Indirect Costs category.

**Indirect Cost:** Please enter your budget items in the space provided following the tips below.

Please be sure to:

1. List all Administrative, Finance, Human Resources, and Technology staff expense.
2. List all organization-wide administrative contracts, such as accounting, audit, IT, support, security, etc.
3. List all rent, telephone, utilities or internet connectivity expenses.
4. List all accounting, auditing, insurance or office equipment usage expenses.
5. List all allocations and/or percentages of expenses.

### Organization Information

In the following section, we are collecting information specific to the grant seeking organization. The grantee organization is responsible for fulfilling the actual programmatic purpose of the approved grant according to the application submitted and approved by the Foundation. This entails overseeing project activities to be certain they are conducted in conjunction with the approved purpose.

Legal Name	Legal name of the organization according to IRS (for U.S.) or IRSequivalent (non-domestic). Please do not use abbreviations or acronyms. [Max 225 characters with spaces]
Other Name(s)/Acronyms	List any other name(s) or acronyms your organization is known by. [Max 225 characters with spaces]
Preferred Mailing Address	The preferred mailing address is the organizational address of the person authorized to bind/contract on behalf of the organization. All legal documents and payments must be sent to this address. [Max 250 characters with spaces]
Physical Address	The physical address is the organizational address of the person/team who will handle the day to day grant management.
<b>(US Organizations Only)</b> Employer Identification Number (EIN#)	Enter your own Employer Identification Number (EIN), even if you will be using a fiscal sponsor.
Year of Legal Incorporation	Provide the year your organization was legally incorporated.
Most Recent Annual Revenue	Enter your organization's annual revenue in US dollars. Enter numeric values only.
Briefly describe the organization's mission, vision and values.	What is the overall mission, purpose, and focus of your organization? [Max 900 characters with spaces]
Will the above grantee also serve as the payee (e.g. fiscal agent, fiscal sponsor, fiduciary) for this project?	

### Contact Information: Payee Organization

***(Applies only for organizations that will use a separate payee)***

The payee organization can either be the grantee organization or a separate organization or entity (e.g. fiscal agent, fiscal sponsor, fiduciary). The payee is responsible for ensuring the grant funds are spent in accordance with the grant agreement, which includes the approved purpose and budget.

Payee Organization Name:	
Contact Name:	
Email Address:	
Phone Number:	

### Organization: Officers and Board Members

***(Applies only for organizations that are NOT nonprofit 501c3 organizations)***

As part of the Foundation's due diligence process, we require a list of the officers and board members for your organization. Complete the table below indicating Chief Executive Officer (a.k.a. President, Director, Rector, etc.), Chief Financial Officer (a.k.a. Bursar, Treasurer, etc.), Board Members (a.k.a. Trustees, Governing Board Members, etc.), and any other key officers.

Complete the table below indicating Chief Executive Officer (a.k.a. President, Director, Rector, etc.), Chief Financial Officer (a.k.a. Bursar, Treasurer, etc.), Board Members (a.k.a. Trustees, Governing Board Members, etc.), and any other key officers.	
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### Contact Information: Submitter

Please give us your contact information so that we can be in touch regarding next steps. Email is our primary method of communication throughout the application process, so please ensure you add the wkkf.org domain to your safesender list if you use a SPAM-blocking service.

Name	Provide your salutation, first name, middle initial, last name, and title within your organization.
Address	Defaults to preferred mailing address of the organization. If desired, you can select the organization's preferred physical address, or provide an alternate address.
Phone Number	
Email	Provide your preferred email address.
Name of WKKF staff member(s) you have discussed this application with:	WKKF staff named here will be notified of your proposal submission. *Note: Previous contact with WKKF staff is not required for proposal submission, nor does it increase a proposal's opportunity for funding. [Max 1000 characters with spaces]
Are you an employee/board member of the organization that is submitting this request? Select "Yes" or "No"	If "No", you will be asked to provide the name, title, phone number and email of an employee.