



A Generous Life

Request for Proposals

Sector: Education

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Background

The following Request for Proposals (RFP) is issued as part of Belmont University's *A Generous Life* course, in which students explore philanthropy, social innovation, and community impact by partnering directly with local organizations. As part of their applied learning experience, students researched community needs, conducted interviews with practitioners, and collaboratively designed this RFP to support local organizations addressing key issue areas.

Through this process, the students will serve as the grantmakers—reviewing proposals, developing evaluation criteria, and ultimately awarding one \$50,000 grant to a community partner whose education sector project demonstrates strong alignment with the identified needs, a clear theory of change, and meaningful opportunities for student engagement.

This RFP reflects the students' academic learning, commitment to community partnership, and desire to invest in organizations advancing hope and flourishing in the Nashville area.

Education Issue Area Overview

Our issue area is focused on positive youth programming through wraparound services supporting low-income Nashville families with school-age children. These supports span afterschool enrichment, positive youth development, childcare, vocational programs, and adolescent homelessness initiatives. Each of these aim to nurture healthy development in and out of school, integrating behavioral health, basic needs, extracurricular activities, preparation for the workforce, and educational services. Nashville's service landscape includes both nonprofit and collaborative government efforts with tailored support for students from low-income households, immigrant youth, and students in foster care. Community partners strive to connect young people and families with holistic care, addressing barriers to access, inclusion, attendance, and long-term stability. The goal is an equitable, proactive ecosystem helping every child and adolescent thrive from childhood through adulthood. In Nashville, there is a recognized gap in accessible after-school programming for low-income families who are not

eligible for government subsidies, and many parents struggle to pay for childcare, causing job instability. While many positive youth development organizations exist in the Nashville area, some have trouble scaling their programs and managing their finances to efficiently serve the population.

Problem Statement

There are children across the Nashville area who are not receiving the help they need to lead flourishing lives. Preventative and childhood well-being services are essential to fostering growth in children, so they develop into well rounded adults. Unfortunately, investing in education and the wellbeing of children and families is not a priority for the government despite the research that proves the importance of supporting children through programming. This affects low income and working-class families much more, as they are often unable to afford or attend these services. Without creative and data-driven solutions coming from the private and nonprofit sector, children in disadvantaged homes will fall behind, harming their future and the future of our community as a whole.

Theory of Change

If we provide direct service programming in support of economically disadvantaged school age (kindergarten to 12th grade) youth's educational, vocational, and/or leadership growth such as extra-curricular activities, tutoring, literacy programming, physical and mental well-being services, and skills training, then these students will experience improved relational, social, educational, and/or emotional successes, so that ultimately young people in Middle Tennessee are given the skills and resources to flourish in school, work, and life.

Illustrative Indicators

Output Indicators/Short-Term:

- Number of classes, activities and/or services offered to youth.
- Number of total youth that attend classes, activities or services offered by the nonprofit.

Outcome Indicators/Intermediate-Term:

Choose one or both based on the scope of your proposed project.

- Percentage of youth with improved educational scores, engagement, and/or participation in school.
- Percentage of youth who experience relational, social, and/or emotional improvement.

Impact Indicators/Long-Term:

- Youth flourishing in school, community, work, and life.

- Increase in youth educational and/or social involvement.

Budget

Provide a concise budget table and narrative explaining how requested funds will be spent. Budgets may include costs related to program implementation, materials, community engagement, or other direct expenses essential to achieving project goals.

Application Instructions

Please address each of the following sections in your written proposal (maximum 5 pages, excluding the cover information).

I. Organizational Background – 1 paragraph

Provide a brief overview of your organization, including mission, relevant experience, and capacity to implement the proposed project.

II. Theory of Change (adapted) – 1 paragraph

Adapt the illustrative theory of change included in the RFP to fit your organization's proposed project and intended impact.

III. Proposed Project Description – 1–2 paragraphs

Describe your proposed project, target populations, and any client eligibility criteria (if applicable). Explain how this project directly responds to the issue area identified in the RFP.

IV. Proposed Activity Interventions – up to 1 page

Outline the specific activities, programs, or interventions you intend to implement with the awarded funds. Bullet point format is acceptable.
Include details about how and by whom activities will be carried out, a brief project timeline, and key milestones.

V. Use of Funds – up to 1 page

Provide a concise budget table and narrative explaining how requested funds will be spent. Budgets may include costs related to program implementation, materials, community engagement, or other direct expenses essential to achieving project goals. Operating

expenses may be included up to 15%, including salary and discretionary costs. Please describe any plans to sustain the project activities or impact after the grant period.

VI. *Opportunities for Student Engagement – 1 paragraph*

Include at least one meaningful way for a cohort of Belmont University students to participate in or contribute to the project during the spring 2026 semester. Examples may include:

- Engaging students in project implementation or community outreach activities
- Involving students in research, evaluation, or storytelling about project impact
- Collaborating with students on communications, marketing, or event coordination
- Co-developing materials, tools, or resources with student teams

VII. *Expected Outcomes and Impact – 1–2 paragraphs*

Clearly articulate the intended outcomes of your proposed activities. Describe how you will measure or assess success using qualitative and / or quantitative indicators.

→ Submit your finalized proposal at

<https://form.jotform.com/253206402480144> by January 15.