

II. GRANT PROPOSAL NARRATIVE

Provide clear, concise information in 1-3 pages. Please be brief.

1. Nonprofit's overall aims, key initiatives, key achievements & distinctiveness

Founded in 2019, Integrate for Good is a disability-inclusive nonprofit with a mission of empowering students and adults with disabilities, as well as the families, schools, nonprofits, and businesses that support them, to capitalize on the strengths and abilities of all people. Through social capital building, civic engagement, and community connection, we help unlock potential and foster inclusion in everyday life.

Our innovative model tackles the social barriers faced by children and adults with disabilities through targeted strategies rooted in clinical doctoral research on social capital building conducted at Temple University. This research informs us that strong community connections increase the likelihood of safe housing, meaningful employment, and other indicators of financial stability and overall well-being.

Integrate for Good's strengths-based programs go beyond traditional disability services focused primarily on job training, with our programs focusing on building independence, self-determination, belonging, and self-advocacy. We offer transformative experiences for individuals who are often overlooked, addressing the historic lack of access to community and personal development experienced by young people and adults with autism spectrum disorder, intellectual and developmental disabilities, physical disabilities, and mental health challenges.

Many times, upon graduation from a formal schooling environment, young adults with disabilities are faced with the question: "What happens when the school bus no longer comes?" Integrate for Good answers that question with research-based programs that equip individuals with essential skills for meaningful community participation and competitive, integrated employment.

Our core programs include:

Leadership Incubator & Self-Advocacy

Our Leadership Incubator & Self-Advocacy program is designed for individuals with untapped potential who may never have been given the space or support to see themselves as leaders. We believe leadership is not limited to titles or experience, and that everyone has the ability to lead when provided with the right opportunities, support, and community.

This 15-week course focuses on personal growth, self-advocacy, and leadership development. Participants explore their leadership identity while building practical skills in communication, decision-making, problem-solving, and public speaking. Through guided discussions, interactive activities, and shared learning, participants gain confidence in their voices and learn how to lead with intention, empathy, and purpose. The program emphasizes collaboration, boundary-setting, and leadership through service, creating a supportive environment where participants grow together and learn to advocate for themselves and others.

Executive Functioning Skills for Employment

Executive Functioning Skills for Employment helps young people build the skills they need to succeed in school, work, and everyday life. Executive functioning includes abilities such as planning, organization, time management, emotional regulation, and follow-through – skills that are essential for independence and long-term success but are often under-supported for young people with disabilities.

This interactive program is designed for young adults who want to strengthen focus, confidence, and real-world readiness. Through hands-on learning and practical strategies, participants learn how to manage their time, stay organized, regulate stress and emotions, and adapt when challenges arise. The program emphasizes skill-building in a supportive environment that recognizes individual strengths and different learning styles, helping participants feel capable, confident, and prepared to navigate school, employment, and daily responsibilities.

Empowerment Lab & Travel Planning

Empowerment Lab was created to support students with disabilities as they navigate life after high school – a transition that can feel overwhelming, uncertain, and isolating. This program helps young people discover their strengths, explore future possibilities, and build the skills and connections needed for meaningful participation in their communities.

Using a hands-on, technology-rich curriculum, students explore their interests, talents, and career goals through Occupational Therapy-based activities designed to support multiple learning styles. Families are active partners in the process, offering insight into strengths that may not be visible in traditional classroom settings. Volunteerism is emphasized in the program as a pathway to skill-building, networking, and future employment.

With insights from students, families, and school staff, we then collaboratively create personalized digital portfolios that showcase each student's strengths through photography, videography, and storytelling. These portfolios are unveiled during a celebratory ceremony and serve as powerful tools for self-advocacy, job applications, and career exploration. After graduation from the program, students receive business cards with QR codes linking directly to their portfolios, along with continued resources to support their individual goals.

Beginning in spring 2026, Empowerment Lab will also include travel training as part of the cohort, made possible through a partnership with The Partnership TMA of Montgomery County. Led by a certified Travel Training Instructor, this five-session series focuses on safety, trip planning, reading schedules, and contingency planning, with hands-on instruction using SEPTA, TransNet, Uber, and Lyft. The goal is to increase community mobility and expand access to social, educational, and employment opportunities, supporting greater independence and confidence beyond the classroom.

In addition to these core programs, we also offer Mental Health Matters, Healthy Relationships, a four-week Civic Leadership Project, and a teaching assistant seminar.

In fall of 2025, Integrate for Good relocated our IFG Hub to a facility right on the Ursinus College campus, allowing us to deepen our long-standing partnership and provide participants with a campus-based learning experience they might not otherwise have access to. Program sessions are held both in Ursinus

classrooms and at the IFG Hub, helping to foster independence and a stronger sense of belonging. This new location, just over the Chester County border, will also allow us to expand further into Chester County, which is one of our organizational goals for 2026.

2. Funding request

- **What specific needs & issues are being addressed, via what programs and services?**
- **Why is it important to fund this now?**
- **How will results & impact be demonstrated?**

For young people with autism and other disabilities, the journey from adolescence to adulthood is filled with barriers that too often prevent them from realizing their full potential. These barriers begin in the earliest years of schooling, when opportunities to participate in clubs, sports teams, and other group activities are limited or inaccessible. Where their peers gain valuable practice in teamwork, leadership, and social interaction, many children with disabilities remain on the sidelines – not due to lack of ability, but due to systemic exclusion and a lack of supportive, inclusive environments.

This early pattern of exclusion compounds over time. By the time students with disabilities leave high school, they have often missed out on years of skill-building and leadership experiences that prepare their peers to transition into college, employment, and civic life. The lack of structured, supportive programming after high school leaves many young adults with disabilities isolated and unsure of their next steps.

The data underscores this systemic issue. According to the 2024 Annual Disability Statistics Compendium, nearly 25% of working-age adults with disabilities live in poverty, compared to just 10% of their peers living without disabilities. Employment statistics are equally concerning, as adults with autism report unemployment rates of over 50%, according to the NIH. When employment is obtained, it is often limited to entry-level positions with little opportunity for advancement. These disparities are not the result of a lack of potential – they are the result of systemic inequities and persistent underestimation of individuals with disabilities.

The impact of these systemic gaps is significant. Social isolation and loneliness are major risk factors for poor mental and physical health, and people with disabilities experience both at disproportionately high rates. Without intentional opportunities to connect, contribute, and lead, young adults with disabilities remain disconnected not only from their peers but also from broader community and civic life. At the same time, communities miss out on the innovation, creativity, and perspective that individuals with disabilities bring when given the opportunity to lead.

Integrate for Good was founded to address these systemic gaps.

Our evaluation framework is both structured and individualized, recognizing that each participant enters the program with different strengths, challenges, and aspirations.

We use pre- and post-program surveys to capture changes in confidence, belonging, leadership skills, and readiness for employment or other aspirations. Over 90% of graduates report positive life changes, such as increased confidence in public speaking, willingness to try new things, and greater self-perception as leaders. These measurable outcomes reflect growth in skill development and also important shifts in mindset that lay the foundation for long-term success.

Beyond surveys, we track concrete outcomes such as employment gained, leadership roles undertaken in community settings, and volunteer projects led by graduates. Many participants have secured jobs or continuing education opportunities directly linked to the skills and connections developed during the program. Others have stepped into civic leadership by facilitating inclusive volunteer events or advocating for themselves and their peers in community forums. Each of these outcomes supports individual goals, but also represents progress toward reducing systemic exclusion for young adults with disabilities.

Because our evaluation process is individualized, we work one-on-one with participants to set personal goals at the start of programming and assess progress toward those goals. This ensures that the impact is not measured solely by broad metrics but by meaningful individual milestones. For some, this may be securing their first paid job. For others, it may be building the courage to introduce themselves to a policymaker or to speak in front of a group for the first time.

The evidence of success is also seen in the long-term trajectories. Program graduates often remain engaged with Integrate for Good through multiple programs, during which they continue to build on the skills and confidence developed in the programs. This sustained connection allows us to monitor long-term outcomes, ensuring that participants are not just experiencing short-term boosts in confidence but are building enduring pathways to employment, leadership, and independence.

Although our programs have a structured evaluation framework, we believe the most meaningful evaluation measures are the stories of progress in the individuals we serve. With that in mind, we'd like you to meet Gabrielle.

"Hey guys, I'm new here."

Gabrielle spoke those five words as she walked into the women's restroom at Ursinus College during one of our campus volunteer events. A simple introduction. A profound declaration. Confidence. Belonging. The undeniable right to take up space. To be seen and included. To be part of something bigger.

But Gabrielle's journey to that moment didn't start there. It began months earlier, when she first joined our programming at the IFG Hub. At first, she was hesitant and anxious about participating. The new community forming around her felt unfamiliar, and the weight of self-doubt loomed large.

It would have been easy for Gabrielle to stay within her comfort zone and shy away from new things. After aging out of school-based supports, she could have easily fallen into social isolation and experienced depression and anxiety.

But through consistent inclusion, encouragement, and a space that truly saw her potential, something changed. What began as reluctance – "I'll never try that!" – transformed into eagerness – "Can I go first?" Gabrielle started raising her hand, volunteering to read, taking detailed notes, and stepping forward instead of shrinking back. She found a home with Integrate for Good, often saying how much she loved her "Integrate for Good family."

She built real, lasting friendships. Like her bond with Maddie, a fellow young woman in the program, who Gabrielle greeted each day with an embrace and a joyful, "I just love this girl!" Together, they grew. Together, they belonged.

At the celebration ceremony at the Hub, Gabrielle accepted her certificate, eyes filled with tears. "This is phenomenal," she said, realizing just how far she had come – not just socially, but emotionally and mentally. She had built confidence and developed coping strategies. But more importantly, she had found purpose.

Months later, as she stepped onto the Ursinus campus and declared, "Hey guys, I'm new here," it was not hesitation – it was ownership. She knew she had a right to be there. That moment represented more than social inclusion. It reflected the long-term impacts of connection and a world full of opportunity.

This is what true inclusion looks like. Not just opening doors, but making sure everyone knows they belong on the other side.

III. ATTACHMENTS

Email this support information. If it is on your website, please provide the URL.

1. Copy of **501 (c) (3)** federal tax-exempt letter
 2. List of **Board** of Directors, with their affiliations **URL:**
 3. Most recent **annual report URL:**
 4. Audited or reviewed recent **financial statement URL:**
 5. Itemized **organizational operating budget** with actual results for prior fiscal year & current fiscal year to date
 6. If capacity building initiative, **itemized budget** (including external consultant's proposal, if applicable)
 7. Current **strategic plan**. If your nonprofit does **not** have a current strategic plan, **explain why**.
- Visit our website to learn more at www.chescocf.org
 - Proposals are only accepted electronically: <https://chescocf.org/receive/apply-for-grants/>
 - **Email proposals to grants@chescocf.org**
 - Proposals are considered "complete" when CCCF has **confirmed** receipt of the **Grant Proposal Summary Sheet, Narrative & Attachments**.
 - Proposals are shared electronically and online with Fund Advisors, Donors & Grant Panels.
 - Per IRS Regulations, applicants **must be** charitable, tax-exempt organizations with 501(c)(3) certification & **cannot** be individuals.

Please contact Kevin Baffa, Grants Administrator or Stephenie Stevens, Grants Officer at **(610) 696-8211** or grants@chescocf.org with any questions.

*Connecting people who care with causes that matter,
so their philanthropy makes a difference, now & forever.*



CAPACITY BUILDING FOR NONPROFITS:
Coping with Cutbacks



Capacity building is about empowering nonprofits to do **more good, more effectively, and for the long term**. It strengthens an organization's ability to fulfill its mission, enhance sustainability, and better serve its community.

At its core, capacity building focuses on improving a nonprofit's internal systems, leadership, and resources so that impact can grow and endure.

Traditionally, capacity building has included efforts such as **board and staff leadership development, strategic planning, fundraising, and technology investments** to improve operations and organizational effectiveness.

Today, however, nonprofits face a rapidly changing environment. Shifts in federal policies have resulted in rapid changes at all levels and in new directions. Nonprofits must **"meet the moment" and cope with cutbacks— think differently, shift paradigms and transform how we understand and interact with the world around us...adapt how we plan, lead, fund, and collaborate.**

Capacity building can play a critical role in helping nonprofits adapt and innovate. This may include **funding scenario planning, exploring new revenue models, expanding partnerships, pursuing mergers or strategic alliances**, and other adaptive strategies that strengthen long-term resilience.

Capacity building support can take many forms, tailored to each organization's unique needs. Examples of projects that may be funded include:

- **CONTINGENCY & SCENARIO PLANNING**

Scenario Planning – Financial Modeling & Forecasting

- **PARTNERSHIPS, COLLABORATIONS**

Coalition Building – Collaboration - Mergers & Acquisitions

- **MERGER, CLOSURE**

These unprecedented times may present the need for a merger or closure of your organization.

Contact chaya@chescocf.org to confidentially discuss funding to assist in the planning or initial steps.

- **MISSION, VISION, STRATEGY**

Organizational Assessment - Strategic Planning – Strategic Restructuring – Coping With Cutbacks

- **BOARD ENGAGEMENT, LEADERSHIP**

Board Recruitment – Board Engagement – Increasing Networks & Community Support - Leadership Development – Executive Transition & Succession Planning

- **MARKETING, COMMUNICATION**

Nonprofit Business Messaging & Storytelling – Re-branding – Marketing Planning & Re-Positioning – Crisis Communications Planning

- **RESOURCE DEVELOPMENT**

Major Gift Donor Identification, Cultivation, Development & Stewardship - Development Campaigns (Annual, Capital, Planned Giving) - Earned Income Development - Social Enterprise Feasibility & Development

- **TECHNOLOGY, OPERATIONS**

Business Continuity Planning - Financial Management - Human Resources - Volunteer Management - Industry Certification - Risk Management - Technology Improvements

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