**Request for Applications**

RFA #: 2018-19.3.1c

**Leadership Development Training for People with Intellectual and Other Developmental Disabilities (I/DD), Parents, Professionals and Other Stakeholders**

**FUNDING AGENCY: North Carolina Council on Developmental Disabilities (NCCDD)*,*** NC Department of Health and Human Services (DHHS), Office of the Secretary

**ISSUE DATE: February 12th, 2018**

**DEADLINE DATE: April 4th, 2018**

# **Receipt of applications online at** [www.ddsuite.org](http://www.ddsuite.org) **is preferred, but not required. All applications must be received by 5:00 pm EDT on April 4th, 2018. Please advise at least two weeks in advance of the due date if you need application materials in an alternate format or otherwise require accommodations under the Americans with Disabilities Act.**

Direct all inquiries concerning this Request for Applications (RFA) to:

**Mailing Address:**

NCCDD-RFA

North Carolina Council on Developmental Disabilities

3125 Poplarwood Court, Suite 200

Raleigh, NC 27604

**Via Email:**

RFAinfo@nccdd.org

**Delivery Information:**

Applicants for this RFA are strongly encouraged to submit the application electronically in the DD Suite online database found at [www.ddsuite.org](http://www.ddsuite.org). Applicants that submit in hard copy are responsible for including all required elements in the submission packet.

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1. **INTRODUCTION**

The NCCDD makes funds available to fulfill its mission in accordance with the Developmental Disabilities Assistance and Bill of Rights Act (DD Act) and the Council’s Five-Year State Plan. The NCCDD’s major funding source is the United States Administration on Intellectual and Developmental Disabilities. The NCCDD makes funds available primarily through competitive bids or Requests for Applications (RFAs). A general description of the current RFA is included in this document. The complete RFA package is available through DD Suite ([www.ddsuite.org](https://www.ddsuite.org/?nofa_id=1247)) or may be requested in alternate formats or by mail. Please complete and submit the Notification of Intent to Apply if your organization or agency intends to apply.

Applications are welcomed from any university, non-profit, for profit, or government agency that demonstrates that their agency is qualified, responsible, and capable of conducting the activities described. Eligible entities include any organization, agency, or non-profit demonstrating an expertise in the focus area of this initiative. To be eligible, the non-profit private entity that is awarded this contract must submit proof of 501(c)(3) status with a [**current IRS determination letter**](http://501c3go.com/irs/need-copy-of-501c3-letter/)**.** The Council will not consider applications submitted by agencies that do not meet eligibility to apply for funding.

Private non-profit and for-profit applicants must be registered with the North Carolina Secretary of State to conduct business in North Carolina, or be willing to complete the registration process in conjunction with the execution of the contract documents (see www.secretary.state.nc.us/corporations).

1. **BACKGROUND**

NCCDD

The North Carolina Council on Developmental Disabilities, authorized under Public Law 106-402, the DD Act, and is one of 56 entities of its type in the United States and the territories. The NCCDD is an independent agency located in the NC DHHS. Its activities are governed by a 40-member body, appointed by the Governor, and comprised of at least 60 percent people with intellectual and other developmental disabilities (I/DD) and their families. Other members include legislators and policymakers representing various agencies and organizations having a vested interest in people with I/DD. The Council’s quarterly meetings are open to the public.

The mission of the NCCDD is to assure that individuals with I/DD and their families participate in the design of and have access to culturally competent services, supports, and other assistance and opportunities that promote independence, contribution, self-determination, integration and inclusion in the community. The NCCDD achieves this mission by promoting advocacy and leadership, community capacity building and systems change activities. It also serves in an advisory capacity, under state law, to the NC Department of Health and Human Services (DHHS).

The NCCDD has established goals and objectives in its Five-Year Plan (2017-2021). These goals represent the most pressing needs as identified by stakeholders in North Carolina. These goals are approved by the Council as the framework for its work within the context of the Five-Year Plan.

GOAL 1: By 2021, increase financial security through asset development for individuals with intellectual and other developmental disabilities.

GOAL 2: By 2021, increase community living for individuals with intellectual and other developmental disabilities.

GOAL 3: By 2021, increase advocacy for individuals with intellectual and other developmental disabilities.

This RFA will address **Goal 3**.

For further information on the work of the NCCDD, please see the NCCDD Five-Year State Plan at our website https://nccdd.org/the-council/five-year-plan.html

**III. RFA BACKGROUND, DELIVERABLES, AND CONTRACTOR RESPONSIBILITIES**

***INTENT:***

The North Carolina Council on Developmental Disabilities (NCCDD) seeks to make an important investment in integrated leadership development training for individuals with intellectual and other developmental disabilities (I/DD), family members and guardians, along with professionals, and other stakeholders. This RFA will identify leadership outcomes for participants, develop and pilot in-depth training, and evaluate the training. In addition, training of trainers will be a component of this RFA.

***BACKGROUND:***

Before the Developmental Disabilities Assistance and Bill of Rights Act (DD Act), input by individuals with intellectual and other developmental disabilities (I/DD) and their families was often excluded from policy decisions that affect their lives. The signing, amendment, and reauthorization of the DD Act (1975/1990/2000) assured that the voices of those most impacted were included in the platforms of policy development. However, increasing the pool of informed representatives of I/DD with lived experience continues to be a priority and is a mandate of the DD Act.

The DD Act (2000) mandates that Council’s willestablish or strengthen a program for the direct funding of a state-level self-advocacy organization led by individuals with I/DD; support opportunities for individuals with I/DD who are considered leaders; to provide leadership training to individuals with I/DD who may become leaders; and support and expand participation of individuals with I/DD in cross-disability and culturally diverse leadership coalitions [DD Act Section 124 (c)(4)(A)(i-iii) (4)]. U.S. Councils on Developmental Disabilities meet this mandate a multitude of ways.

Before the DD Act, citizen groups and organizations mobilized to fill this need. The history of the self-advocacy movement is rich beyond the scope of this RFA. Briefly, the self-advocacy movement has its roots in the family advocacy of the organizations now known as The Arc beginning in the 30’s, as well as the specific work of Bengt Nirje in Sweden during the 60’s. People First began in 1974 in Salem, Oregon, and chapters grew around the country. The Arc reoriented itself during this time to include a focus on self-advocacy. In 1987,Colleen Wieck, developed and implemented Partners in Policymaking. Self-Advocates Becoming Empowered (SABE) incorporated in 1994.

In 2015, the National Association of Councils on Developmental Disabilities (NACDD) Self-Advocacy Committee releasedan executive summary of a comprehensive survey sent to all 56 Councils on Developmental Disabilities along with a document of best practices (NACDD, 2015). Fifty-one (51) Councils responded. The “Nothing About Us without Us” Best Practices for Supporting Statewide Self-Advocacy Organizations results included that 22% of responding Councils indicated lack of advocacy training\* as a significant barrier to the growth of self-advocacy (National Association of Councils on Developmental Disabilities, [February 9] 2015). Other survey responses about self-advocacy organizing with at least 50% Council’s agreement included: existing cross-disability collaboration; correlation of sustainability and funding; and barriers of transportation and new member recruitment. (\*Survey responses did not mention professional or other stakeholder advocacy training).

In response to comprehensive survey results, the NACDD Self-Advocacy Committee (with national, state and territorial stakeholder input) developed a list of best and promising practices recommendations to promote growth and sustainability of effective self-advocacy organizations. Among the ten (10) recommendations is skill-building for individuals with I/DD. Developers encourage implementation of the ten recommended practices in advocacy organizations of all size and scope(Refer to June 2015 “Nothing About Us Without Us” Best Practices for Supporting Statewide Self-Advocacy Organizations by NACDD Self-Advocacy Committee).

The NC Council on Developmental Disabilities (NCCDD) has a long history of advocacy organizing and leadership development of individuals with I/DD, family members and guardians, professionals, and other stakeholders. For example, leadership engagement opportunities have included the ADA Network initiative, Advocacy Ambassador initiative, and the Stakeholder Engagement Group initiative. Leadership training programs included NC Partners in Policymaking (Partners) and NC Advancing Strong Leadership in Developmental Disabilities (Advancing Strong Leaders). The Partners and Stakeholder Engagement Group initiatives were intentionally inclusive of multiple stakeholder populations. However, historically and typically advocacy organizing and advocacy leadership development training maintain a single-group focus. The intent of this RFAaims to create, pilot, and evaluate structured leadership development training, comprised of a curriculum that is both integrated and group-customized for self-advocates, parents, professionals and other stakeholders.

The quality of Partners and Advancing Strong Leaders training and development is nationally recognized. Several Partners self-advocate and parent graduates have been appointed as members to the NCCDD, while agency representatives or key collaborators of NCCDD initiatives have included Advancing Strong Leaders graduates. However, the depth and breadth of the hundreds of NC graduates’ impact is difficult to be certain of. Typically, graduates of these Council funded training programs do not maintain an ongoing relationship with the NCCDD. This disconnect makes it difficult to ascertain the impact and return on NCCDD investments.

**Inclusive Advocacy Leadership Development** (IALD) **Initiative.** In August 2016, the NCCDD approved a 1-year planning grant for an internal Inclusive Advocacy Leadership Development (IALD) initiative. This initiative provided creative space for the exploration of strategies for strengthening advocacy leadership capacity in NC. The planning grant had two components, a focus on self-advocate leaders and inclusive leadership development training.

In February 2017, the NCCDD presented a 9-member panel of graduates from Partners and Advancing Strong Leaders, along with mentors, and staff to discuss strengths of the two training programs and explore broadening advocacy leader development options. The panel also discussed plausibility of combining elements of Advancing Strong Leaders and Partners. Panel members later became the Advocacy Leadership Curriculum Development Steering Committee whose efforts resulted in the development of three surveys that were released in September 2017. In October 2017, an expanded steering committee consisting of 16 Partners and Advancing Strong Leaders graduates and mentors came together to discuss the survey results and research findings on U.S. Council’s on Developmental Disabilities leadership training programs (detailed below). The expanded steering committee validated the diverse perspectives of the stakeholder’s leadership program experiences and ideas.

A review of training programs ofU.S. Councils on Developmental Disabilities’ leadership training programs revealed the following:

* Most U.S. Councils on Developmental Disabilities are either currently engaged in, or have in the past, provided the Partners in Policymaking© (Partners) program, a similar program, or a hybrid of the Partners replication model.
* Several Councils invest in or have invested in other policy-based leadership initiatives geared towards individuals with I/DD and their families. For example, Youth Leadership Program or Forum, Local Leadership Program, Vermont Leadership Series, and Self-Advocacy Leadership Series. Several Councils indicated value in hosting integrated trainings, though not currently pursuing.
* The North Carolina and Tennessee Councils are currently or have recently invested in leadership development for both I/DD professionals and self-advocates/family members. The Tennessee Department of Human Resources provides the fiscal intermediary function to the Tennessee Council, with eleven (11) additional Tennessee-based agency partners to conduct their Leadership Academy for Excellence in Disability Services.
* Few Councils identified individuals with I/DD as training facilitators or coordinators for their leadership programs.
* Councils consistently conveyed that leadership development training programs involve high cost, outcomes tracking challenges, and barriers to long-term participant follow-up.

As previously noted, through the IALD initiative, three surveys were developed and released for graduates of Partners and Advancing Strong Leaders, and for the general public. Surveys were distributed via the NCCDD website and other networks. A total of 81 responses were recorded. Prominent themes were extrapolated from text answers and compared across surveys. Data analysis identified the following:

* Strong need for an RFA to include both an evaluation component (pre-test, post-test, follow-up) and a system of maintaining contact with participants.
* An integrated approach to the training program is worthwhile, but must also accommodate each group to have time for themselves.
* An online component or structure is preferred.
* Local or regional implementations are preferred over a centralized implementation.
* The time and travel commitment were burdensome to some participants.
* Networking opportunities may be restricted by an overemphasis on online components.

***DELIVERABLES:***

In releasing these funds, the North Carolina Council on Developmental Disabilities (NCCDD) seeks to make an important investment in leadership development training for individuals with intellectual and other developmental disabilities (I/DD), family members and guardians, along with professionals, and other stakeholders. This leadership development training will be structured in such a way as to address the needs of a diverse training cohort to understand the history and evolution of the disability movement, evolution of rights and expanding protections with the emphasis on self-determination, integration, productivity, inclusion and independence in communities.

As a result of this initiative, trainees will increase their knowledge, confidence and skills to advocate locally and at state and federal levels to promote systems change. Graduates will be expected to maintain engagement with the NCCDD following completion of the leadership development training.

This initiative will be awarded to a contractor that will:

* + - 1. Produce and pilot an integrated leadership development training curriculum for the following cohorts:

 a. Individuals with intellectual and other developmental disabilities

 b. Family members and guardians

 c. Professionals

 d. Other stakeholders (e.g., champions of I/DD in private sector)

* + - 1. Produce a facilitator’s guide to implement leadership development training.
			2. Produce and pilot a train-the-trainer curriculum/program for facilitators of the leadership development training.
			3. Conduct an impact evaluation for the leadership development training.
			4. Conduct a train-the-trainer program evaluation.
			5. Develop a method for maintaining long-term contact with training graduates.
			6. Identify and evaluate participant outcomes, including:
		1. The skills necessary to effectively advocate for self and others (e.g., speak to policy and other decision-makers, give testimony, talk to legislators, etc.).
		2. The skills necessary to train and mentor others.
		3. A platform to cultivate and maintain calls to action and graduate engagement opportunities.

The training curriculum and logistics should include and expand on philosophies and features, including interactive learning and universal design for learning, from nationally recognized advocacy and leadership development programs (e.g., Partners in Policymaking©, Advancing Strong Leadership, Leadership Education in Neurodevelopmental and Related Disabilities, Steps Toward Independence and Responsibility, etc.), but not exclude features and tenets of other non-disability specific innovative leadership training programs (e.g., The Council on Quality and Leadership professional leadership).

1. Individuals with I/DD will have lead roles or, actively co-lead all aspects of the training, including:
2. Training Coordination
3. Training Facilitation
4. Evaluation
5. An integrated training approach that accommodates self-advocates, family members, and professionals to learn/practice together and separately.
6. Training implementation should include a structured face-to-face approach, balanced with virtual/online opportunities. Training implementation should:
	* + - 1. provide both convenience to participants and network building opportunities.
				2. minimize time and travel commitments for participants while fostering learning and relationship building.
				3. include face-to-face sessions that offer local and regional sessions.

Minimally, four (4) graduates of the training will pilot the train-the-trainer program. Graduates from each stakeholder group shall be prepared as trainers to implement the leadership development training. Individuals with I/DD will be prepared for lead roles, and no less than co-lead role in training coordination, training facilitation and evaluation.

***CONTRACTOR RESPONSIBILITIES:***

1. Develop/design a leadership development training curriculum.
2. Curriculum should include and expand on philosophies and features (e.g., including interactive learning and universal design for learning) from nationally recognized advocacy and leadership development programs and other non-disability specific innovative leadership training programs.
3. Post-graduate engagement. Advocacy engagement opportunities should be cultivated, or even secured, prior to training graduation (e.g. post-training internships).
4. Pilot the leadership development training.Activities and/or features will include, but are not limited to:
5. A minimum of (9) pilot participants including 1/3 people with I/DD;1/3 family/guardian/other; and 1/3 professionals/direct support professionals/private sector stakeholders.
6. The training event will include integrated components for the training cohort and should delineate aspects of the training that should be unique to the participant.
7. Develop/design a train-the-trainer curriculum and program for the leadership development training curriculum.
8. Pilot the train-the-trainer curriculum and program for the leadership development training curriculum.
9. Minimally, four (4) graduates of the training will pilot the train-the- trainer program. Graduates from each stakeholder group, shall be prepared as trainers to implement the leadership development training.
10. Develop and implement evaluation components.
11. Evaluation components for the leadership development training must be robust and involve a system and method for maintaining long-term contact with graduates.
12. Evaluation components of the train-the-trainer curriculum must involve a trainer “Learning Community” to promote on-going skill-building and maintenance.

Also, the applicant selected for the **Leadership Development Training for People with Intellectual and Developmental Disabilities(I/DD), Parents, Professionals and Other Stakeholders** initiative will be expected to establish and operationalize activities to facilitate outreach to and inclusion of the Hispanic/Latino I/DD community. The 2017-2021 state plans of Councils on Developmental Disabilities must identify disparity among a subpopulation of the state’s I/DD community and address that disparity. The NCCDD identified a barrier to services and supports for the Hispanic/Latino community caused by language access issues in response to the Administration on Community Living’s (ACL) mandate. Outreach to, and collaboration with, the Hispanic/Latino community to increase engagement and involvement is the Council’s proposed intent.

In addition, the Council has identified **Collective Impact** as the model to be used during the 2017-2021 Five-Year Plan to develop, implement, and evaluate initiatives to produce systems change; therefore, the applicant selected for the **Leadership Development Training for People with Intellectual and Other Developmental Disabilities (I/DD), Parents, Professionals and Other Stakeholders** initiative will be expected to operationalize activities to facilitate the five essential elements to a Collective Impact project, including:

1. Common Agenda:

All participants **share a vision for change** that includes a common understanding of the problem and a joint approach to solving the problem through agreed upon actions.

1. Shared Measurement:

All participating organizations **agree on the ways success will be measured and reported**, with a short list of common indicators identified and used for learning and improvement.

1. Mutually Reinforcing Activities:

A diverse set of stakeholders, typically across sectors, coordinate a set of differentiated activities through a **mutually reinforcing plan of action**.

1. Continuous Communication:

All players engage in **frequent and structured open communication** to build trust, assure mutual objectives, and create common motivation.

1. Backbone Support:

An **independent, funded staff dedicated to the initiative** provides ongoing support by guiding the initiative’s vision and strategy, supporting aligned activities, establishing shared measurement practices, building public will, advancing policy, and mobilizing resources.

Examples of when communities are ready or near-ready for Collective Impact:

* There is a “champion” for this cause who has the ability to engage and encourage multiple sectors in the community and is willing to use that ability to help the community solve this problem;
* There is some local funding available to begin this effort or in-kind resources (protected time for selected staff members) to begin working to obtain funding;
* There is a history of other kinds of successful collaboration in the community among at least some of the relevant stakeholders;
* The general public is aware of this problem and cares about it, or can be readily made aware and will care if they are aware.

***Priority will be given to organizations that offer:***

* Clear evidence of the agency’s capacity to carry out the proposed initiative.
* Evidence of a history of providing related services that are demonstrated to be person-centered.
* Documentation of collaborative relationships in the I/DD field. This should include letters of commitment from partnering organizations and other collaborating agencies.
* That their work and the response in the RFA demonstrates a clear understanding of the Collective Impact model of system change.

The funding for this RFA is offered within the range of $150,000 up to $195,000 per year with required minimum of 25% non-federal matching funds for a period of up to three years with Year 1 intended to begin July 1, 2018 or after. Within these parameters, an applicant shall propose a three-year work plan clearly identifying he outputs and outcomes for each year. **The Year 1 budget is the only budget to be entered into the DD Suite application.** Continuation of funding during the initial period will be dependent upon contractor performance and continued funding from the United States Administration on Intellectual and Developmental Disabilities. Upon approval for continuation funding, the scope of work for upcoming year will be jointly reviewed and revised by the NCCDD staff and contractor 90 days prior to the start of the upcoming year.

**What is a Developmental Disability?**

Per the Developmental Disabilities Assistance and Bill of Rights Act Amendments of 2000, section 102(8), “The term 'developmental disability' means a severe, chronic disability of an individual that:

* is attributable to a mental or physical impairment or combination of mental and physical impairments;
* is manifested before the individual attains age 22;
* is likely to continue indefinitely;
* results in substantial functional limitations in three or more of the following areas of major life activity;

(i) Self-care;

(ii) Receptive and expressive language;

(iii) Learning;

(iv) Mobility;

(v) Self-direction;

(vi) Capacity for independent living;

(vii) Economic self-sufficiency; and

reflects the individual’s need for a combination and sequence of special, interdisciplinary, or generic services, individualized supports, or other forms of assistance that are of lifelong or extended duration and are individually planned and coordinated.”

**IV. APPLICANT ELIGIBILITY**

Applications are welcomed from any university, non-profit, for-profit, or government agency that demonstrates that their agency is qualified, responsible, and capable of conducting the activities described. Eligible entities include any organizations, agencies, or businesses demonstrating an expertise in the focus area of this initiative. To be eligible, non-profit private entities must submit proof of current 501(c)3 status with a current IRS determination letter dated in the current year. The Council will not consider applications submitted by agencies that do not meet eligibility to apply for funding.

Non-profit applicants must be registered with the North Carolina Secretary of State to conduct business in North Carolina, or be willing to complete the registration process in conjunction with the execution of the contract documents (see [www.secretary.state.nc.us/corporations](http://www.secretary.state.nc.us/corporations)).

**Use of Funds**

Contract funds may be used to support personnel services, operating expenses, and contracted services. Funds must be budgeted in the categories listed in the line item budget. Applicants must develop a budget narrative, to accompany the line item budget. The line item budget and the budget narrative must show a clear relationship between the proposed budget and the proposed activities stated in the Initiative Plan**.** **Funds may not support efforts to engage in any political activities or lobbying.**

**Performance Monitoring/Quality Assurance**

To meet the requirements of the initiative, the contractor must collaborate with NCCDD staff to:

* participate in trainings and meetings;
* participate in initiative evaluation;
* participate in the NCCDD federally mandated Periodic Performance Review and;
* participate in other activities identified or conducted by NCCDD.

Performance and quality assurance of this contract will be conducted as follows:

* NCCDD will conduct monitoring activities during each contract period and will utilize the contractor’s objectives as its assurance criteria for meeting outcomes.
* The contractor must submit a quarterly progress report through DD Suite, and a monthly expenditure report to NCCDD.
* The contractor must submit an Annual Performance Measure Summary form.
* The contractor must submit an End of Year Progress Report.
* The contractor must be available to present at the quarterly NCCDD meetings.

**V. APPLICATION PROCUREMENT PROCESS AND APPLICATION REVIEW**

The following is a general description of the process by which applicants will be selected for funding for this initiative.

* 1. RFA announcements are sent to prospective agencies and organizations, via email, and/or posted on the NCCDD website, the DHHS website, and the NCCDD social media pages.
	2. Written questions concerning the specifications in this RFA will be received until **February 26th, 2018** via email at RFAinfo@nccdd.org. A summary of all questions and answers will be posted on the NCCDD website (www.nccdd.org) and DD Suite within 5 business days after the Bidders’ Workshop on **March 1st, 2018** and e-mailed to all agencies and organizations completing the Intent to Apply Form.
	3. Applications are due by 5:00 PM Eastern Daylight Time on **April 4th, 2018**. Electronic submission is required, except as otherwise noted. Complete application and attach/upload all necessary documents in DD Suite before submitting. The complete RFA package and instructions are available through the DD Suite electronic submission program (ddsuite.org/).
	4. Applications will be evaluated by an RFA Review Committee. The recommendations of this committee will be reviewed by the NCCDD, which reserves the right to accept or reject the Review Committee’s recommendations.
	5. Agencies and organizations are cautioned that this is a Request for Applications, and the funding agency reserves the unqualified right to reject any and all applications when such rejections are deemed to be in the best interest of the funding agency.
	6. Application Process Dates Summary:
		+ **February 13th, 2018**: Request for applications distributed to eligible applicants and posted on the North Carolina Council on Developmental Disabilities website ([www.nccdd.org](http://www.nccdd.org)).
		+ **February 26th, 2018**: Deadline for written RFA questions.
		+ **March 1st, 2018**: Interested applicants may attend a Bidder’s Workshop. If feasible, NCCDD may schedule an additional Bidder’s Workshop at a date and location to be determined. Check [www.nccdd.org](http://www.nccdd.org) for announcements.
		+ **April 4th, 2018**: Applications due to the NCCDD by close of business, 5:00 PM Eastern Daylight Time.
		+ **May 11th, 2018**: Award announced.
		+ **July 1st, 2018:** Contract begins.

**VI. ATTACHMENTS TO BE COMPLETED UPON AWARD**

See DD Suite to download these attachments - all of these documents must be completed if your agency is awarded the contract for this RFA prior to the execution of the contract:

* Project Profile page
* NCCDD Assurances
* Notice of Certain Reporting and Audit Requirements
* Conflict of Interest Policy/Letter (Contractor’s COI)
* Conflict of Interest Verification – Annual
* Indirect Cost Rate Letter – if applicable
* 501(c)(3) Status Determination Letter/Form (private non-profit agencies) (Note: Public organizations shall submit a document verifying their legal name and tax identification number.)
* IRS Tax Letter
* Annual IRS Tax Exemption Verification Form (private non-profit agencies)
* State Certifications
* Federal Certifications
* DUNS Letter
* Completed Letter to Identify Individual to Sign Contracts
* Completed Letter to Identify Individual to Sign Expenditure Reports
* Certification of No Overdue Taxes (applies to non-governmental entities)
* Proof of Insurance, if applicable

Applicants are encouraged, but not required, to submit the attachments along with their application. If attachments are not submitted and the applicant is selected to receive the funding for this initiative, the attachments must be completed and submitted with the contract. The NCCDD will not execute a contract until it is in receipt of all attachments. Failure to provide these timely may result in disqualification for funding.