

**State of Maine  
Master Score Sheet**

RFP 202503039				
Statewide Substance Use Disorder Learning Community				
Bidder Name:		Co-Occurring Collaborative Servicing Maine	Maine Medical Association, Center for Quality Improvement	RC Warner Consulting, LLC
Proposed Cost:		\$865,901.48	\$1,072,898.15	\$543,610.00
Scoring Sections	Points Available			
Section I: Preliminary Information	Pass/Fail	Pass	Fail	Pass
Section II: Organization Qualifications and Experience	35.00	35.00	N/A	23.00
Section III: Proposed Services	40.00	38.00	N/A	25.00
Section IV: Cost Proposal	25.00	15.69	N/A	25.00
<b>TOTAL</b>	<b><u>100.00</u></b>	<b><u>88.69</u></b>	N/A	<b><u>73.00</u></b>



**Award Justification Statement  
RFP# 202503039  
Statewide Substance Use Disorder Learning Community**

**I. Summary**

Through RFP# 202503039 the Department sought proposals for the development, planning, implementation, and maintenance of the Statewide Substance Use Disorder Learning Community. Three (3) Bidders responded to the RFP: Co-Occurring Collaborative Servicing Maine; Maine Medical Association, Center for Quality Improvement; and RC Warner Consulting, LLC.

Through the evaluation process, Co-Occurring Collaborative Servicing Maine received the highest score and was determined to provide the best value to the State of Maine.

**II. Eligibility and Evaluation Process**

An Evaluation Team, composed of five (5) State employees, verified the Bidders' eligibility requirements and applied the consensus method in scoring the Bidders' Qualifications & Experience and Proposed Services. Scores for the Cost Proposals were assigned using a mathematical formula.

**III. Qualifications & Experience of Conditional Awardee**

Co-Occurring Collaborative Servicing Maine offered an accomplished, experience-laden portfolio demonstrating the ability to deliver the services required by the RFP and successfully perform under the prospective contract.

**IV. Proposed Services by Conditional Awardee**

Co-Occurring Collaborative Servicing Maine provided a well-rounded response outlining an understanding of, and ability to meet, programmatic requirements of the RFP. Additionally, Co-Occurring Collaborative Servicing Maine demonstrated the means and skills necessary to meet the RFP's performance requirements through its project teams' competencies, subject matter expertise, and background.

**V. Cost Proposal**

Co-Occurring Collaborative Servicing Maine provided an initial-period-of-performance cost of \$865,901.48.

**V. Conclusion**

Out of 100 possible points, the Evaluation Team awarded Co-Occurring Collaborative Servicing Maine a score of 88.69. The strength of Co-Occurring Collaborative Servicing Maine's proposal outweighed the other Bidders through its qualifications and experience, the services to be provided, and the cost proposed. The Evaluation Team determined that the proposal submitted by Co-Occurring Collaborative Servicing Maine represents the best value to the State of Maine.

Janet T. Mills  
Governor

Sara Gagné-Holmes  
Commissioner



Maine Department of Health and Human Services  
Division of Contract Management  
11 State House Station  
109 Capitol Street  
Augusta, Maine 04333-0011  
Tel.: (207) 287-3707; Fax: (207) 287-5031  
TTY: Dial 711 (Maine Relay)

Oct-01-2025

Via Electronic Mail: [cchichester@ccsme.org](mailto:cchichester@ccsme.org)

Co-Occurring Collaborative Servicing Maine  
Catherine Chichester  
94 Auburn Street Suite 110  
Portland Maine, 04103

SUBJECT: Notice of Conditional Contract Award under RFP #202503039, Statewide Substance Use Disorder Learning Community

Dear Ms. Chichester,

This letter is in regard to the subject Request for Proposals (RFP), issued by the State of Maine Department of Health and Human Services, Office of Behavioral Health for Statewide Substance Use Disorder Learning Community. The Department has evaluated the proposals received using the evaluation criteria identified in the RFP, and the Department is hereby announcing its conditional contract awards to the following bidders:

- Co-Occurring Collaborative Servicing Maine

The bidder listed above received the evaluation team's highest ranking. The Department will be contacting the aforementioned bidder soon to negotiate a contract. As provided in the RFP, the Notice of Conditional Contract Award is subject to execution of a written contract and, as a result, this Notice does NOT constitute the formation of a contract between the Department and the apparent successful vendor. The vendor shall not acquire any legal or equitable rights relative to the contract services until a contract containing terms and conditions acceptable to the Department is executed. The Department further reserves the right to cancel this Notice of Conditional Contract Award at any time prior to the execution of a written contract.

As stated in the RFP, following announcement of this award decision, all submissions in response to the RFP are considered public records available for public inspection pursuant to the State of Maine Freedom of Access Act (FOAA). 1 M.R.S. §§ 401 et seq.; 5 M.R.S. § 1825-B (6).

This award decision is conditioned upon final approval by the State Procurement Review Committee and the successful negotiation of a contract.

Any person aggrieved by an award decision may request an appeal hearing. The request must be made to the Director of the Bureau of General Services, in writing, within 15 days of notification of the contract award as provided in 5 M.R.S. § 1825-E (2) and the Rules of the Department of Administrative and Financial Services, Bureau of General Services, Office of State Procurement Services [formerly the Division of Purchases], Chapter 120, § (2) (2).

Thank you for your interest in doing business with the State of Maine.

Sincerely,

Signed by:



EFD18D286BE941B...

Adrienne Leahey  
Chief Operating Officer  
Office of Behavioral Health

Signed by:



5DC6307B8558482...

Debra Downer Grady  
Deputy Director for Competitive Procurement  
Division of Contract Management

Janet T. Mills  
Governor

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Maine Department of Health and Human Services  
Division of Contract Management  
11 State House Station  
109 Capitol Street  
Augusta, Maine 04333-0011  
Tel.: (207) 287-3707; Fax: (207) 287-5031  
TTY: Dial 711 (Maine Relay)

Oct-01-2025

Via Electronic Mail: [acarter@mma-cqi.org](mailto:acarter@mma-cqi.org)

Maine Medical Association- Center for Quality Improvement  
Amy Carter  
30 Association Dr  
Manchester, Maine 04351

SUBJECT: Notice of Conditional Contract Award under RFP #202503039, Statewide  
Substance Use Disorder Learning Community

Dear Ms. Carter,

This letter is in regard to the subject Request for Proposals (RFP), issued by the State of Maine Department of Health and Human Services, Office of Behavioral Health for Statewide Substance Use Disorder Learning Community. The Department has evaluated the proposals received using the evaluation criteria identified in the RFP, and the Department is hereby announcing its conditional contract awards to the following bidders:

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Thank you for your interest in doing business with the State of Maine.

Sincerely,

Signed by:



EFD18D286BE941B...

Adrienne Leahey  
Chief Operating Officer  
Office of Behavioral Health

Signed by:



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Debra Downer Grady  
Deputy Director for Competitive Procurement  
Division of Contract Management

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Maine Department of Health and Human Services  
Division of Contract Management  
11 State House Station  
109 Capitol Street  
Augusta, Maine 04333-0011  
Tel.: (207) 287-3707; Fax: (207) 287-5031  
TTY: Dial 711 (Maine Relay)

Oct-01-2025

Via Electronic Mail: [ryan@rcwarnerconsulting.com](mailto:ryan@rcwarnerconsulting.com)

RC Warner Consulting, LLC  
Ryan Warner- Chief Executive Officer  
22720 Morton Ranch Rd STE 160 #315  
Katy, Texas 77449

SUBJECT: Notice of Conditional Contract Award under RFP #202503039, Statewide Substance Use Disorder Learning Community

Dear Mr. Warner,

This letter is in regard to the subject Request for Proposals (RFP), issued by the State of Maine Department of Health and Human Services, Office of Behavioral Health for Statewide Substance Use Disorder Learning Community. The Department has evaluated the proposals received using the evaluation criteria identified in the RFP, and the Department is hereby announcing its conditional contract awards to the following bidders:

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As stated in the RFP, following announcement of this award decision, all submissions in response to the RFP are considered public records available for public inspection pursuant to the State of Maine Freedom of Access Act (FOAA). 1 M.R.S. §§ 401 et seq.; 5 M.R.S. § 1825-B (6).

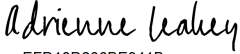
This award decision is conditioned upon final approval by the State Procurement Review Committee and the successful negotiation of a contract.

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Thank you for your interest in doing business with the State of Maine.

Sincerely,

Signed by:

A handwritten signature in black ink that reads "Adrienne Leahey". The signature is written in a cursive style.

EFD18D286BE941B...

Adrienne Leahey  
Chief Operating Officer  
Office of Behavioral Health

Signed by:

A handwritten signature in black ink that reads "Debra Downer". The signature is written in a cursive style.

5DC6307B8558482...

Debra Downer Grady  
Deputy Director for Competitive Procurement  
Division of Contract Management



**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFP #:** 202503039

**RFP TITLE:** Statewide Substance Use Disorder Learning Community

**BIDDER:** Co-Occurring Collaborative Serving Maine

**DATE:** July 24, and September 3 and 12, 2025

**SUMMARY PAGE**

**Department Name:** Health and Human Services

**Name of RFP Coordinator:** Casandra R. Manson

**Names of Evaluators:** Richard Freund, Kristen King, Anna Ko, Debra Poulin, Allison Weeks

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<u>Pass/Fail Criteria</u>	<u>Pass</u>	<u>Fail</u>
Section I. Preliminary Information (Eligibility)	<b>X</b>	
<u>Scoring Sections</u>	<u>Points Available</u>	<u>Points Awarded</u>
Section II. Organization Qualifications and Experience	<b>35.00</b>	<b>35.00</b>
Section III. Proposed Services	<b>40.00</b>	<b>38.00</b>
Section IV. Cost Proposal	<b>25.00</b>	<b>15.69</b>
<u><b>Total Points</b></u>	<u><b>100.00</b></u>	<u><b>88.69</b></u>

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**OVERVIEW OF SECTION I  
Preliminary Information**

Section I. Preliminary Information

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**Evaluation Team Comments:**

Demonstrated, within the Bidder's response to Appendix D Qualifications and Experience Form, at least 2 years' experience connecting professionals with experts for one-on-one consultation, offering multimodal (e.g., electronic, webinar, in-person) educational programs and resources to the behavioral health and overall health care professional community, and planning, coordinating, and offering ECHO programs; and at least three (3) years' experience planning, organizing, and hosting large in-person training conferences, where at least one hundred fifty (150) participants or more are in attendance, and obtaining and providing multi-disciplinary continuing education credits.

In addition, the Bidder provide a signed attestation form as required in Part I, C., Part IV, Section I, 3., and Appendix C. of the RFP. Therefore, the Bidder meets the eligibility requirements.

**STATE OF MAINE  
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**EVALUATION OF SECTION II  
Organization Qualifications and Experience**

	<u>Points Available</u>	<u>Points Awarded</u>
Section II. Organization Qualifications and Experience	<b>35.00</b>	<b>35.00</b>

**Evaluation Team Comments:**

<b>Part IV. Section II. Organizational Qualification and Experience</b>
<b>1. Overview of the Organization</b>
<ul style="list-style-type: none"><li>• Has been an ECHO Replication Hub since 2019 and have offered Project ECHOs across multiple grant projects.</li><li>• Has been operating since 1998 as a non-profit, using various grants to provide training in Maine for professionals and peers. Portfolio includes 65 courses, 200+ live courses, ECHOs and TA activities.</li><li>• 3 relevant and related Projects included.</li><li>• Experience working with and contracting with both local and national content experts and trainers, has a developed network.</li><li>• Extensive experience managing grant funding (state, private, federal)</li></ul>
<b>2. Subcontractors</b>
<ul style="list-style-type: none"><li>• Met requirement with extensive details.</li></ul>
<b>3. Project Team Organizational Chart</b>
<ul style="list-style-type: none"><li>• Met requirement</li></ul>
<b>4. Litigation</b>
<ul style="list-style-type: none"><li>• Indicated "None"</li></ul>
<b>5. Financial Viability</b>
<ul style="list-style-type: none"><li>• Met requirement</li></ul>
<b>6. Certificate of Insurance</b>
<ul style="list-style-type: none"><li>• Met requirement</li></ul>

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**EVALUATION OF SECTION III  
Proposed Services**

	<u>Points Available</u>	<u>Points Awarded</u>
Section III. Proposed Services	<b>40.00</b>	<b>38.00</b>

**Evaluation Team Comments:**

<b>Part IV, Section III Proposed Services</b>
<b>1. Services to be Provided</b>
<b>Part II</b>
<b>A. Required Services</b>
<ul style="list-style-type: none"> <li>• Discussed cross-office collaboration within the Department, presented a structured plan for meeting with Department leaders and stakeholders.</li> <li>• Is familiar and active with internal and external stakeholder groups such as the Opioid Clinical Advisory Committee and the Opioid Coordinating Council, and is willing to engage and present information.</li> <li>• Demonstrates awareness of Departmental priorities and is willing to tailor training to these priorities and provided examples (HIV and Hep C as they related to SUD).</li> <li>• Approach to plan and coordinating the SUD Learning Community includes monthly meetings, bi-directional communication plan; including advisory group, in order to align with other initiatives; offered at no cost to participants.</li> <li>• Approach to curriculum includes Department staff monthly meetings, networking, alignment, training development, open communication; stakeholder input includes gathering experts at listening sessions; monitoring and networking regarding research and best practices.</li> <li>• Faculty members are well-published.</li> <li>• Clear connections to Maine stakeholders.</li> <li>• Will look through national newsletters, journals, and resources from a non-exhaustive long list of relevant associations, organizations and journals.</li> <li>• Approach to developing curriculum includes data gathering to identify gaps; utilizing PROJECT ECHO 3 cohorts per year; needs assessments and disseminate info for webinars; needs assessments for education meetings; assorted web-based tools gathered; distribute listserv on their newsletter</li> <li>• Provided a detailed table that describes examples of data available that will be used to inform training and resource development for the SUD LC; the table includes nine (9) different examples of data sources, with description, key concept measured, audience, time frame and highlights of training</li> </ul>

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recommendations SUD LC will or has incorporated into programming, as a result.

- Plans to have individuals with lived experience of SUD and/or Peer Support service expertise be included in the faculty for each Project ECHO.
- Plans to add a minimum of sixty-eight (68) new podcasts annually.
- Demonstrates knowledge and ability to use modern technology as a medium for offering training and reaching learners in multiple ways.
- Requests for real-time expert consultation can be submitted through a web-based request form.
- Provided Attachment 7 with number and frequency of proposed SUD education and training provided in detail.
- Total minimum of one hundred twenty (120) annual educational offerings, at thirty (30) minimum educational offerings per quarter.
- Approach to supporting prescribing clinicians includes systematic review of content; bi-monthly project meetings; gathering subject matter experts; targeted ECHOs; develop and disseminate tools; data identifying trends in specific groups; robust equitable age diverse programming.
- Pregnant, Youth, older adults identified specific speakers, with proposed ECHO's across the age span.
- Core faculty named that represent expertise across the lifespan with specialties with certain age groups.
- Plans to look for data related to trends in specific groups or populations and will develop training to address those populations, including the indigenous population and cohorts of age-related overdose risk (with sources included).
- Plans to form and convene a quarterly statewide peer-sharing network.
- Approach to coordinating other initiatives include convening quarterly peer sharing network meetings, strategically engaging with these partners.
- Identified existing relationships with key partners as well as past experience coordinating these particular stakeholders and describing specific plans for ongoing engagement and coordination.
- Approaches to coordinate development of peers include offering Peer Support Leadership series annually; peer focused training; developing landing page with resources; and guidance on incorporating peer voice in presentations.
- Have developed variety of six-hour and one-on-one TA sessions to enhance the leadership skills of people overseeing peer support programs-fourth iteration
- Training is ready to be delivered on day one of contract.
- Provided detailed outline of educational and leadership development support to Peer Support professionals and Peer Recovery Coaches.
- Approach to providing 20 educational events include a plan of 30 events, strategic mix of varied format; a multi modal delivery strategy; commitment to knowledge dissemination.

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- Approach to providing 3 in person education events includes excluding winter, spread throughout the state, and includes a conference, and programs focus on critical practices.
- Approach for providing CEUs includes wide assortment of professions; each event will advertise on their landing page; delivering certificates of completion.
- Approved provider of continuing education for 6 groups.
- Demonstrated an understanding of the different requirements for CEU provision based on discipline and governance.
- Approach to a newsletter includes email listserv; includes curated mix of content.
- Distribution to an existing 3,500-member email list with a goal of 20% annual growth. Listserv includes 12 Maine professional organizations and 46 Maine organizational partners.
- Plans to table at major statewide associations' conferences, with a non-exhaustive list of associations included.
- Plans to participate, present and attend local network meetings, including the Opioid Community Advisory Committee; quarterly meeting with training and research group; participation in the Maine Nurse Practitioners Association's educational committee; sponsorship of speakers, for at least two (2); and articles submitted to professional associations for newsletter inclusion consideration
- Approach to providing outreach includes multi-pronged, tabling and community engagement; presentations and regular communication.
- Plans to include a question to assess the degree to which the participants felt the views of person(s) with lived SUD experience were included in the program.
- Approach to continued analysis and QA includes data review, participant reviews, feedback trends and attending relevant meetings.
- Identified data analysis platforms: PowerBI and Dedoose.
- Plans for soliciting objective and descriptive data digitally after each program.
- Virtual programs survey links will be provided to participants through the webinar chat and by follow-up email to all registered participants.
- Surveys include questions in order to assess participants' self-assessment of increases in knowledge, competency, anticipated practice change or change in outcomes.

**B. Annual SUD Learning Community Conference**

- Establishing pre-planning group by announcing in the newsletter, collaborating with faculty, at least 7 months before.
- Plans to include individuals with SUD lived experience for stakeholder input.
- Plans to share compiled past conference evaluations with the assembled planning group, including any recent trends and identified topics that have emerged in the SUD LC evaluations, TA requests and in research, state evaluations, national journals and newsletters.
- Collaborate with the Learning Innovations Group within the University of Southern Maine's Catherine Cutler Institute for all design projects.

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- Uses Constant Contact for regular weekly announcements, newsletters and emails for ongoing advertising and then once all aspects of the conference have been finalized, registration goes live using Eventbrite and ongoing mailings will include the link for registration.
- Conference will be promoted by graphic design, flyers, and social media.
- Administrative and Technical Support position dedicated to responding quickly to customer requests by e-mail and/or phone.
- Plans to ensure the registration landing page and Q&A include contact information for assistance over phone and email.
- Registrations to be handled by Eventbrite, phone calls by shared lines, employed dedicated staff.
- Plans to partner with AdCare Maine to support on-site participant check-in, and on-site registration, as space allows and will have a check-in table on-site, staffed by AdCare.
- Will confirm speakers four (4) months prior to the conference, with contracts finalized with timelines for materials' submission.
- Plans to obtain information (e.g., presentation title and description) from speakers two (2) months prior to the conference to create a detailed agenda and description for the website.
- Plans to complete materials for applications for Continuing Education and other contract hours one (1) month prior to the conference.
- PowerPoints will be reviewed to ensure compliance with the continuing education requirements, as well as their viewability and adherence to Section 508 of the Rehabilitation Act (29 U.S.C. § 794d) and MaineIT Policies and Standards.
- Speaker seeking consists of pre-planning group discussion, timeline of communication to speakers.
- Plans to have the Learning Innovations Group at the Catherine Cutler Institute develop a virtual conference site for virtual tabling and creation of a conference landing page for participants to sign in virtually to the conference sessions two (2) months prior to the conference.
- Outlined a comprehensive plan for presenter/speaker travel and lodging that includes consideration for ADA compliant accommodations, backup plans should anything change abruptly, noting that all expenses will be itemized and reported based on compliance with grant requirements.
- Speaker seeking consists of pre-planning group discussion, timeline of communication to speakers.
- Provided a detailed response describing plans for: collaborative agenda development; session structuring; speaker coordination and session planning; logistical planning and venue coordination; educational credits and attendance; technology integration; on-site coordination and real-time adjustments; and post-event evaluation and debriefing.

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- Plans to include a menu that accommodates dietary needs (e.g., vegetarian and gluten free).
- Detailed how the event space will be organized.
- Outlines a plan for logistical management that considers site setup, special accommodations, A/V equipment, hybrid meeting setup, and on-site registration.
- Will ensure the venue is centrally located, whenever possible.
- Will have participant accessibility needs submitted via phone or email during the registration process, with reasonable accommodations (e.g., reserved seating and interpreters) provided, as needed.
- Plans to visit the venue to ensure ongoing compliance with any changes in ADA standards or public health laws.
- Detailed how to ensure ADA compliance.
- Demonstrated an understanding of ADA requirements noting that it only contracts with ADA compliant venues that include accessible entrances, restrooms, parking and seating.
- Will supply AV by subcontracting with Learning Innovations.
- The on-site technical assistance provided by the Learning Innovations team includes pre-event set-up and testing; direct support to presenters; operation of equipment during sessions; real time troubleshooting; and breakdown and securing of equipment after the event.
- Stated the Learning Innovations team and CoC will be available and can offer pre-event virtual training or consultation for speakers that are unfamiliar with the technology or wish to practice with the AV setup ahead of time.
- Plans to, with the Learning Innovations group, routinely meet with any virtual presenters ahead of time to test equipment, and problem solve any technical issues.
- Described process for scheduling of interpreters for virtual training and in-person training.
- For other accommodation requests, plans to work with the requestor to ensure needs can be met and will identify and contract with any additional vendors, as needed.
- Will use The Team Premier Plan of SurveyMonkey for evaluation data collection noting that this platform can interface with CSV, XLS, PPT, and SPSS for further data presentation and analysis.
- Collects diverse feedback on presenters, individual sessions, venue, and staff support as well as additional information.
- Plans to collaborate with AdCare for production of event materials, including signage, name tags and information packets for the annual conference and the other two (2) conferences to be offered during the year.

**C. SUD Learning Community Learning Management System (LMS) and Website**

- LMS will support interactive modules, video-based learning, knowledge checks, completion tracking, reporting and the ability for Continuing Education Units to be



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issued, with certificates provided upon completion.

- Plans to partner with the Learning Innovations Group to develop, update and maintain the online LMS for the SUD LC.
- Detailed understanding of this process.
- Will ensure users are able to subscribe to the calendar via iCal or Google Calendar.
- Will maintain website using Learning Innovations team.
- Plans to include transcripts or captions with each media item, and downloadable content will be available, where applicable.
- Plans to include tools that enable users to submit feedback or suggest resources, with regular analytics to be reviewed to improve usability and expand content offerings.
- Plans to have all content comply with WCAG 2.1 accessibility standards, and indicated multilingual capabilities can be added upon request.
- Plans to schedule monthly or quarterly review meetings to assess performance metrics, gather stakeholder input and plan for future enhancements.
- Plans to have the website include semantic HTML and “ARIA” attributes for screen readers; keyboard navigation and high-contrast design; alt text for all images and transcripts for audio or video content; regular accessibility testing; and ongoing content reviews and prompt remediation of any issues.
- Will ensure the website adheres to the State’s MainIT policies and demonstrates an understanding of state compliance.
- Fully committed to ensuring no data is released regarding the usage of the website without the written approval from the Department.
- Will not release, share, sell barter or disclose any usage data; but did not indicate the process of ensuring no data is released.
- Fully committed to ensuring any data collected, used, and reported on will be de-identified meeting the definition of TLP White as required by the MainIT policy.
- Describes privacy and control measures.
- Fully committed to ensuring the website does not include TikTok.
- Will have continuous security scans for compliance.
- Maintenance of a prohibited technology checklist aligned with Maine IT policies.
- Fully committed to complying with all confidentiality requirements outlined in the State contract.
- Utilizes an agent from Marsh McLennan Agency to secure insurance through Philadelphia Insurance Companies and other carriers, including Hiscox Cyberclear, for Cyber Coverage and Digital Media Liability Coverage.

**D. Guiding Principles for the SUD Learning Community Curriculum**

- Plans to anchor all training content in current, evidence-based practices that are aligned with guidance from scholarly research, SAMHSA, NIDA, ASAM and other authoritative bodies.

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- Comprehensive strategy grounded in evidence-based practices, real-time data analysis, and rapid-cycle quality NIATx model.
- Discusses a model for process improvement and quality assurance through measurable performance data.
- Corey Waller, chief editor of the 4th Edition of The ASAM Criteria has been retained as a consultant to inform and guide ME SUD LC
- Emphasizes being trauma-informed, patient-centered, and recovery-oriented and culturally humble and actively addresses adult learning principles.
- Plans to utilize an interdisciplinary education quarterly review committee to review and provide feedback on educational offerings to different professions; and will solicit feedback through Department meetings, their faculty, the Opioid CAC (Opioid Clinical Advisory Committee) and through program evaluations.
- Proposed training on interdisciplinary team members and team functioning. Topics include Importance of Interdisciplinary Teams in care, Frameworks for Interprofessional Teams, Integrating of Peer Support Professional and Recovery Coaches into the team, Building Recovery Supports, Communication and Collaboration in Teams, Considerations for Management and Leadership, Strengthening Teams.
- Plans to have content focus be guided by the identified trends of illicit and licit drug supply.
- Recruit speakers from the Opioid Response Network and the Addiction Technology Transfer Centers.
- Is commitment to incorporating education related to co-occurring disorders and outlines a comprehensive plan for incorporation that includes consultation with a national expert.
- Provided a list of anticipated strategies to ensure services include education on diagnosis and treatment of co-occurring mental health disorders.
- Employs interactive, learner-centered design; trauma-informed facilitation; embedded feedback loops; and logistical support and access.
- Approach to technical assistance includes needs assessments; application of evidence-based frameworks; and a capacity-building focus.
- Provided a comprehensive plan to ensure services support the development of effective practice workflow changes that includes, but is not limited to the integration of the Network for the Improvement of Addiction Treatment change technologies, with a faculty consultant with over 30 years of NIATx experience, practice informed curriculum development, technical assistance and consultation, peer learning and practice change communities.
- Names a national content expert and individual with lived experience who is currently faculty and would join the project management team.
- Plans to share peer recovery stories in the newsletter.
- Require all presenters and trainers to receive orientation and guidance on incorporating individuals with SUD lived experience.

**STATE OF MAINE  
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**RFP #:** 202503039

**RFP TITLE:** Statewide Substance Use Disorder Learning Community

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**DATE:** July 24, and September 3 and 12, 2025

- Presents a detailed and comprehensive plan for incorporating and elevating the voice of those with lived experience.
- Plans to schedule training at times that will fit busy schedules and will solicit feedback to ensure the best time slot and day of the week for trainings.
- Use of on demand digital resource library, toolkits, and quick guides, recorded videos of webinars and podcasts.
- Will focus on biological aspect of addiction to combat stigma and include lived experience voice within trainings.
- Provides details on how stigma will be addressed, including guidance to presenters around the use of non-stigmatizing language to ensure presentations by the SUD LC reinforce use of respectful, non-stigmatizing language in practice.
- Presenters will be asked to include how they integrate peer voice into their practices and/or to include a peer in their training.

**E. Performance Measures**

- Provided a detailed, comprehensive response and indicated some questions that would be included in post-event participant surveys.

**F. Reports**

- Provided a detailed comprehensive response regarding each report and the anticipated processes as it pertains to completion of each report and submission to the Department.
- As a licensed Project ECHO Hub Site, has access to the iECHO online platform, coordinated through the ECHO Institute at the University of New Mexico, and will use it to track all Project ECHO program and participant data.

**2. Staffing**

- Provided job descriptions for: Project Director/CCSME Executive Director; ME SUD Learning Community Coordinator; and Administrative and Technical Support.
- Detailed explanation of subcontractor role.
- Strong representation of Maine providers.
- Plans to have meetings twice a month with the Learning Innovations team to coordinate activities and review and ensure website quality.
- Staffing plan indicates the Executive Director/Project Director will have .60 FTE; the SUD LC Coordinator will have 1.0 FTE; and their Administrative and Technical Support staff person will be at .90FTE.
- Background information was provided on the staff in the three (3) filled positions; and detailed anticipated work to be completed by each staff person.

**3. Implementation - Work Plan**

- Provided workplan in a timeline chart indicating month for specific tasks, person or position responsible, including subcontractors, as applicable.
- Plans to engage in frequent tabling throughout the state, with workplan indicating eight (8) separate months in 2026 where they would table at relevant professional conferences across the state.

**STATE OF MAINE  
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**EVALUATION OF SECTION IV  
Cost Proposal**

	<u>Points Available</u>	<u>Points Awarded</u>
Section IV. Cost Proposal	<b>25.00</b>	<b>15.69</b>

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Lowest Submitted Cost Proposal	÷	Cost Proposal Being Scored	x	Score Weight	=	Score
<b>543,610.00</b>	÷	<b>865,901.48</b>	<b>x</b>	<b>25 points</b>	<b>=</b>	<b>15.69</b>

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**RFP #:** 202503039

**RFP TITLE:** Statewide Substance Use Disorder Learning Community

**BIDDER:** Maine Medical Association, Center for Quality Improvement

**DATE:** July 24, 2025

**SUMMARY PAGE**

**Department Name:** Health and Human Services

**Name of RFP Coordinator:** Casandra R. Manson

**Names of Evaluators:** Richard Freund, Kristen King, Anna Ko, Debra Poulin, Allison Weeks

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<u>Pass/Fail Criteria</u>	<u>Pass</u>	<u>Fail</u>
Section I. Preliminary Information (Eligibility)		<b>X</b>
<u>Scoring Sections</u>	<u>Points Available</u>	<u>Points Awarded</u>
Section II. Organization Qualifications and Experience	<b>35.00</b>	<b>N/A</b>
Section III. Proposed Services	<b>40.00</b>	<b>N/A</b>
Section IV. Cost Proposal	<b>25.00</b>	<b>N/A</b>
<u><b>Total Points</b></u>	<u><b>100.00</b></u>	<b>N/A</b>

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TEAM CONSENSUS EVALUATION NOTES**

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**DATE:** July 24, 2025

**OVERVIEW OF SECTION I  
Preliminary Information**

Section I. Preliminary Information

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**Evaluation Team Comments:**

Demonstrated, within the Bidder's response to Appendix D Qualifications and Experience Form, at least 2 years' experience connecting professionals with experts for one-on-one consultation, offering multimodal (e.g., electronic, webinar, in-person) educational programs and resources to the behavioral health and overall health care professional community, and planning, coordinating, and offering ECHO programs; and at least three (3) years' experience planning, organizing, and hosting large in-person training conferences, where at least one hundred fifty (150) participants or more are in attendance.

However, the Bidder did not demonstrate at least three (3) years' experience obtaining or providing multi-disciplinary continuing education credits on their response to either Appendix C or Appendix D. In addition, the Bidder did not provide a signed attestation form as required in Part I, C., Part IV, Section I, 3., and Appendix C. of the RFP. Therefore, the Bidder is disqualified from the evaluation process.

**STATE OF MAINE  
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**RFP #:** 202503039

**RFP TITLE:** Statewide Substance Use Disorder Learning Community

**BIDDER:** RC Warner Consulting, LLC

**DATE:** July 24, and September 3 and 12, 2025

**SUMMARY PAGE**

**Department Name:** Health and Human Services

**Name of RFP Coordinator:** Casandra R. Manson

**Names of Evaluators:** Richard Freund, Kristen King, Anna Ko, Debra Poulin, Allison Weeks

---

<u>Pass/Fail Criteria</u>	<u>Pass</u>	<u>Fail</u>
Section I. Preliminary Information (Eligibility)	<b>X</b>	
<u>Scoring Sections</u>	<u>Points Available</u>	<u>Points Awarded</u>
Section II. Organization Qualifications and Experience	<b>35.00</b>	<b>23.00</b>
Section III. Proposed Services	<b>40.00</b>	<b>25.00</b>
Section IV. Cost Proposal	<b>25.00</b>	<b>25.00</b>
<u><b>Total Points</b></u>	<u><b>100.00</b></u>	<u><b>73.00</b></u>

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**OVERVIEW OF SECTION I  
Preliminary Information**

Section I. Preliminary Information

---

**Evaluation Team Comments:**

Demonstrated, within the Bidder's response to Appendix C and Appendix D Qualifications and Experience Form, at least 2 years' experience connecting professionals with experts for one-on-one consultation, offering multimodal (e.g., electronic, webinar, in-person) educational programs and resources to the behavioral health and overall health care professional community, and planning, coordinating, and offering ECHO style programs; and at least three (3) years' experience planning, organizing, and hosting large in-person training conferences, where at least one hundred fifty (150) participants or more are in attendance, and obtaining and providing multi-disciplinary continuing education credits.

In addition, the Bidder provided a signed attestation form as required in Part I, C., Part IV, Section I, 3., and Appendix C. of the RFP. Therefore, the Bidder meets the eligibility requirements.



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TEAM CONSENSUS EVALUATION NOTES**

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**EVALUATION OF SECTION II  
Organization Qualifications and Experience**

	<u>Points Available</u>	<u>Points Awarded</u>
Section II. Organization Qualifications and Experience	<b>35.00</b>	<b>23.00</b>

**Evaluation Team Comments:**

<b>Part IV. Section II. Organizational Qualification and Experience</b>	
<b>1. Overview of the Organization</b>	
<ul style="list-style-type: none"> <li>• Veteran owned firm and “Black-owned minority business” with track record of SUD education, MAT training.</li> <li>• Conducted numerous trainings internationally both in-person and virtual, synchronous and asynchronous.</li> <li>• Provided three relevant and related project examples demonstrating partnerships with governmental entities for the provision of training.</li> <li>• Trainings prioritize trauma-informed care, harm reduction, and address systemic barriers affecting marginalized communities.</li> </ul>	
<b>2. Subcontractors</b>	
<ul style="list-style-type: none"> <li>• Indicates no subcontractors will be used.</li> </ul>	
<b>3. Project Team Organizational Chart</b>	
<ul style="list-style-type: none"> <li>• Provided an organizational chart with six (6) staff/positions indicated. It is unclear if there are sufficient staff indicated to provide all services required by the RFP; including technical assistance for on-site events (e.g., only one (1) IT Specialist position indicated).</li> </ul>	
<b>4. Litigation</b>	
<ul style="list-style-type: none"> <li>• Indicates no litigation</li> </ul>	
<b>5. Financial Viability</b>	
<ul style="list-style-type: none"> <li>• Did not provide the three (3) most recent years of Financial Statements audited and reviewed by a Certified Public Accountant (CPA), as required, and instead only provided “Balance Sheets” that were prepared and reviewed by a Certified Public Accountant (CPA) for June 20, 2025; December 31, 2024; and December 31, 2023.</li> </ul>	
<b>6. Certificate of Insurance</b>	
<ul style="list-style-type: none"> <li>• Provided and current</li> </ul>	

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**EVALUATION OF SECTION III  
Proposed Services**

	<u>Points Available</u>	<u>Points Awarded</u>
Section III. Proposed Services	<b>40.00</b>	<b>25.00</b>

**Evaluation Team Comments:**

<b>Part IV, Section III Proposed Services</b>
<b>1. Services to be Provided</b>
<b>Part II</b>
<b>A. Required Services</b>
<ul style="list-style-type: none"> <li>Plans to launch the initiative through convening a statewide SUD Learning Community Planning Group comprised of Department representatives, SUD subject matters, and clinical leaders across Maine, including those serving rural, tribal, and medically underserved areas.</li> <li>The approach to coordinating the learning community is by planning, coordinating, and implementing through collaboration.</li> <li>LearnWorlds is named as their secure LMS and also as the place where centralized learning opportunities can be accessed 24/7.</li> <li>"If needed" will subcontract with additional speakers or clinicians however, as indicated in their response to the Organization Qualifications and Experience section that they would not be utilizing subcontractors. It is unclear what the potential financial impact would be if subcontractors are needed.</li> <li>Approach to curriculum includes input from staff and stakeholders, research, and utilizing established best practices.</li> <li>For local and national best or promising practices, curriculum will incorporate trauma-informed care frameworks; culturally response care practices consistent with Indian Health Service (IHS) guidance and Maine's tribal health authorities; interprofessional education models supported by the Association of American Medical Colleges (AAMC) and American Academy of Addiction Psychiatry (AAAP); and peer learning and support strategies modeled after Project ECHO.</li> <li>Plans to actively engage with specialty medical providers, primary care organizations, and behavioral health organizations, through stakeholder focus groups, structured interviews and collaborative workshops.</li> <li>References Maine Opioid Response Strategic Action Plan (2023–2025) and current overdose surveillance data as sources for information relevant to needs assessment.</li> </ul>

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- Approach to centralized education and training is to conduct needs assessment, gaps, 4 phase environment scan, data review, and stakeholder engagement and surveys, focus groups, training gap summary report, and tele mentoring ECHOs.
- Identified specific focal counties for their unique perspectives-Aroostook (northern/rural), Androscoggin (high overdose burden), Washington (Tribal health/geographic isolation), Cumberland (urban treatment hub and referral network), and summary report to the department.
- Plans to lead structured Project ECHO-style tele-mentoring series.
- Will give the Department access to its LMS and notes ownership of all developed materials.
- Provided Attachment 7 covering the Proposed SUD Education and Training Plan.
- Will include pre- and post-tests, satisfaction surveys, and follow-up evaluations with each training session.
- Focus on lifespan with the inclusion of those living in isolation and with chronic pain.
- Educating clinicians includes targeted education, role specific training, and tools. Curriculum is segmented by population.
- Direct contact with Maine Opioid Response Clinical Advisory Committee, collaborating with Academic Detailing, and partner with OBH, and convene quarterly across all partnerships.
- Will conduct biannual content gap analysis and will maintain a shared calendar of educational events with OBH training coordinators to avoid duplication.
- Plans to facilitate Train-the-Trainer workshops that target supervisors within Medical and Behavioral Health Practices and Peer programs.
- Support peers by strengthening education, supervision, and leadership.
- Partners with Medical Practice leadership and Prescribing Clinicians to design joint learning sessions that foster mutual understanding and respect across disciplines.
- Facilitate monthly Partnership Forums where Peer leaders and stakeholders co-create strategies to enhance Peer integration, advocate for sustainable funding, and promote shared resources.
- Provided Attachment 8 within the response – Educational and Leadership Development Support Plan for Peer Support Professionals and Peer Recovery Coaches.
- Plan integrates trauma-informed, culturally responsive and recovery-oriented practices; to be delivered through virtual training, in-person workshops, TA (technical assistance) and peer-led learning communities.
- Provided a description of the evaluation and continuous improvement plan.
- A successful track record that includes consistently delivering 20+ sessions per quarter for similar statewide initiatives, with attendance rates exceeding targets and high satisfaction scores documented through post-training surveys was indicated.

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- Plans to utilize regional needs assessments, stakeholder surveys, and provider interviews for identification of priority geographic regions for in-person events, barriers to participation, and topics and session formats that would be most relevant to the intended audiences.
- Described the anticipated participant engagement strategy, including launching of a statewide outreach campaign eight to ten (8-10) weeks in advance, offering of CE credits, and a follow-up engagement plan.
- Plan to engage in an environmental scan to select the most cost-effective, accessible venues while ensuring regional equity in event access.
- Will maintain partnerships, promote CEU opportunities, and IT technology.
- Plans to have a specific CE coordinator, whose work will include submitting applications for CE no later than forty-five (45) days prior to delivery of the event.
- Approved to provide CEU for 6 boards, plan to advertise CEU eligible training on the LMS will be tagged, with automated certificate delivery through the LMS.
- Plans to have a mid-year “Continuing Education and License Renewal 101” webinar to walk participants through Maine-specific CE documentation and renewal processes.
- Have a designated Communications and Administrative Specialist that is responsible for managing the newsletter lifecycle; the Communications Specialist will maintain a content calendar and will track stakeholder engagement metrics.
- Approach to the newsletter is bi-monthly branded, tailored to clinicians.
- Newsletter performance will be reviewed quarterly with the Department and will provide a dashboard of analytics that includes subscriber growth, engagement rates, and content preferences.
- Commits to a minimum of four (4) annual tabling engagements at high-impact community and professional events, with a focus on locations with identified training gaps or high overdose risk, with some example events included for anticipated tabling.
- Approach to providing outreach to participants includes communication, engagement, and presence at events.
- Utilizes a Plan-Do-Study-Act (PDSA) cycle for continuous quality improvement.
- Will engage in routine collection of multi-source data, including collecting data from: post-training participant surveys; qualitative feedback; LMS analytics; clinical and operational performance data; and feedback from Department staff and partner agencies collected during regular coordination meetings.
- Approach to QA includes data analysis, stakeholder engagement, and adaptation.
- Plans to host quarterly quality review meetings with stakeholders; share data dashboards for joint monitoring; and invite stakeholder input to refine evaluation tools and focus areas.
- For inclusion of Department-directed questions, plans to have a five (5) business day turnaround for integration.
- Should feedback trends indicate dissatisfaction, content misalignment, or delivery

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issues, intends to immediately conduct a root-cause review and provide the Department with a proposed action plan within ten (10) business days.

- Approach to participants surveys is using post training protocol; these are anonymous, automated, accessible
- Surveys are accessible by multiple devices to include phones and can also be provided as pen and paper.
- Structured, anonymous post-training survey protocol from all participants following every educational activity to include in-person, virtual, and hybrid sessions.

**B. Annual SUD Learning Community Conference**

- Plans to establish a Conference Pre-Planning Group, composed of 10-12 members, within the first thirty (30) days of contract award and will collaborate with the group to identify the needs of the target audience. Group will include input from stakeholders, and evolving needs of SUD workforce. This approach centers around lived experience, data, and diverse professionals.
- Plans to present a draft conference agenda to the Department for review at least sixty (60) days prior to the event for feedback and refinement.
- Strategies used in Washington State demonstrated ability to exceed registration goals.
- Has a communications team and dedicated graphic designer to manage save the date notices, announcement emails, full event brochures, branded social media graphics, digital slide decks-all meeting ADA guidelines.
- Notes the opportunity to hand-deliver print materials to engage communities, develop relationships, and ensure visibility in underserved areas.
- Presented a comprehensive plan to use social media such as LinkedIn and Facebook, as well as email campaigns and listservs.
- Presented innovation in outreach such as embedding QR codes and early-bird registration incentives.
- Details process to advertise and promote including outreach campaign, using a dedicated graphic designer, and commercial fulfillment center.
- Plans to include "early-bird registration incentives, such as access to bonus recorded content or CE discounts". It is unclear how CE discounts would be applicable, if all SUD Learning Community activities are to be offered free of charge (as required by the RFP) or if the intent is to have all SUD Learning Community activities free of charge, as required, or only some (e.g., excluding CE courses).
- Will handle registrations using technology and administrative support.
- LMS will host a landing page, an analytics dashboard, and dedicated support team.
- Presented a Speaker Invitation Packet and a plan for how speakers are invited and engaged.

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- Will conduct a Speaker Landscape Review within forty-five (45) days of the contract award, guided by data collected from the previous year's feedback, Department input, and trends in the state's overdose and treatment gaps.
- Plans to assign each speaker a Speaker Liaison from the project team to conduct check-ins, answer questions and ensure timely submission of all required materials.
- Will arrange for the speakers with a 5-phase process.
- Plans to have a designated Speaker Logistics Coordinator with its administrative team.
- Presenters will receive SMS reminders 24–48 hours before travel and day-of check-in texts from an on-site logistics team.
- Detailed steps regarding anticipated processes covering needs analysis and subsequent content mapping (development of a Conference Content Map); session design and format design; venue and room logistics planning; speaker session scheduling and confirmation; conference schedule, development and dissemination; and on-site coordination and real-time management.
- Will manage the sessions by a needs analysis, balanced schedule, venue optimization, speaker confirmations, printed schedule, and on-site coordinators.
- On-site coordination team includes a Session Manager and Float Coordinator.
- Plans to have the Event Logistics Coordinator compile a list of vetted venues that meet ADA compliance standards.
- Plans to document and confirm all accommodation requests prior to the event, with any last-minute requests to be handled by the on-site designated Accessibility Support Lead.
- Plans to conduct a pre-event site visit to plan the physical layout of the conference, with additional details included regarding their anticipated plans for site set-up and room configuration, including conducting of a site walk-through the day prior to the event to confirm the setup matches Department requirements.
- Described the anticipated audiovisual equipment and technology planning and coordination.
- Will issue an RFP for venue space, followed by site visit, and vendor coordination.
- ADA compliance achieved by venue screening, participant accommodations.
- Three-tiered compliance strategy includes: venue screening, accessibility verification, and onsite accommodation management.
- Use of an Accessibility Checklist; presented examples from the checklist such as, but not limited to accessible parking spaces, wheelchair accessibility at all entrances, elevator availability.
- Responds to participant accommodation requests within 72 hours and confirm final arrangements in writing with the attendee. A dedicated Accessibility Support Table will be available on-site to address real-time needs.

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- Supplies all AV equipment at event sites along with professional high-grade cameras, microphones, and lighting for hybrid sessions. Will have AV technician at event.
- Speakers are required to submit presentation files two weeks in advance for compatibility testing and pre-loading on event devices.
- Provided a detailed comprehensive response, with detail provided regarding pre-event technology coordination, on-site technical support, and post-event support and quality assurance.
- IT technical assistance will be assured by a technology coordinator, pre- and post-event Q&A.
- Upon registration and notification of accommodation request a designated Accessibility Coordinator will personally contact the participant by phone or email to determine needs, will use the State's American Sign Language master agreements.
- Described other accommodations' assistance, including accessible seating and transportation assistance, assistive listening devices, closed captioning, flexible scheduling or breaks, and provision of accessible digital materials and documents in alternative formats.
- All evaluation data will be stored in a central database and will be analyzed by a data specialists. Written evaluation summaries will be available, within two weeks, post-conference.
- Will assess evaluations by gathering data.
- Plans to share key findings and overall conference feedback with participants through newsletters and post-event communications.
- Described multiple forms of signage to include ADA-compliant signage that includes large print and tactile elements as appropriate.
- Will produce signage with their graphic design team.
- Works with high-capacity commercial printers and notes detail about nametags, conference materials, and information packets.

**C. SUD Learning Community Learning Management System (LMS) and Website**

- Will conduct quarterly review meetings with internal IT security and relevant stakeholders to assess trends and adjust scanning parameters, as needed.
- IT compliance process includes vetting, security controls, and compliance audit.
- Presented a stringent vulnerability scanning procedure that includes automated scans monthly using industry-leading tools such as QualysGuard and Nessus to identify known security weaknesses, misconfigurations, outdated software versions, and potential exposure points.
- Platform selection process for the LMS incorporates a thorough vendor security questionnaire and an annual compliance audit to verify ongoing adherence to standards.
- Will provide a calendar with automated push notifications and SMS or email reminders to increase event participation; and will incorporate post-event

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analytics to evaluate engagement and refined future scheduling and topics.

- Will provide a dedicated Maine-based website administrator to manage day-to-day operations and provide content updates and user supports; will employ quarterly usability testing, surveys and virtual focus groups for feedback.
- A local team conducts outreach visits to clinical sites and behavioral health practices to promote usage and collect in-person input to inform iterative improvements and enhance user satisfaction.
- Website maintenance includes resource library, event calendar, podcasts and videos, SEO optimization.
- Web development and maintenance team follows State requirements to ensure digital content meets or exceeds the accessibility standards outlined in Section 508 of the Rehabilitation Act and the Web Content Accessibility Guidelines (WCAG) 2.1 Level AA; described key compliance steps.
- Mapped out a plan for ensuring confidentiality and control of website usage data to include the use of data access, use of data handling and storage protocols to include the use of encryption, maintaining a formal data release process, engaging in contractual and legal safeguards, engaging in regular compliance reviews, and maintaining an incident response protocol that includes rapid communication with the Department.
- Described the data de-identification procedures; use of standardized frameworks; data handling and controls; review and verification of de-identification; and compliance and training, with staff receiving regular training data privacy, classification policies and ethical data use.
- Use of recognized frameworks such as National Institute of Standards and Technology (NIST) Special Publication 800-188 on de-identification and data anonymization best practices, and compliance training.
- Audits of all embedded content, third-party scripts, plugins, and tracking tools to verify that TikTok-related code, widgets, or integrations are not present with ongoing monitoring.
- Presented a multistep process to ensure compliance with confidentiality requirements under Rider B-IT, Section 30 to include, but not limited to, legal team review for full understanding of obligations, employees and subcontractors are required to sign confidentiality and nondisclosure agreements that explicitly reference Maine's Rider B-IT, data segmentation, and encryption.
- Provided comprehensive detail to obtaining and maintaining insurance as outlined in the State contract.
- Will have a dedicated Risk Manager that oversees insurance compliance.

**D. Guiding Principles for the SUD Learning Community Curriculum**

- Plans to provide focus groups and stakeholder interviews to capture frontline insights and barriers.



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- Data driven activities ensured by data integration, collection, CQI (Continuous Quality Improvement) PDSA (Plan-Do-Study-Act), collaboration, data dashboards.
- Outcome goals are operationalized through collaborating closely with the Department and Maine-specific data sources, such as the Maine Prescription Monitoring Program (PMP), statewide overdose surveillance databases and treatment episode reporting systems.
- Will incorporate, where possible, case studies to show successful patient engagement strategies linked to a reduction in relapse rates.
- Will ensure education is linked to treatment by measuring outcomes.
- Conduct quarterly curriculum reviews to integrate updates in treatment protocols, emerging pharmacologic interventions, and psychosocial modalities.
- Uses a diverse group of faculty for curriculum development and training that supports both specific roles and team integration.
- Each module is mapped to competencies aligned with licensure standards and best practices specific to each discipline.
- Will provide team-based learning plans for practices with multiple registrants to support collaborative learning across roles.
- Will ensure educational focus is placed on the treatment of OUD and other SUDS by grounding content in science and clinical guidelines. Will also integrate Maine-specific data on overdose trends, treatment gaps, and regional disparities.
- Curriculum is informed by standards such as SAMHSA's Treatment Improvement Protocols (TIPs), the ASAM Criteria, and the CDC's Clinical Guidelines for Prescribing Opioids.
- Covers integrated treatment planning, pharmacological considerations, and models such as the Collaborative Care Model and SBIRT (Screening, Brief Intervention and Referral to Treatment).
- Sessions incorporate lived experience and clinical perspectives, and include case studies, panel discussions and scenario-based simulations.
- Ensures education on co-occurring by embedding it in activities.
- Content based on SAMHSA's best practices for integrated care, APA Practice Guidelines for Psychiatric Evaluation/ Collaborative Care Model.
- Contract with licensed psychiatrists, psychologists and clinical social workers with dual diagnosis expertise, including members of their Maine-based faculty. Unclear if these will be subcontractors.
- Ensures each delivery method reflects adult learning theory, instructional design best practices, and trauma-informed principles to maximize participant engagement, knowledge retention, and skill application.
- Offer a hybrid TA model for rural clinics that begins with a virtual readiness consultation followed by in-person visits from the Maine-based clinical consultants to reduce travel delays and costs.

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFP #:** 202503039

**RFP TITLE:** Statewide Substance Use Disorder Learning Community

**BIDDER:** RC Warner Consulting, LLC

**DATE:** July 24, and September 3 and 12, 2025

- Provided a comprehensive and detailed plan that includes, but is not limited to the incorporation of evidence-based practice, in-person and virtual coaching and support, ongoing monitoring, data dashboards, and the use of peer learning sessions.
- Recruits and compensates Peer Recovery Coaches and other individuals with lived experience to serve as co-trainers, moderators, and mentors, ensuring trainings include authentic narratives and peer-led strategies.
- Provides culturally responsive training for all team members to create inclusive spaces where all voices are respected in order to ensure programming addresses systemic barriers, historical trauma, and social determinants impacting SUD outcomes in marginalized communities.
- Ensures voice of lived experience by collaborating, inclusion, equity.
- Presented a comprehensive approach that includes eight core areas: Leveraging virtual platforms, local trainer deployment, compact, focused sessions with practical content, efficient scheduling and coordination, on-demand content access via the LMS, multi-channel communication and reminders, coordination and resource sharing, and dedicated administrative support.
- Delivers targeted training for Prescribing Clinicians and multidisciplinary teams that addresses implicit bias, stereotypes, and the impact of stigma on treatment engagement and outcomes.
- Demonstrates awareness of anti-stigma campaigns and public health initiatives such as Maine's "End the Stigma" campaign and national campaigns such as the Substance Abuse and Mental Health Services Administration's "Talk. They Hear You." and "Facing Addiction" campaigns.
- SUD stigma addressed by the curriculum, training, and peer integration.

**E. Performance Measures**

- Met requirement, with detail provided on anticipated processes

**F. Reports**

- Provided a detailed response regarding each report; and referred to the anticipated quality assurance and continuous improvement actions, and anticipated quarterly data review and reconciliation steps.

**2. Staffing**

- Positions include Project Lead; Project Co-Lead; IT Specialist; Peer Support Education Specialist; Clinical Prescribing Education Specialist; and Behavioral Health Education Specialist.
- Job description, duties and minimum qualifications were provided for each position.
- Minimum qualifications listed for each position, except for IT Specialist, seem to include a combination of expected minimum qualifications as well as information regarding the current individual in that position.
- Indicates no engagement with external subcontractors for this project, and all consultants and specialists are internal members of their project team.

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- Anticipated position titles and time allocation are as follows: .75 FTE for Project Lead; .75 FTE for Project Co-Lead; .50 FTE for Clinical Prescribing Education Specialist; .50 FTE for Behavioral Health Education Specialist; .50 FTE for Peer Support Education Specialist; and .25 FTE for IT Specialist. Key responsibilities for each position were listed. Multiple various position and responsibilities were included in the proposal previously (e.g., graphic designer, Accommodations Coordinator) that were not indicated in the staffing plan, nor described in the key responsibilities listed for each position. Actual anticipated staffing to provide this service is unclear.
- Absent subcontracting, as indicated, anticipated staffing plan indicates a total of 3.25 FTE; as presented it is unclear if this staffing plan is sufficient to cover all requirements of the service.

### **3. Implementation - Work Plan**

- Work plan only covers a twelve (12) month period and does not fully encompass the eighteen (18) month time frame for the initial period of performance (1/1/26-6/30/27), as required by the RFP. As such, it is unclear what anticipated activities would be completed for months thirteen (13) to eighteen (18) during the initial period of performance.
- Did not address all applicable program development and implementation tasks (e.g., convening a Statewide SUD LC Planning group; Facilitation of a statewide needs assessment; and environmental scan).
- Indicated some potential subcontractor roles that would be contingent on Department approval may include supplemental content development for specialized clinical topics; additional facilitators or peer engagement personnel during peak periods; and expanded IT support for large-scale virtual event facilitation. Costs associated with potential subcontractor work were not indicated.

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**EVALUATION OF SECTION IV  
Cost Proposal**

	<u>Points Available</u>	<u>Points Awarded</u>
Section IV. Cost Proposal	<b>25.00</b>	<b>25.00</b>

Lowest Submitted Cost Proposal	÷	Cost Proposal Being Scored	x	Score Weight	=	Score
<b>543,610.00</b>	÷	<b>543,610.00</b>	<b>x</b>	<b>25 points</b>	<b>=</b>	<b>25.00</b>

**Evaluation Team Comments:**

- Total # of hours indicated in the cost proposal are not in alignment with the FTE commitment indicated in the Staffing Plan.
- Cover page of cost proposal indicates it covers the period of January 1, 2026, through December 31, 2027; as opposed to the initial period of performance indicated in the RFP (1/1/26-6/30/2027).

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202503039

**RFP TITLE:** Statewide Substance Use Disorder Learning Community

**BIDDER NAME:** Co-Occurring Collaborative Servicing Maine

**DATE:** 7/22/25

**EVALUATOR NAME:** Richard Freund

**EVALUATOR DEPARTMENT:** DHHS: Office of Behavioral Health

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**Individual Evaluator Comments:**

Part I. Preliminary Information
Eligibility Requirements
<ul style="list-style-type: none"><li>Met - included</li></ul>

Part IV. Section II. Organizational Qualification and Experience
1. Overview of the Organization
CCSME has been operating since 1998 as a non-profit, using various grants to provide training in Maine for professionals & peers. Their portfolio includes 65 courses, 200+ live courses, ECHOs and TA activities
3 Projects details included
2. Subcontractors
<ul style="list-style-type: none"><li>Included – met – 31 subcontractors/consultants listed in detail</li></ul>
3. Project Team Organizational Chart
<ul style="list-style-type: none"><li>Included - met</li></ul>
4. Litigation
<ul style="list-style-type: none"><li>Included – met – none listed</li></ul>
5. Financial Viability
<ul style="list-style-type: none"><li>Included – met – detailed financials for 2021,22,23,24</li></ul>
6. Certificate of Insurance
<ul style="list-style-type: none"><li>Included – met – certificate current</li></ul>

Part IV, Section III. Proposed Services
Part II
A. Required Services
<ol style="list-style-type: none"><li>The bidder's approach to plan &amp; coordinate the SUD Learning Community includes monthly meetings, bi-directional communication plan; including advisory group, in order to align with other initiatives; offered at no cost to participants</li><li>Bidder's approach to curriculum includes dept. staff monthly meetings, networking, alignment, training development, open communication; stakeholder input includes gathering experts at listening sessions; monitoring and networking regarding research &amp; best practices</li><li>Approach to developing curriculum include data gathering to identify gaps; utilizing PROJECT ECHO 3 cohorts per year; needs assessments and</li></ol>

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**EVALUATOR DEPARTMENT:** DHHS: Office of Behavioral Health

disseminate info for webinars; needs assessments for education meetings; assorted web based tools gathered; distribute listserv on their newsletter

4. Approach to supporting prescribing clinicians includes systematic review of content; bi-monthly project meetings; gathering subject matter experts; targeted ECHOs; develop and disseminate tools; data identifying trends in specific groups; robust equitable age diverse programming
5. Approach to coordinating other initiatives include convening quarterly peer sharing network meetings, strategically engaging with these partners
6. Approach to coordinating development of peers include offering Peer Support Leadership series annually; peer focused training; develop landing page with resources; and guidance on incorporating peer voice in presentations
7. Approach to providing 20 educational events include a plan of 30 events, strategic mix of varied format; a multi modal delivery strategy; commitment to knowledge dissemination
8. Approach to providing 3 in person education events includes excluding winter, spread throughout the state, include conference, and programs focus on critical practices
9. Approach for providing CEUs includes wide assortment of professions; each event will advertise on their landing page; delivering certificates of completion
10. Approach to a newsletter includes thru email listserv; includes curated mix of content
11. Approach to providing outreach includes multi pronged, tabling and community engagement; presentations and regular communication
12. Approach to continued analysis and QA includes data review, participant reviews, feedback trends
13. Approach to anonymous participant surveys include digital requests after each program

**B. Annual SUD Learning Community Conference**

1. Establishing pre planning group by announcing in the newsletter, collaborating with faculty, at least 7 months before
2. Conference will be promoted by graphic design, flyers, social media
3. Registrations to be handled by Eventbrite, phone calls by shared lines, employed dedicated staff
4. Speaker seeking consists of pre-planning group discussion, timeline of communication to speakers
5. Bidder detailed how to coordinate with speakers
6. Bidder detailed how the agenda will be handled
7. Bidder detailed how the event space will be organized
8. Bidder detailed how to ensure ADA compliant

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| <ul style="list-style-type: none"><li>9. Bidder will supply AV by subcontracting with Learning Innovations</li><li>10. Bidder detailed how interpreters will be arranged</li><li>11. Bidder detailed the evaluation process using SurveyMonkey</li><li>12. Bidder will subcontract with AdCare for signage</li></ul> |
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<b>C. SUD Learning Community Learning Management System (LMS) and Website</b>
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| <ul style="list-style-type: none"><li>1. Bidder detailed understanding of this process</li><li>2. Bidder will maintain website using Learning Innovations team</li><li>3. Bidder details their understanding of state compliance</li><li>4. Not enough detail regarding data release</li><li>5. Bidder stated understanding data protection</li><li>6. Bidder states how TikTok will be avoided</li><li>7. Bidder details confidentiality requirements met</li><li>8. Bidder has insurance agent</li></ul> |
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<b>D. Guiding Principles for the SUD Learning Community Curriculum</b>
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| <ul style="list-style-type: none"><li>1. Bidder details data driven activities</li><li>2. Bidder details how curriculum link to SUD outcomes</li><li>3. Bidder details how the curriculum serves the team</li><li>4. Bidder details how to focus on OUD SUD</li><li>5. Bidder details understanding of education requirements</li><li>6. Bidder details best practices for learning methods</li><li>7. Bidder details how services support workflow changes</li><li>8. Bidder details how those with lived experience centered in all planning</li><li>9. Bidder details time management</li><li>10. Bidder details how stigma will be addressed</li></ul> |
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<b>E. Performance Measures</b>
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| <ul style="list-style-type: none"><li>1. met</li></ul> |
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<b>F. Reports</b>
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| <ul style="list-style-type: none"><li>1. met</li><li>2. met</li></ul> |
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<b>2. Staffing</b>
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| <ul style="list-style-type: none"><li>A. See 9a - met</li><li>B. See 9b – detailed explanation of subcontractor role</li><li>C. See 10 - met</li></ul> |
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<b>3. Implementation - Work Plan</b>
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| <ul style="list-style-type: none"><li>A. see 11 - met</li></ul> |
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**STATE OF MAINE  
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**RFP TITLE:** Statewide Substance Use Disorder Learning Community

**BIDDER NAME:** Co-Occurring Collaborative Serving Maine

**DATE:** 7/16/2025

**EVALUATOR NAME:** Kristen King

**EVALUATOR DEPARTMENT:** DHHS: Office of Behavioral Health

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**Individual Evaluator Comments:**

Part I. Preliminary Information
Eligibility Requirements
<ul style="list-style-type: none"><li>• 1a. Met</li><li>• 1b. Met</li><li>• 1c. Met</li><li>• 2a. Met</li><li>• 2b. Met</li><li>• Attestation - Received</li></ul>
Part IV. Section II. Organizational Qualification and Experience
1. Overview of the Organization
<ul style="list-style-type: none"><li>• Annually provides 500 hours of training to 9000 professionals</li><li>• 65 asynchronous courses, 200+ live courses, Project ECHOS and TA activities</li><li>• ECHO Replication Hub since 2019</li><li>• Approved CE provider for Drug and Alcohol Counselors, Prevention Specialists, Psychologists, Nurses, and Physicians.</li><li>• First to apply Project ECHO model for substance misuse prevention</li><li>• Prioritization of integrating and amplifying the voices of persons with lived experience in program planning, oversight, and delivery.</li><li>• 37% of the 150 ME SUD LC webinar presenters have been from out of State of Maine</li><li>• 136 webinars delivered, 3 annual in person and hybrid conferences, and 13 other in person training events since July 2022 under ME SUD LC project</li><li>• Expanding the conversation – interview series on the ME SUD LC website that highlights recovery journeys</li><li>• Use of Likert scales and surveys – quality improvement</li><li>• Partnership for ME project with OBH from 7/1/22-6/30/25</li><li>• New England Prevention Technology Transfer Center – 9/30/20-9/29/25, partnered as subcontractor to provide distance learning services</li></ul>
2. Subcontractors
<ul style="list-style-type: none"><li>• Learning Innovation Group/Cutler Institute/Univ of So Maine – Learning Innovation Group online training for case managers on Home and Community Based Waiver Assurances reached over 100,000 people nationally</li></ul>



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**EVALUATOR DEPARTMENT:** DHHS: Office of Behavioral Health

- Learning Innovation Group would manage and maintain the ME SUD LC webpage, create on-demand courses. .7 percent time from the e-learning group to this project
- AdCare – used to support on-site registration and printing (new name ADEPT Educational Institute of Maine)
- Leah Bauer, MD – serve as an ECHO faculty member, provide face to face and webinar trainings, and consultation.
- Nicolette Centanni, PharmD, BCPS, BCGP, BCPP – 5 hours per quarter, expertise in care of older adults with SUD
- Nabarun Dasgupta, PhD, MPH – 6 hours per quarter, face to face and webinar trainings
- Jonathan Fanburg, MD – 24 hours per quarter, expertise in care of adolescents and young adults with SUD
- Cortex Behavioral Health – 6 hours per quarter
- Nicholas Gallagher, DO – 8 hours per quarter
- Haram Consulting LLC – 120 hours per quarter. Provides consultation in 11 states
- Amelia Hersey, PA-C – 12 hours per quarter.
- Jesse Higgins, MPH, MSN, RN, PMH-NP – 40 hours per quarter
- Erik Lamoreau, LADC, CCS – 10 hours per quarter
- David Lawrence, MD FASAM – 8 hours per quarter- expertise in motivational interviewing
- Joshua McQueen, LCSW, LADC, CCS – 5 hours per quarter
- Morrison Consulting – 80 hours per quarter, expertise as Peer Support Specialist
- ATTC – has provided training and TA for over 30 years
- New England Opioid Response Network –
- Stephanie Nichols, PharmD, BCPP, MPH – 30 hours per quarter
- Alane O'Connor, DNP – 64 hours per quarter
- Equity & Health Strategies – 20 hours, extensive background in health care for homeless
- Eva Quirion, FNP- 30 hours per quarter, expert at tapering chronic controlled substances
- Richard Rawson, PhD- 15 hours per quarter
- Kristen Silva, MD – 8 hours
- Lisa Sockabasin, RN – 6 hours per quarter
- Rachel Solotaroff, MD, MCR – 20 hours per quarter, experience treating people experiencing homelessness

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<ul style="list-style-type: none"> <li>Kinna Thakarar, DO, MPH – 8 hours</li> <li>Andrea Truncali, MD MPH – 12 hours</li> <li>Corey Waller, MD, FACEP, DFASAM – 6 hours per quarter, ASAM expertise</li> <li>Amy West, FNP-C – 10 hours</li> <li>ZiaPartners, Inc – 10 hours</li> <li>Catherine Cutler Institute – established MOSS Center, Maine Opioid Settlement Support Center in partnership with Maine Attorney General</li> </ul>
<b>3. Project Team Organizational Chart</b>
<ul style="list-style-type: none"> <li>Submitted</li> </ul>
<b>4. Litigation</b>
<ul style="list-style-type: none"> <li>None</li> </ul>
<b>5. Financial Viability</b>
<ul style="list-style-type: none"> <li>Accountant Reports and Statements of Financial Position for years 2021-2024 received</li> <li>Approximately 75% and 68% of CCSME support came from grants, contracts and fees</li> </ul>
<b>6. Certificate of Insurance</b>
<ul style="list-style-type: none"> <li>Valid</li> </ul>

<b>Part IV, Section III. Proposed Services</b>
<b>Part II</b>
<b>A. Required Services</b>
<p>1. Proposal clearly detailed approach to working in partnership with the Department to plan and coordinate Statewide SUD LC through scheduled meetings with both the Department and key advisors and the creation of a bi-directional communication plan. Bidder will offer all SUD LC activities at no cost to participants.</p>
<p>2. Proposal details Bidder's approach to creating SUD LC curriculum and educational plan, by including input from Department staff and Maine-based stakeholders, through research on barriers, and local and national best, or promising practices.</p> <p>a. Bidder will receive Department input through monthly meetings to align programming with Departments priority areas and needs.</p> <p>b. Quarterly meetings of Maine-based subject matter experts across specialty care and national-based subject matter experts.</p> <p>i-iii. Faculty consultants for the Bidder are Maine-based subject matter experts for primary care, behavioral health care, peer services, pharmacy, infectious diseases, and specialty care including addiction medicine, pain, pediatrics,</p>

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<p>geriatrics, stimulants, perinatal, and women's health. Bidder will table at conferences hosted by outside organizations.</p> <p>c. Bidder convenes quarterly peer-sharing network meeting with SUD training, education, and research programs across the state. Bidder monitors and reviews journals for current research on SUD, MOUD, and medications used for addictions and some faculty serve as reviewers and editors for relevant journals – examples ASAM 4<sup>th</sup> Edition, Chief Editor, Journal of Substance Use.</p> <p>d. Bidder will maintain best practices by staying up to date on national newsletters, podcasts, and journals; networking and consulting.</p>	<p>3. Bidder will offer Central OUD/SUD Education and Training through multiple formats and tailored to adult learning styles and the needs of prescribers and their teams.</p> <p>a. Qualitative data from previous ME SUD LC program evals and regional, statewide, and local survey results from the Substance Use Research and Evaluation team at Catherine Cutler Institute to ID training gaps and needs. Programming shaped and adjusted throughout the year based on program evaluation, data, faculty input, feedback from department staff, and the Opioid Clinical Advisory Committee.</p> <p>b. Bidder will utilize the evidence-based Project ECHO distance learning model for this RFP. Bidder is a licensed Project ECHO hub site and has hosted 14 cohorts of Project ECHO.</p> <p>c. Bidder's topics for educational webinars will be identified through the needs assessment process, and topics will be relevant to current issues emerging in the field.</p> <p>d. Statewide educational meetings will be identified through the needs assessment process. In person sessions will be hybrid, and will be geographically located to cover the state.</p> <p>e. 68 new podcasts will be added annually. 470 current documents on website will remain available and be updated as needed.</p> <p>f. Real-time consultation can be submitted through a web-based request form or by contacting bidder directly. Department will be informed of real-time expert consultation requests and responses at monthly program meetings.</p> <p>g. Promotion of Department-Supported Listservs through articles in newsletter, sharing information at conferences and meetings, and/or posting them on the ME SUD LC website.</p>
<p>4. Bidder will provide education and support to Prescribing Clinicians and Medical and Behavioral Practice Teams for patients across the age spectrum through age-inclusive curriculum &amp; program development, tracking content by age group, evaluating the depth and relevance of age-specific content offered,</p>	

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<p>including presentations tailored to youth, perinatal, adult, and older adult populations. Bidder's core faculty was selected to reflect expertise across the age continuum.</p>
<p>5. Bidder's approach to coordinating efforts with other Department supported education and training initiatives/programs related to SUD/ODU as directed by the Department will include the formation and convening of quarterly statewide peer-sharing network meetings that will serve 3 primary purposes: information exchange, joint promotion, gap identification. Bidder listed an additional purpose of bridge research and practice.</p> <ul style="list-style-type: none"><li>a. State-led opioid-related task forces and workgroups, including but not limited to the Maine Opioid Response Clinical Advisory Committee. Bidder will continue to participate with this group regularly.</li><li>b. Bidder will collaborate with Maine's Academic Detailing Program to co-promote relevant training topics</li><li>c. Bidder tables at MAPP conference and will continue to support cross-promotion of educational resources</li><li>d. Bidder's newsletter and digital outreach channels will regularly feature and promote provider-focused educational opportunities offered through OBH.</li><li>e. Bidder already collaborates with MPBHP and will continue to strengthen this network. Bidder faculty member is on the MPBHP Board.</li><li>f. Bidder is promoting an on-demand Contingency Management training that CORA is in the process of developing.</li><li>g. Bidder will participate in Opioid Summit</li><li>h. Bidder will network with ORN, New England ATTC, and other regional or national centers of excellence</li></ul>
<p>6. Bidder will offer Peer Support Leadership series annually. Includes a variety of six-hour and one on one technical assistance sessions to enhance leadership skills of people overseeing peer support programs. Trainings ready to be delivered on day one of contract.</p> <ul style="list-style-type: none"><li>a. Supervision – bidder provides training session covering peer support supervision.</li><li>b. Development of strategic partnerships – bidder provides training to develop team culture in peer support programs.</li><li>c. Program management – Bidder provides grant writing training, budgeting training, and advanced budgeting training.</li><li>d. Integration of peer support in multidisciplinary teams – bidder offers training for Integrating Peer Support Professionals and Recovery Coaches</li></ul> <p>**Bidder will develop a landing page with resources for understanding and integrating Peer Support professionals and Recovery Coach roles</p>

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**Attachment B received
7. Bidder will meet or exceed the minimum of 20 educational opportunities quarterly. Bidder agrees to at least 30 educational opportunities quarterly.
8. Bidder will provide at least 3 in person educational events annually with locations spread across the state. a. Bidder will provide SUD LC conference accommodating at least 150 attendees.
9. Bidder currently offers and will offer continuing education for the following: Physicians, nurses, psychologists, certified health education specialists, Alc and drug counselors, pharmacists, dentists, Certified Intentional Peer Support Specialists, Social Workers, Counselors, Recovery Coaches, and other professionals. a. Confirm CE availability - Physicians, nurses, psychologists, certified health education specialists, Alcohol and drug counselors, pharmacists, dentists, Certified Intentional Peer Support Specialists, Social Workers, Counselors, Recovery Coaches, and other professionals b. Advertise of CE on landing page of each event c. Bidder will produce and deliver certificates of completion. Bidder will have two certificates available for each event 4 weeks in advance.
10. Bidder will disseminate a newsletter on available trainings and other SUD/ODU related news bimonthly. Newsletter will be developed using Constant Contact's secure digital marketing platform.
11. Bidder will provide regular outreach via tabling and pursuing active community engagement through sponsoring speakers, presentations and participation at local network meetings.
12. Bidder provides quality improvement through analysis of data. All programs routinely evaluated including anonymous evaluations for all educational programs. Evaluation results are compiled quarterly using PowerBI and Dedoose software to identify quantitative and qualitative feedback trends.
13. Bidder will provide anonymous participant surveys for all educational programs. a. Bidder provided example questions for related knowledge and/or expertise increases. b. Bidder provided example questions for whether participants would implement knowledge and/or expertise learned within their work c. Bidder provided example questions relating to the degree of inclusion of individuals with SUD lived experience. **Bidder will implement any additional questions requested by Department
<b>B. Annual SUD Learning Community Conference</b>

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1. Pre-planning group will be solicited and assembled at least 7 months before conference. Bidder collaborates with Opioid Clinical Advisory Committee and project management group to identify topics of most concern to audience.
2. Bidder uses Learning Innovations Group for all design projects.
  - a. Once theme has been chosen, a logo is used as the basis to develop Save the Date flyers.
3. Registration occurs through Eventbrite for in person and virtual attendance. Bidder periodically reviews the registration list. Bidder partners with AdCare to support on-site participant check-in.
  - a. Bidder employs admin position dedicated to responding quickly to customer requests by email and/or phone.
4. Bidder will begin to identify, solicit, contract with, and confirm conference speakers as soon as the topics and tracks are identified.
  - a. Bidder will confirm all speakers 4 months prior to conference – RFP asks for 4 weeks prior
  - b. Speaker presentation titles and descriptions will be obtained 2 months prior to conference in order to create a detailed agenda and description for website
5. Bidder will schedule and coordinate travel and lodging as soon as contracts are developed. Communication about travel occurs at least two months in advance and bidder will negotiate groups rates if possible for lodging.
6. Bidder uses participant-centered approach to schedule and organize conference sessions, workshops and other activities. Sessions scheduled to reduce cognitive fatigue. Workshops and sessions will offer CME/CEUs
7. Bidder described how they will schedule and contract for conference space and serve as point of contact for making all arrangements for site set-up, food, accommodations, and audiovisual equipment. Bidder will be present on site to manage day of logistics and troubleshooting issues in real time with the vendors and USM.
8. Bidder will select ADA-compliant venues that are smoke free.
9. Bidder will use The Learning Innovations team to lead technical assistance for audiovisual and tech supplies. Learning Innovations Group supplies all audiovisual and tech equipment and provides on-site assistance. They will conduct pre-event setup and testing.
10. Bidder will utilize State Master Agreements for interpreting services.
11. Bidder will use SurveyMonkey to gather key measures of knowledge change and intent to modify practice for the overall program and for specific breakout sessions attended.
12. Bidder will use subcontractor, AdCare, to produce event materials

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**BIDDER NAME:** Co-Occurring Collaborative Serving Maine

**DATE:** 7/16/2025

**EVALUATOR NAME:** Kristen King

**EVALUATOR DEPARTMENT:** DHHS: Office of Behavioral Health

**C. SUD Learning Community Learning Management System (LMS) and Website**

1. Bidder will offer training and CE in an online LMS complying with MaineIT policies and standards
  - a. Bidder will strictly adhere to State of Maine prohibited technologies list
  - b. Bidder will use Learning Innovations team to conduct regular risk assessments for all platforms.
  - c. Bidder LMS undergoes regularly scheduled vulnerability scanning in accordance with State of Maine policy
2. Bidder described how SUD LC dedicated website will be maintained.
  - a. Learning Innovations team will implement an intuitive resource library that allows users to easily search, sort, and filter content by topic, doc type, publication date, and keywords.
  - b. Bidder site will provide calendar of available and upcoming events that users can subscribe to.
  - c. Bidder will provide dedicated media section
  - d. Learning Innovations team will develop a suite of informational pages with SUD/OD related topics that are professionally written, reviewed by subject matter experts, and updated regularly to ensure accuracy and relevance.
3. Bidder is fully committed to ensuring the SUD LC website adheres to MaineIT Digital Accessibility Policy. The Learning Innovations team is trained in accessibility best practices.
4. Bidder will not release, share, sell, barter, or disclose any usage data, in any form, without prior written approval of the Dept
5. Bidder described data privacy and control measures meeting Maine IT Classification Policy.
6. Bidder will ensure SUD LC website does not include TikTok and will provide ongoing security scans and manual reviews
7. Bidder will comply with all confidential obligations as outlined in Rider B-IT, Section 30 of the State of Maine IT-Service Contract
8. Bidder will obtain and maintain insurance outlined in contract

**D. Guiding Principles for the SUD Learning Community Curriculum**

1. Bidder will ensure all training content will be anchored in current evidence-based practices, aligned with guidance from scholarly research, SAMHSA, NIDA, ASAM, and other authoritative bodies. Bidder uses NIATx model for process improvement
2. Bidder will ensure activities link curriculum to targeted SUD treatment outcomes  
Such as improved engagement and retention in treatment. Established best

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Practices from ASAM, SAMHSA, and CDC along with using consultant Corey Wlaler, chief editor of ASAM 4<sup>th</sup> edition.

3. Bidder will consult and engage with professionals to whom the training is being developed to ensure it is responsive to their needs. Interdisciplinary education quarterly review committee, comprising various professionals to whom bidder provides ed credit to review and provide feedback on training offerings.
4. Bidder will work with faculty, consultants, and trainers to develop and coordinate education programs that emphasize the focus area of OUD/SUD.
5. Bidder will consult with subject matter experts in the field of co-occurring disorders such as Kenneth Minkoff for recommendations on training topics to address education on diagnosis and treatment of co-occurring MH disorders. Currently 3 courses related to co-occurring disorders
6. Bidder provides in person learner-centered design, role plays, case studies, discussion and peer sharing to enhance engagement in person methods. Bidder provides clear navigation instructions for online learning and a help desk for support. Bidder will offer hybrid learning options that combine in person and live virtual learning.
7. Bidder will ensure services support the development of effective practice workflow changes by using NIATx Change Technology and Consultant resources. NIATx guides process improvements in behavioral health and addiction settings. Bidder will use practice-informed curriculum development to prioritize strategies that can be integrated into daily clinical routines.
8. Bidder will incorporate voices of those with lived experience by including individuals as active collaborators and leaders in SUD LC oversight and planning. All presenters will receive orientation and guidance on importance of incorporating individuals with lived experience perspective in trainings.
9. Bidder will ensure efficient use of resources and participant time by delivering training in short segments and allowing participants to engage. Bidder has on demand digital resource library, toolkits, and quick guides, recorded videos of webinars and podcasts.
10. Bidder will ensure activities and services address SUD-related stigma through messaging about stigma, training on the neurobiology of SUD and addiction, promoting recovery-oriented messaging, engaging with those with lived experience

**E. Performance Measures**

1. Bidder will perform all services and achieve performance measures listed in table 1. Bidder will collect data through post event participant surveys



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and will compile and review data on a quarterly basis for all programs offered in said quarter.
<b>F. Reports</b>
<ol style="list-style-type: none"><li>1. Bidder will track and record all data to complete report in table 2 using post-event participant surveys, event registration and attendance records, TA request tracking log, and website analytics. Bidder will use the Project ECHO Hub Site's IECHO to track all Project ECHO data.</li><li>2. Bidder agrees to submit all reports in Table 3 within 30 days after the end of each quarter.</li></ol>
<b>2. Staffing</b>
<ol style="list-style-type: none"><li>A. Bidder submitted titles and job descriptions for all project staff</li><li>B. Bidder described how subcontractors/consultants will interact with the Bidder's organization. Bidder has 2 subcontractors and over 20 consultants/ subject matter experts that are from across nation. Bidder uses a standard vendor agreement template for each consultant.</li><li>C. Bidder supplied staffing plan attachment 10 containing positions, titles and time allocation for each</li></ol>
<b>3. Implementation - Work Plan</b>
<ol style="list-style-type: none"><li>A. Bidder provided work plan (attachment 11) broken out by administrative tasks; webinars, Project ECHO programs, and LCs; Annual Conference and statewide learning events; Website and Online LMS; Marketing and Communications; Expert Consultation Requests;<ol style="list-style-type: none"><li>i. Bidder's work plan was in a timeline chart</li><li>ii. Bidder described each program activity, the month it will be carried out and the person responsible for carrying out activity/task.</li><li>iii. Bidder delegated tasks to subcontractors</li></ol></li></ol>
<b>Part IV, Section IV. Cost Proposal and Budget Narrative</b>
<ul style="list-style-type: none"><li>• Is bidder's cost proposal for 18 months of service? If it is, cost for one year is: \$577,267.65</li><li>• Subject Matter Speakers up to \$550 an hour. Does this seem high?</li><li>• Bidder used .50 per mile, state mileage reimbursement rate is currently .54</li></ul>

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**Individual Evaluator Comments:**

Part I. Preliminary Information
Eligibility Requirements
<ul style="list-style-type: none"><li>• For the eligibility requirements 1.a.-c. and 2.a.-b., Bidder only checked yes on each of the eligibility questions and did not demonstrate or describe their and/or their subcontractor's qualifying experience in their response to the eligibility requirements indicated in 1.a.-c. and 2.a.-b.</li><li>• 1a. – in their response to the Qualifications and Experience Form, indicated provision of individualized coaching.</li><li>• 1b. – in their response to the Qualifications and Experience Form, described provision of multimodal educational programs and resource provision.</li><li>• 1.c. – in their response to the Qualifications and Experience Form, described provision of ECHO programs.</li><li>• 2.a. – in their response to the Qualifications and Experience Form, described provision of the annual in-person HOPE conference where more than two hundred (200+) individuals are in attendance.</li><li>• 2.b. – in their response to the Qualifications and Experience Form, described provision of multi-disciplinary continuing education credits.</li><li>• Bidder signed the required attestation.</li></ul>
Part IV. Section II. Organizational Qualification and Experience
1. Overview of the Organization
<ul style="list-style-type: none"><li>• Nonprofit corporation that was established in 1998.</li><li>• Provides over five hundred (500) hours of training to over nine thousand (9,000) professionals; with a portfolio of sixty-five (65) asynchronous courses and offers over two hundred (200) live courses, Project ECHOs and technical assistance activities.</li><li>• Stated they have been an ECHO Replication Hub since 2019 and have offered Project ECHOs across multiple grant projects.</li><li>• Stated they have thirty-one (31) organizational members and sixty (60) individual members that ascribe to their mission of advocating for best practice, encouraging professional development, maximizing collaboration and facilitating integrated health and behavioral health services.</li><li>• Stated they use a nimble and effective team of four (4) accomplished full-time staff and a contract bookkeeper led by their founding executive director and a voluntary Board of Directors.</li></ul>

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- Stated they are an approved provider of continuing education for a variety of professions, including physicians, nursing, psychologists, certified health educational specialists, drug and alcohol counselors and prevention specialists.
- Stated they apply to various boards and other authorizing entities for professional continuing education as needed, or relevant, and listed: pharmacists, dentists, licensed social workers and licensed professional counselors, certified intentional peer support specialists and attorneys.
- Stated they helped with adoption of various evidence-based practices (EBP) in Maine, and helped with: creation of the state's first Assertive Community Treatment (ACT) team; pioneering active recruitment and engagement of people with lived experience on its initial board in 1998; creating Maine's first co-occurring recovery court; the first statewide adoption of Dialectical Behavioral Therapy (DBT); first large-scale integration of mental health and substance use services in policy and practice, including universal screening for substance, mental health and trauma; first re-entry and expanded Medication for Opioid Use Disorder (MOUD) program at the Cumberland County Sheriff's Office; becoming the first to apply the Project ECHO model for substance misuse presentation; and the first statewide cohort-based initiative to implement Contingency Management for stimulant use disorders.
- Stated they have held contracts continuously with the State to train the behavioral health workforce for the past twenty-seven (27) years and listed current or recently completed initiatives and contracts with the State or others, including contracts for: the Certified Community Behavioral Health Clinic (CCBHC) Planning Grant; supporting clinicians with providing more EBP to individuals affected by substance use disorder (SUD), opioid use disorder (OUD) and co-occurring disorders (COD); strengthening trauma-focused services statewide through building capacity for implementation of ten (10) trauma-focused EBPs; subcontracting to support the Maine CDC's Strategic Prevention Framework for Prescription Drugs (SPF-Rx) through webinars to advance safe, controlled prescribing; subcontracting to develop and provide behavioral health workforce development training; subcontracting for provision of distance learning for substance misuse prevention across six (6) states for the New England Prevention Technology Transfer Center, funded by SAMHSA; development of a Community of Practice for behavioral health staff to enhance co-occurring services and practices to reduce stigma; and acting as a Rural Behavioral Health Workforce Center core partner that provides ECHO support and MHRT-C training.

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- Stated 50% of their board includes those with lived experience and they have had several previous Board Presidents that identify as having substance use and/or mental health lived experiences.
- Stated, since their formation, they have actively recruited Peer Support professionals, Recovery Coaches and those with behavioral health lived experiences for their board of directors.
- Stated they have training to support Peer Support professionals, with emphasis on leadership development and integration of Peer Support into interdisciplinary teams.
- Stated they are currently completing their third Peer Support Professional Leadership Series through funding from the Partnership for ME.
- Provided data regarding number of Peer Leadership Series provided, to date.
- Listed many examples of additional Peer Support professional programming provided, including: training; provision of co-learning spaces; individualized coaching; statewide survey for feedback from those prescribed MOUD; board readiness training for those with Lived Experience and organizational preparedness for Peers with Lived Experience involvement, designed for CCBHCs; contribution to the creation of foundational documents, including “Integrating Peer Recovery Support in Maine’s Treatment Courts (2024)” and development of a train-the-trainers facilitation manual; in-depth review of the CCAR Recovery Coach and ethics curricula; ensuring ME SUD LC faculty include individuals with SUD lived experiences and Peer Support services experiences; selection of national and local trainers that are Peer Support professionals and Recovery Coaches on relevant topics; and annual logistical planning and conference support for the annual in-person HOPE conference, that includes over two hundred (200) attendees.
- Stated they design all learning opportunities to be relevant, practical, accessible and immediately applicable to roles and environments.
- Stated the design and content of learning activities are solicited from feedback, garnered through post-training and annual workforce surveys, advisory groups and input from grantors and state partners.
- Stated they partner with external evaluators for in-depth reviews, gap identification in workforce development and to support data-driven programming decisions.
- Stated their staff regularly review post-training surveys and ensure participant feedback is available to training consultants.
- Stated they evaluate training programs through anonymous surveys, including post-event evaluation surveys.

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- Stated they routinely receive 99 – 100% scores for ranking a three (3) or above on the 5-point Likert scale in their surveys.
- Stated they seek input and trainers from a variety of professional backgrounds. Ability and experience contracting with national experts and speakers
- Stated they have extensive experience contracting with national subject matter experts and speakers to train behavioral health, peer support, health care and prevention professionals for in-person and virtual trainings, including webinars, multi-day trainings, conference keynotes and speakers and learning communities.
- Stated they utilize a variety of strategies to identify national training experts, including networking with national professional organizations, national specialty organizations training organizations, national technical assistance centers such as Opioid Response Network (ORN) and the New England Addiction Technology Transfer Center Network (ATTC); and soliciting input from local subject matter experts and advisors such as state leadership and the Opioid Clinical Advisory Committee, nationally recognized initiatives, website/trainings and podcasts.
- Stated they regularly identify key national leaders in the field and invite them to share their experience.
- Included a non-exhaustive list of national organizations, newsletters, podcasts, journals and resources that are regularly reviewed for experts and trainers, including national scientific journals, professional and educational faculty, various relevant centers and national institutes, national associations and councils, and relevant podcasts.
- Provided examples of their experience from the past five (5) years of securing national speakers, with a list of previous speakers included (all MD, DO, or PhD as highest educational accreditation).
- Referred to their coordinated training in eight (8) trauma-focused, evidence-based practices funded by the SERG grant; including a list of EBP trainings and trainers provided.
- Referred to their experience contracting with subject matter experts, with some experts listed.
- Referred to their experience coordinating with national speakers for delivery of webinar presentations. Stated that, since January 2024, approximately thirty-seven percent (37%) of their one hundred fifty (150) SUD Learning Community webinar presenters have been out-of-state and provided some examples of previous webinar speakers.

Project 1:

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- Referred to their provision of the Maine SUD Learning Community (LC) contract, since 2022.
- Provided data regarding key accomplishments (number of webinars, in-person conferences and in-person training events, on-demand courses and participants), including example list of some featured national experts and Maine-based leaders.
- Provided detail regarding provision of Project ECHO, including number, subject matter and time frame of the nine (9) ECHO series they provided.
- Stated they supported the launch of an Opioid Rapid Response and Pain Management ECHO by the US DHHS Center for Disease Control and Prevention in November 2022 to end of January 2023.
- Provided detail regarding provision of focused learning communities, including the Contingency Management (CM) Learning Community; improved access to Medically Managed Residential 3.7 Services Learning Community; integration of co-occurring mental health and substance services Community of Practice with five (5) CCBHCs engaged with subject matter experts (SMEs); and additional initiatives that are in development for evaluation on seamless access across residential care and to improve access between residential levels of care.
- Referred to, described and provided detail on the three (3) annual hybrid in-person and virtual conferences they have provided, to date, including attendance numbers.
- Referred to, described and provided detail regarding provision of continuing medical education and contact hours.
- Stated they have fulfilled one hundred thirty-seven (137) technical assistance (TA) requests and included a hyperlink to their current faculty list.
- Referred to their community engagement activities, including tabling and sponsorships of presenters, with tabling events and presenter sponsorship events indicated.
- Referred to and described their bi-monthly newsletter and digital marketing of programs.
- Referred to, described and provided comprehensive detail on their ME SUD LC website, including information contained on the website and ongoing maintenance details.
- Provided comprehensive detail regarding how they incorporate the voice of individuals with SUD lived experience in their ME SUD LC work, including building of an interdisciplinary team that integrates Peer Support professionals; building Peer Support programs; and specific methods they have incorporated the voice of individuals with SUD lived experience, including through

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newsletters, Project ECHO and Learning Community Series, a specific interview series and surveys.

- Provided a comprehensive detailed overview of their training philosophy, collaboration, evaluation and quality improvement; with data and quotes provided as it pertains to feedback and quality improvement.
- Provided a detailed summary of background information on their project personnel, including a brief description of their subcontractor, AdCare.

**Project 2:**

- Referred to their Partnership for ME contract through OBH where Bidder acts as a subcontractor to AdCare; and indicated that the contract supports a partnership between AdCare, the Center for Learning at the Catherine E. Cutler Institute and the Bidder's agency.
- Stated the partnership was formerly known as the Maine Behavioral Health Workforce Development Collaborative and has been rebranded April 2025, to the Partnership for ME: Advancing Maine's Behavioral Health Workforce.
- Stated the partnership provides training, technical assistance, workforce development and administration of the mental health rehabilitation technical (MHRT) certification programs to the State's behavioral health workforce.
- Provided a detailed description of services provided by the Bidder under this project, including training events, collaborative projects, continuing education, registration through their website for activities, on-demand course portfolio marketing, post program anonymous evaluation distribution, compilation and analyzation of evaluation metrics, website maintenance, development of a new updated website for Partners for ME, relaunch of a quarterly newsletter and training programming.
- Provided data and detail regarding services provided across FY23-FY25; including survey evaluation data and other relevant data indicating they met or exceeded indicated quality metrics.

**Project 3:**

- Referred to their work partnering with AdCare as a subcontractor to provide distance learning services for the New England Prevention Technology Transfer Center (PTTC), funded by SAMHSA to serve the New England substance misuse prevention workforce, which Bidder indicated began its 2<sup>nd</sup> five (5) year renewal cycle this year.
- Stated they provide twenty (20) webinars per year and one (1) Project ECHO.
- For their most recent, full contract period from October 2023 to September 2024, stated they provided twenty-two (22) webinars, one (1) Project ECHO, contributed to the development of two (2) web-based resources, and convened a quarterly peer-sharing meeting for members of the State Epidemiological

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<p>Outcomes Workgroup across New England States, with New York and New Jersey included as well.</p> <ul style="list-style-type: none"><li>• Provided detail on topics and presenter name for their webinars, virtual workshops and virtual programming offered.</li><li>• Listed and described the five (5) Project ECHOS they have provided for the New England PTTC in the past five (5) years.</li><li>• Provided a detailed overview of work they have done in relation to development of web-based resources.</li></ul>
<b>2. Subcontractors</b>
<ul style="list-style-type: none"><li>• Plans to utilize multiple (thirty (30)) subcontractors/consultants, listed each and provided a summary of their capacity and qualifications.</li><li>• Anticipated subcontractors are: the Learning Innovation Group/Cutler Institute/University of Maine, with three (3) previous projects with this subcontractor highlighted and described; AdCare Education Institute of Maine, Inc.; New England Addiction Technology Transfer Center (ATTC); New England Opioid Response Network (ORN); ZiaPartners, Inc.; and, specifically, the Substance Use Research and Evaluation Unit of the Catherine Cutler Institute.</li><li>• Bidder included a lengthy list of twenty-five (25) highly qualified anticipated medical and clinical consultants.</li></ul>
<b>3. Project Team Organizational Chart</b>
<ul style="list-style-type: none"><li>• Provided organizational chart of the project team; only three (3) staff/positions indicated that would be involved in the proposed services, with the team also overseeing subcontractors.</li></ul>
<b>4. Litigation</b>
<ul style="list-style-type: none"><li>• Indicated “none”.</li></ul>
<b>5. Financial Viability</b>
<ul style="list-style-type: none"><li>• Provided financial reports for: June 30, 2022, and 2021; June 30, 2023, and 2022; and June 30, 2024, and 2023.</li></ul>
<b>6. Certificate of Insurance</b>
<ul style="list-style-type: none"><li>• Provided on standard ACORD form, includes commercial general liability, automobile liability, workers compensation and employers’ liability, cyber risk, and “D&amp;O and Professional”.</li></ul>

**Part IV, Section III. Proposed Services**

**Part II**

**A. Required Services**



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<ol style="list-style-type: none"><li>1. Plans to coordinate monthly meetings with the program manager and other key Department advisors and will create and maintain a bi-directional communication plan.<ul style="list-style-type: none"><li>• For alternating months, plans to have the monthly meeting extended to a larger advisory group of key Department stakeholders, which includes Department program and clinical leaders; representative(s) from Child Behavioral Health Services and the Office of MaineCare services, representatives from key Department-support initiatives such as the Prescription Monitoring Program; a Peer Support professional and/or individual with SUD lived experience representative(s); and others, as identified by the Department.</li><li>• Stated meetings will provide an opportunity for the Bidder to share plans and updates on upcoming and recently completed programming, stay updated on the Department's focus and priorities, share information on identified areas of training needs, and explore ways the Bidder can coordinate and align with other Department-supported initiatives, and respond to trends within the substance use field.</li><li>• Plans to also maintain regular communication with the program manager, in addition to the monthly meetings, to provide bidirectional updates on any urgent emerging needs.</li><li>• Plans to be available and present at Department-identified meetings or advisory groups, with example list provided.</li><li>• Plans to host webinar presentations on Department initiatives that are aligned with the SUD Learning Community (LC) audience.</li><li>• Plans to share Department-support resources or information on other Department-supported trainings and events through listservs.</li><li>• Plans to develop training that aligns with Department priorities, such as monthly programs on HIV, hepatitis C (HPV) and Safe Sleep.</li><li>• Plans to post and display resources prominently on the SUD LC website related to Department priorities, including materials developed by Bidder under this initiative in coordination with the Department.</li><li>• Plans to contract with identified speakers to create and deliver curricula and training resources prioritized by the Department, with non-exhaustive list included.</li><li>• Educational programs and resources will be offered at no cost to participants.</li></ul></li></ol>
<ol style="list-style-type: none"><li>2. Plans to use a data-informed approach to develop programming and educational resources.<ul style="list-style-type: none"><li>• In addition to the monthly meetings and extended Department meetings every other month, plans to network with other Department staff and seek to align programming with Department priority areas and needs.</li></ul></li></ol>

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- Provided examples on some potential training needs for the Department, including updates on the transition from the 3<sup>rd</sup> to the 4<sup>th</sup> edition of the ASAM and responding to data on drug trends gathered by the Department.
- Plans to maintain open communication with the Department to obtain input into curriculum and programming development.
- Plans to share information gathered from Bidder's needs assessment, participants surveys, technical assistance (TA)/consultation requests and other data sources with the Department.
- Stated their faculty consultants represent Maine-based subject matter experts across specialty care (with list of specialty care domains included), and national-based subject matter experts across a range of professional/clinical specialties.
- Plans to have their SUD LC faculty convene quarterly for listening session to identify trends and needs of the provider community and their teams.
- Plans to continue to network with Maine-based stakeholders that provide services for SUD and will garner input through tabling at professional meetings of relevant Maine specialty medial and primary care organizations; conduct specific outreach and surveys to gather feedback; and through creating partnerships and joint activities that align with the SUD LC goals, and those of individuals or associations.
- Provided an example of the stakeholders and process that would be used to develop curricula on substance use disorder/medication for opioid use disorder (SUD/MOUD) treatment for nurse practitioners; this included having relevant stakeholders "vet the product".
- Stated their organization is a member of the Alliance for Addiction and Mental Health Services.
- Provided a non-exhaustive list of anticipated conferences/organizations where they may table at; and indicated they will conduct outreach to those listed groups and organizations, including the Maine Chapter of the American College of Physicians'.
- Plans to convene a quarterly peer-sharing network meeting with SUD training, education and research programs across the state that share similar goals as the SUD LC.
- Stated their quarterly peer-sharing network meetings have the goal of learning about current Maine-based research on SUD and to stay informed on Maine's training initiatives; and the meetings will inform SUD LC about current local research and the training landscape so resources can be targeted, used efficiently and leveraged, rather than replicating existing training activities.

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- Provided a long, non-exhaustive list of various organizations and associations from across the state that would be included in the quarterly meeting.
- Plans to monitor and review numerous relevant scientific journals regularly, with non-exhaustive list included.
- Stated their faculty members are well-published, and some serve as reviewers and editors for relevant journals; and provided a non-exhaustive example list of their faculty editorial/review board journal representation, including a faculty acting as Chief Editor for the ASAM Criteria, 4<sup>th</sup> edition.
- Plans to have staff and faculty stay up to date on local and national best or promising practices and Bidder and their faculty will look through national newsletters, journals and resources from a non-exhaustive long list of relevant associations, organizations and journals.
- Stated their SUD LC faculty also listens to various podcasts that offer topics related to addiction medicine, such as the general internal medicine podcasts from the NYU School of Medicine and Curbsiders.
- Stated they have also collaborated with the Northeast Node of the National Drug Abuse Treatment Clinical Trials Network that's based at Dartmouth University which supports robust research on novel SUD treatment approaches across Maine, New Hampshire and Vermont.

3. Plans to provide central OUD/SUD education and training through training and TA; and utilization of a combination of assembled tools, resources and curricula that will be developed, refined and disseminated.
- Plans to tailor education and training to adult learning styles and the needs of prescribers and their teams.
  - Plans to provide training in a variety of formats to meet the individual and group needs of a diverse audience, with formats to include: webinars; Project ECHOs; Learning Communities; in-person trainings; coaching; expert consultation and TA: asynchronous courses; website resources; newsletters; web-based tools; and promotion of relevant and Department-approved listservs.
  - Plans to review and synthesis multiple data sources to develop findings on training gaps and needs for the community.
  - Plans to review data, themes and insights from: qualitative data from previous SUD LC program evaluations; regional, statewide and local survey results by the Substance Use Research and Evaluation (SURE) team at the Catherine Cutler Institute at USM, with description included regarding data collected and recent focus groups conducted by CORA; statewide data and reports on fatal and nonfatal overdoses, syringe services programs and OPTIONS initiative and related data; training data and evaluation results shared by other SUD

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training programs, with non-exhaustive list included; surveys conducted by the Bidder; observations and insights from SUD LC faculty, speaking to professionals in the field, the Department and Opioid Clinical Advisory Committee members; peer-sharing network meeting; and state data collected on drug overdoses, prescribing practices and medications and the overdose review committee.

- Plans to compile thematic findings on training gaps and needs, which will guide allocation of LC's training resources; with insights to be shared with the Department to ensure alignment of resources across Department initiatives.
- Plans to continuously review a summary of training needs identified at the start of the contract cycle, if awarded.
- Plans to shape and adjust programming throughout the year based on program evaluation data, faculty input, feedback from the Department, the Opioid Clinical Advisory Committee, and ongoing data and research findings.
- Plans to review findings quarterly and monthly as new information emerges.
- Provided a detailed table that describes examples of data available to the Bidder that will be used to inform training and resource development for the SUD LC; the table includes nine (9) different examples of data sources, with description, key concept measured, audience, time frame and highlights of training recommendations SUD LC will or has incorporated into programming, as a result.
- Described a specific example of a training topic that has been identified per SUD training participant feedback as a highly requested topic; and Bidder included reference to findings by other data sources which also indicated the need for that specific training topic, which was also echoed through feedback provided by their SUD LC faculty, their member organizations and through state and national surveillance data.
- Provided a detailed, comprehensive response as it pertains to Project ECHO programs; indicated they are a licensed Project ECHO hub site; and Bidder plans to offer, at minimum, three (3) Project ECHO cohorts per year.
- Plans to have at least one (1) of the three (3) ECHOs focus on the needs of youth and young adults.
- Plans to have individuals with lived experience of SUD and/or Peer Support service expertise be included in the faculty for each Project ECHO.
- Plans to also offer three (3) additional Learning Communities annually, in addition to the three (3) annual Project ECHO cohorts.
- Plans to have one (1) of their Learning Communities be a continuation of the current monthly contingency management learning community, based on the

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anticipated growing need for support as additional contingency management programs are expected to be operating in the state.

- Stated a second Learning Community they may continue, if awarded, is the Community of Practice for co-occurring services, especially as the Certified Community Behavioral Health Clinic (CCBHC) model expands across the state.
- Stated the third Learning Community will be determined based on identified needs within the state and provided an example of a potential topic.
- Plans to identify topics for educational webinars through the needs assessment process described; and plans to offer five to eight (5-8) webinars monthly, for a minimum of sixty-eight (68) webinars annually.
- Stated webinars are one (1) hour presentations, typically scheduled around lunch time (12pm-1pm), per participant feedback regarding most flexible timeframes.
- Plans to record all webinars to allow for viewing after the live presentation and potential creation of static online courses.
- Plans to also provide recorded webinars in audio-only “podcast” format.
- Plans to draw from their SUD LC faculty consultants for webinar presenters and may also include national or other experts; with some example organizations included.
- Plans to identify topics for statewide educational meetings through the needs assessment process.
- Plans to have the in-person sessions be hybrid and will have in-person sessions geographically located to cover the state.
- Plans to have one (1) of the three (3) educational meetings provided be the annual conference.
- Plans to have a minimum of two (2) keynotes at the annual conference; and will design the conference to address age-spectrum programming, in a variety of formats, including multiple breakout sessions, panels and didactics.
- Topic selection for development of web-based tools and resources will also be based on the needs assessment; and they will consult the SUD LC faculty on necessity and usefulness of a web-based tool or resource, and the potential need for its incorporation into treatment practices.
- May have the Opioid Clinical Advisory Committee and/or SUD LC faculty contribute to development of tools.
- Plans to add a minimum of sixty-eight (68) new podcasts annually.
- Plans to periodically review and update toolkits and provided a non-exhaustive list of toolkit topics.
- Plans to continuously add more tools and resources to their web resources.

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- Plans to prominently display the Opioid Clinical Advisory Committee's proposed position papers on clinical guidance on the website; and they will support development of proposed documents as they emerge as priorities from that group.
- Plans to have a minimum of eight (8) self-paced, on-demand courses added per year, with at least (2) being multimedia or interactive courses.
- Plans to share a bimonthly digital newsletter through their listserv and website; Bidder did not indicate if bimonthly is referring to twice a month, or every other month (once every two (2) months).
- Stated real-time expert consultation requests can be submitted through a web-based request form, or through contacting Bidder's staff directly.
- Once a request is submitted, contact will be made with the requester to determine scope of work and verify timeline needed for a response; then, requests will be brought to the SUD LC faculty to determine which subject matter expert(s) would best address the question or learning gap within the requestor's timeline.
- Should additional resources need to be gathered to respond to an expert consultation request, Bidder will do so, this may include accessing resources from the Opioid Response Network, as an example.
- Plans to inform the Department of real-time expert consultation requests and response at monthly program coordination meetings, in quarterly reports, and as requested.
- Specific timeline as it pertains to response time back once an expert consultation request has been submitted was not described.
- Plans to promote Department-supported listservs through their newsletter; sharing information at conferences and meetings and/or posting on the SUD LC website.
- Plans to also link TA requestors that could benefit from specific listservs to relevant listservs.
- Provided examples of listservs that might be included.

Provided Attachment 7 – Number and frequency of proposed SUD education and trainings.

- Plans to have three (3) Project ECHO programs annually, to meet four to six (4-6) sessions per ECHO, with two (2) ECHOs to have monthly sessions for six (6) months and one (1) to meet in a condensed format. Will have at least one (1) active ECHO program each quarter.
- Plans to offer three (3) annual virtual learning communities, each offering twelve to six (12-6) sessions.

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- Plans to have seventeen to eighteen (17-18) educational webinars or trainings per quarter, plus two (2) courses with multiple sessions to be offered annually.
- Plans to have three (3) annual in-person statewide educational events.
- Plans to have twelve (12) co-learning monthly session spaces.
- Plans to have a total minimum of one hundred twenty (120) annual educational offerings, at thirty (30) minimum educational offerings per quarter.
- Plans to offer asynchronous “on-demand” online courses on the website, in addition to the live offerings; with a minimum of eight (8) on-demand courses added annually.
- Provided a proposed outline for “The Basic Science of SUD and Prescribing” course, which Bidder indicated had been reviewed with their prescribing consultants.

4. Plans to provide SUD content for those working with perinatal populations, substance-exposed infants, youth, adults and older adults across the age spectrum.
- Plans to ensure age-relevant content is consistently represented across the entire age spectrum; with programming shaped by a combination of data-driven evaluation and stakeholder input to identify gaps and opportunities across the age spectrum, including: tracking webinar content by age group and content; evaluating depth and relevance of age-specific content offered; and designing the annual SUD LC conference to include presentations and tracks that are tailored to youth, perinatal, adult and older adult populations.
  - For their bi-monthly project meetings with key state agency representatives, they will ensure representation across the age spectrum programming to provide input on emerging needs and priorities; and provided example State positions that would be included in the bi-monthly project meetings.
  - Plans to also seek input during their monthly meetings from the SUD LC Department program manager.
  - Stated their SUD LC’s core faculty were selected to reflect expertise across the age continuum, with faculty members serving as ‘think tank’, content developers, trainers and TA consultants. Bidder provided examples of some faculty and their bios indicating breadth across the age spectrum.
  - Plans to deliver targeted Project ECHOS to address age-specific challenges: youth and SUD ECHO; older adults and SUD ECHO; and pregnant people and SUD ECHO.
  - Plans to develop and disseminate practice tools including: youth toolkit on cannabis conversations; older adult SUD resources; and an online learning library that will host past and upcoming age-relevant trainings, searchable by age group.

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<ul style="list-style-type: none"><li>• Plans to look for data related to trends in specific groups or populations and will develop training to address those populations, including the indigenous population and cohorts of age-related overdose risk (with sources included).</li><li>• Plans to utilize resources from the Native Center for Behavioral Health funded by SAMHSA, and local resources.</li><li>• Plans to actively consult with national and local experts to ensure programming remains relevant and evidence-based; and listed some topics identified future inclusion, including fetal alcohol spectrum disorders and pharmacovigilance in prescribing for older adults.</li></ul>
<p>5. Plans to form and convene a quarterly statewide peer-sharing network for the purpose of information exchange, joint promotion, gap identification and to bridge research and practice.</p> <ul style="list-style-type: none"><li>• Listed groups that would be targeted for outreach and convened; and indicated several of the listed groups and Bidder have been meeting regularly in recent years and have expressed interest in convening.</li><li>• Plans to have their Executive Director continue to participate regularly in the Maine Opioid Response Clinical Advisory Committee (CAC); providing updates on SUD LC activities and to gather clinical input for SUD LC program planning.</li><li>• Plans to support or join CAC workshops when invited and plans to provide funding within the SUD LC fiscal resources; and will post the CAC proposed position papers prominently on the SUD LC website.</li><li>• Plans to collaborate with Maine's Academic Detailing Program to co-promote relevant training topics through the SUD LC newsletter, website and tabling events.</li><li>• Stated a participant in their program oversight committee also works with Maine's Academic Detailing Program, allowing facilitation of direct communication.</li><li>• Plans to continue to table at the annual MAPP conference and support cross-promotion of educational resources; maintain relationships with MAPP; solicit newsletter content, marketing materials and resources; refer providers seeking psychiatric consultation to MAPP; and will share the MAPP's "bup" listserv resources through the newsletter, to prescribers requesting consultation on buprenorphine and through other means.</li><li>• Stated their Executive Director participates in the MAPP journal club and their faculty engage through the buprenorphine listserv.</li><li>• Plans to have the newsletter and digital outreach channels regularly feature and promote provider-focused educational opportunities offered through OBH.</li><li>• For content areas identified by OBH as needing expansion, plans to create opportunities to promote and market such.</li></ul>



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| <ul style="list-style-type: none"><li>• Plans to strengthen their collaboration with the Maine Pediatric and Behavioral Health Partnership (MPBHP), will highlight them on the webpage and include specific articles in the newsletter.</li><li>• Stated a current faculty member is also on the Board of the MPBHP.</li><li>• Plans to monitor CORA offerings and promote resources on the website, newsletter and marketing campaigns, and will request consultation and/or training directly.</li><li>• Plans to participate in the Governor's Opioid Response Summit's planning workgroup; and will promote such in the newsletter.</li><li>• Plans to network with regional and national centers of excellence to identify and leverage resources and identify trends; with some example organizations listed.</li></ul>  |
| <p><b>6.</b> Plans to offer an annual Peer Support Leadership series, with a specific consultant indicated, which includes a variety of six (6) hour and one-on-one technical assistance sessions.</p> <ul style="list-style-type: none"><li>• Stated the Peer Support Leadership series' training sessions cover Peer Support supervision; developing team culture in Peer Support programs; grant writing in Peer Support; introduction to budgeting for Peer Support programs; and advanced budgeting for Peer Support programs.</li><li>• Stated the series also includes one-on-one TA sessions for Peer Support professionals and a monthly drop-in co-learning space for Peer Support program development.</li><li>• Plans to continue to offer other Peer-focused training topics outside the leadership series, training topics to include: integrating Peer Support professionals and Recovery Coaches into multidisciplinary teams (1 hour); fundamentals of Peer Support program development; and board readiness for individuals with SUD lived experience (twelve (12) hours, plus two (2) hours of pre-training content for those with SUD lived experience; and eight (8) hours for agency readiness training).</li><li>• Plans to have the consultant that will be providing the Peer Support Leadership series develop a landing page with resources for understanding and integrating the Peer Support professional and Recovery Coach role on the SUD LC website; including five to ten (5-10) min videos featuring the consultant and other guest speaker; and additional supplemental document-based resources, with a focus on tangible, action-oriented elements of role clarity and integration.</li><li>• Content areas for the landing page will include defining the Recovery Coach role; how clinical teams work best with Recovery Coaches; and hiring Recovery Coaches.</li></ul> |

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- Plans to have their aforementioned Peer consultant, who is a current faculty member, join their project management group to ensure the SUD LC continues to capture and integrate the voices of those most impacted by substance use.
- Plans to have all programming presenters receive guidance on incorporating peer voice into their presentations; and will make sure the rationale for this request is clearly articulated and communicated to the presenter.
- Plans to have questions on their evaluation survey for feedback on how well the peer voice was incorporated.
- Provided Attachment 8, outline of educational and leadership development support for Peer Support professionals and Peer Recovery Coaches.
- Plans to provide a Peer Support Leadership Series once, annually – with detail provided describing the overall series which includes five (5), six (6)-hour sessions, and a monthly co-learning space for Peer Support Program Development.
- Plans to provide one-on-one TA/coaching to Peer leaders and organizations.
- Plans to deliver training on Peer Support in multidisciplinary teams once or twice annually, based on feedback and needs; and provided a sample training description.
- Plans to create a webpage of resources for integrating and understanding the role of Recovery Coaches and Peer Support professionals.

7. Plans to have a minimum goal of providing at least thirty (30) educational opportunities per quarter, this is ten (10) educational opportunities above the requirement for the RFP.
- Stated they have, over the past three and a half (3.5) years met or exceeded twenty (20) learning opportunities per quarter.
  - For the thirty (30) educational opportunities per quarter, they will be provided through: seventeen to eighteen (17-18) webinars; three to six (3-6); zero to four (0-4) multisession courses; three (3) co-learning space sessions; six (6) virtual learning community sessions; and one (1) in-person event or an extra webinar in quarter three (3), where there are no in-person conferences, for a total of thirty two (32) to thirty-five (35) events per quarter, with a minimum of thirty (30).
  - Will continue to respond to TA requests.
  - Plans to have a virtual bimonthly calendar (unclear if once every other month, or twice a month); have seventeen (17) on-demand learning courses, to be expanded with eight (8) annually; and website and digital campaigns offering dissemination of toolkits, tip sheets, videos, podcasts and other resources.

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<p><b>8.</b> For the three (3) annual in-person educational events, plans to schedule one (1) in the summer; one (1) in the fall; and one (1) in the spring to avoid weather complexities during winter.</p> <ul style="list-style-type: none"><li>• Plans to have one (1) of the in-person educational events be the annual SUD LC conference, which will accommodate at least one hundred fifty (150) attendees.</li><li>• Plans to develop content in collaboration with the pre-planning group.</li><li>• Stated all content will be Department-approved and relevant to current SUD treatment and prescribing trends.</li><li>• Stated two (2) programs, in addition to the annual conference, will focus on critical practice concerns, feature keynote speakers and provide opportunities for group discussion and problem-solving.</li></ul>
<p><b>9.</b> Stated they currently offer and will continue to offer continuing education credits for physicians; nurses; psychologists; certified health education specialists; alcohol and drug counselors; pharmacists; dentists; certified intentional peer support specialists; and licensed social workers, licensed professional counselors, Recovery Coaches and other professionals.</p> <ul style="list-style-type: none"><li>• Provided a detailed, comprehensive description regarding how they will ensure continuing education credits for each of the listed professions, including anticipated processes.</li><li>• Stated they respond to the audience and needs for continuing education; and is willing to pursue additional “providerships” or mechanisms to respond.</li><li>• Plans to advertise continuing education credits on the landing page of each individual event, with details provided regarding how this would be formatted.</li><li>• Plans to have two (2) certificates available for each event four (4) weeks in advance; with one for physicians only and another for all other credentials.</li><li>• Provided a detailed response regarding the process for completion and delivery of continuing education credits and certification.</li><li>• Plans to have multiple listings available across the website and in email communication on how to seek assistance related to continuing education.</li><li>• Stated they also maintain a general phone line for inquiries or support requests; with incoming calls going to a shared office line that typically goes to voicemail, to then be emailed to the Administrative and Technical Support staff person for triage, with voicemail emails to include the original voicemail recording an automatic text transcript.</li></ul>
<p><b>10.</b> Plans to develop and disseminate a bimonthly newsletter – did not specify if one (1) every two (2) months, or twice a month, although this evaluator assumes it is referring to one (1) every two (2) months.</p>

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<ul style="list-style-type: none"><li>• Plans to have the newsletter include a mix of original content and updates, including: faculty journal club; SUD champion spotlights; stories of recovery; resource announcements; FAQs from the field; policy and clinical updates; feedback tools; training and event calendar; TA access; and partner trainings.</li><li>• Plans to develop the newsletter using Constant Contact's secure digital marketing platform; and provided some details regarding the benefits of utilizing Constant Contact.</li><li>• Described methods for individuals to subscribe to the newsletter.</li></ul>
<p><b>11.</b> Plans to table at major statewide associations' conferences, with a non-exhaustive list of associations included.</p> <ul style="list-style-type: none"><li>• Plans to table at convened forums and other major statewide conferences, including the Governor's Opioid Response Summit and MaineCare Regional Forums.</li><li>• Plans to sponsor speakers at associations, conferences/grand rounds and organizations to advance SUD/OD treatment content and promote the SUD LC. Sponsorships would be by request and listed two (2) historical sponsorships.</li><li>• Plans to participate, present and attend local network meetings, including the Opioid Community Advisory Committee; quarterly meeting with training and research group; participation in the Maine Nurse Practitioners Association's educational committee; sponsorship of speakers, for at least two (2); and articles submitted to professional associations for newsletter inclusion consideration.</li><li>• Plans to engage in regular communication through weekly event listings and reminders on the day of the webinar or Project ECHO. Plans to have digital communications, at times, offer additional timely and SUD LC-relevant content.</li></ul>
<p><b>12.</b> Plans to ensure continued quality improvement through analysis generated by Bidder and data available from other sources.</p> <ul style="list-style-type: none"><li>• Plans to review program evaluations, solicit feedback, and evaluate trends in the field and compare such to what and how they will offer programming.</li><li>• Plans to routinely evaluate programs through by soliciting objective and descriptive data from participants, including anonymous evaluations for all educational programs – to be conducted electronically.</li><li>• Plans to have evaluation questions include a combination of a five (5) point Likert scale, single or multiple-choice questions and open-ended responses.</li><li>• Plans to include a question to assess the degree to which the participants felt the views of person(s) with lived SUD experience were included in the program.</li><li>• Plans to have the survey include an option to submit a TA request.</li></ul>

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<ul style="list-style-type: none"><li>• Plans to record evaluation results of each training and will compile the results for quantitative and qualitative trends, quarterly; with data used to improve future training and processes, and plan future training to meet identified needs.</li><li>• Plans to gather information through: feedback during programs in chats; TA requests for programming; feedback on website, ease of use and whether the tools they are looking for are available; feedback on ease of registration, evaluation and obtaining certificates; the Opioid Clinical Advisory Committee; the Project Oversight meeting; the project manager; faculty feedback and input during regular convening; and through data, research reports and surveys from CORA and other listed organizations.</li></ul>
<p><b>13.</b> Plans to solicit objective and descriptive data digitally after each program.</p> <ul style="list-style-type: none"><li>• Provided examples of questions that would be included in the participant survey; including a question related to the degree of inclusion of individuals with SUD lived experience.</li></ul>
<p><b>B. Annual SUD Learning Community Conference</b></p>
<p><b>1.</b> Stated they collaborate with their faculty, the Opioid Clinical Advisory Committee and the project management group to identify topics of most concern to the target audience and indicated the feedback groups represent a diverse stakeholder group that reflects the conference's target audience.</p> <ul style="list-style-type: none"><li>• Plans to also include individuals with SUD lived experience for stakeholder input.</li><li>• Plans to make an announcement in the newsletter to solicit interest in participating in a planning group and will also share such with additional groups the Bidder is interfacing with, including the peer-sharing network research/trainer group.</li><li>• Plans to review those who expressed interest in participation to ensure they reflect the diversity of the prescribers and their team, the department, perspectives across the age spectrum and peer voices with SUD lived experience.</li><li>• Plans to share compiled past conference evaluations with the assembled planning group, including any recent trends and identified topics that have emerged in the SUD LC evaluations, TA requests and in research, state evaluations, national journals and newsletters.</li><li>• Plans to solicit and assemble the pre-planning group at least seven (7) months prior to the annual conference.</li></ul>
<p><b>2.</b> Stated they collaborate with the Learning Innovations Group within the University of Southern Maine's Catherine Cutler Institute for all design projects.</p>

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- After a topic or theme is chosen, plans to have the Learning Communities Coordinator work with the Innovations team and the planning committee to develop a unique logo and title for the conference.
- Plans to review logos, conference materials and agenda internally across all staff with final edited copy shared with the planning committee for final review.
- Plans to post “Save the Date” materials on the SUD LC and Bidders’ websites and will distribute such at regular intervals via Constant Contact and direct email outreach to organizations.
- Plans to have the initial announcements include date and location; with more details including keynote and breakout speakers and agenda to be included in subsequent mailings, as they are confirmed.
- Plans to have the registration go live on Eventbrite once keynote speakers, basic agenda, and food and lodging options are confirmed.

3. Plans to have registration occur through Eventbrite for in-person and virtual attendance.
- Once the registration site is open, will have the conference event prominently featured as a listing on the SUD LC and Bidder’s websites, linking to the Eventbrite registration page.
  - Plans to have digital marketing include a link to the website and/or registration site.
  - Plans to include a Q&A page that includes information on the venue, hotel options, how to request accommodations and dietary needs, directions, parking information and other information relevant to the event.
  - Plans to ensure the registration landing page and Q&A include contact information for assistance over phone and email.
  - Stated they employ an Administrative and Technical Support position that is dedicated to responding quickly to customer requests by e-mail and/or phone.
  - Described the information that will be collected from participants for registration.
  - Described processes for registration.
  - Plans to communicate with registered participants on a regular basis via email to ensure they have all necessary information for attendance and to keep them updated on any changes or updates.
  - Plans to periodically review the registration list and any targeted outreach, as needed.
  - Plans to partner with AdCare Maine to support on-site participant check-in, and on-site registration, as space allows.
  - Plans to have a check-in table on-site, staffed by AdCare.

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<p><b>4.</b> Plans to assemble the pre-planning group seven (7) months in advance of the conference.</p> <ul style="list-style-type: none"><li>• Once topics and tracks are identified, the planning group will begin to solicit speakers, with outreach made to relevant stakeholder groups.</li><li>• Plans to confirm speakers four (4) months prior to the conference, with contracts finalized with timelines for materials' submission.</li><li>• Plans to obtain information (e.g., presentation title and description) from speakers two (2) months prior to the conference to create a detailed agenda and description for the website.</li><li>• Plans to complete materials for applications for Continuing Education and other contract hours one (1) month prior to the conference.</li><li>• Plans to obtain handouts and PowerPoints one (1) month prior to the conference through direct communication with the speakers; and will review PowerPoints to ensure compliance with continuing education requirements, viewability and adherence to Section 508 of the Rehabilitation Act and MaineIT Policies and Standards.</li><li>• Plans to have the Learning Coordinator solicit organizations and state programs to participate in tabling virtually and on-site, depending on the venue's space availability.</li><li>• Plans to have state programs take priority for on-site tabling space.</li><li>• Plans to have the Learning Innovations Group at the Catherine Cutler Institute develop a virtual conference site for virtual tabling and creation of a conference landing page for participants to sign in virtually to the conference sessions two (2) months prior to the conference.</li><li>• Plans to have the conference page include a chat function so participants can communicate directly with the Bidder on the day of the conference. The conference page will also post handouts, the agenda, PowerPoints and other resources for participants and future viewing.</li></ul>
<p><b>5.</b> Plans to utilize a structured process to schedule and coordinate travel and lodging for speakers and presenters.</p> <ul style="list-style-type: none"><li>• Described key elements for scheduling and coordination processes for the following elements: early coordination and clear communication; travel arrangements; lodging accommodations; detailed itinerary and support materials; day-of support and contingency planning; and documentation and reimbursement.</li></ul>
<p><b>6.</b> Plans to use a participant-centered approach to schedule and organize all conference sessions, educational workshops and on-site activities.</p> <ul style="list-style-type: none"><li>• Provided a detailed response describing their plans for: collaborative agenda development; session structuring; speaker coordination and session planning; logistical planning and venue coordination; educational credits and attendance;</li></ul>

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technology integration; on-site coordination and real-time adjustments; and post-event evaluation and debriefing.
<p><b>7.</b> Plans to identify, schedule and contract with ADA-compliant venues that are in compliance with applicable laws on smoke-free environments and will ensure the venue is centrally located, whenever possible.</p> <ul style="list-style-type: none"><li>• Plans to have staff coordinate all event logistic aspects, including site set-up; food and beverage services, including a menu that accommodates dietary needs (e.g., vegetarian and gluten free); special accommodations, such as interpreters, mobility access or assistive technology; audiovisual equipment, to be supported through subcontract with USM for hybrid conferences and AV equipment and support, and will contract with outside AV vendors, if needed; hybrid meeting set up through the USM Learning Innovations Group; and on-site registration support.</li><li>• Plans to maintain clear communication with all vendors, USM (subcontractor) and participants, confirming details in advance and will be present on-site to manage day-of logistics and troubleshoot issues in real-time with vendors and USM.</li></ul>
<p><b>8.</b> Committed to meeting the requirement.</p> <ul style="list-style-type: none"><li>• Plans to select ADA-compliant venues for in-person events, including accessible entrances, restrooms, parking and seating arrangements.</li><li>• Will have participant accessibility needs submitted via phone or email during the registration process, with reasonable accommodations (e.g., reserved seating and interpreters) provided, as needed.</li><li>• Plans to visit the venue to ensure ongoing compliance with any changes in ADA standards or public health laws. Timeframe for the on-site venue visit was not described.</li><li>• Plans to ensure digital resources are compliant with Section 508.</li></ul>
<p><b>9.</b> Plans to have the USM Learning Innovations team lead technical assistance for audiovisual and technology supplies for both in-person and virtual attendees and presenters.</p> <ul style="list-style-type: none"><li>• Provided details regarding the comprehensive equipment to be provided by the Learning Innovations Group, and indicated all equipment is tested prior to deployment.</li><li>• The on-site technical assistance provided by the Learning Innovations team includes: pre-event set-up and testing; direct support to presenters; operation of equipment during sessions; real time troubleshooting; and breakdown and securing of equipment after the event.</li><li>• For pre-event planning and customization, the Learning Innovations team will coordinate to: review the agenda, room layouts and speaker requirements; identify special needs for breakout sessions or workshops; conduct site visits, if</li></ul>



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<p>necessary, to assess infrastructure and logistics; and customize AV setups to suit each sessions' format. Bidder did not specify when the pre-event planning and customization might occur or be finalized prior to the conference.</p> <ul style="list-style-type: none"><li>• Stated the Learning Innovations team and Bidder will be available and can offer pre-event virtual training or consultation for speakers that are unfamiliar with the technology or wish to practice with the AV setup ahead of time.</li><li>• Plans to, with the Learning Innovations group, routinely meet with any virtual presenters ahead of time to test equipment and problem solve any technical issues.</li></ul>
<p><b>10.</b> Plans to respond to accommodation requests and identify and coordinate language accessibility and accommodations, as requested, utilizing the State's Master Agreements list to identify and contract with the appropriate interpreting services.</p> <ul style="list-style-type: none"><li>• Described process for scheduling of interpreters for virtual trainings and in-person trainings.</li><li>• For other accommodation requests, plans to work with the requestor to ensure needs can be met and will identify and contract with any additional vendors, as needed.</li></ul>
<p><b>11.</b> Plans to create a custom conference evaluation in SurveyMonkey using standard program evaluation as a basis and will utilize branching logic to capture participant feedback on the overall conference and individual sessions.</p> <ul style="list-style-type: none"><li>• Plans to have the survey gather key measures regarding knowledge change and respondent's intent to modify their practice for the program, overall, and for specific breakout sessions that were attended.</li><li>• Plans to have the survey solicit feedback on organization of the conference, venue (or online format) and staff support.</li><li>• Plans to produce an evaluation summary for each session to be shared with the presenter(s), other session organizers and the Department.</li><li>• Plans to compile conference evaluation results into the relevant quarterly report for the quarter.</li><li>• Referred to the various analytic tools Bidder has at their disposal.</li></ul>
<p><b>12.</b> Plans to collaborate with their subcontractor, AdCare, for production of event materials, including signage, name tags and information packets for the annual conference and the other two (2) conferences to be offered during the year.</p> <ul style="list-style-type: none"><li>• Provided a brief description of their anticipated processes, including coordination by the SUD LC Coordinator with AdCare's point of contact; design, with graphics to be created by USM's Learning Innovations Group; nametag production by AdCare, with on-site blank nametags supplied for walk-ins or changes to the registration list; signage provided by the Bidder;</li></ul>

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information packets, which will be minimal as Bidder intends on posting most materials on the conference website, with materials sent to AdCare for printing and compilation; and delivery and on-site setup, with completed materials delivered to the venue on training day for distribution at check-in.

- Plans to determine the type of name tag formats jointly with AdCare (clip-on, lanyard or adhesive) and names and titles, if used, will be verified against the submitted rosters.

**C. SUD Learning Community Learning Management System (LMS) and Website**

1. Plans to partner with the Learning Innovations Group to develop, update and maintain the online Learning Management System (LMS) for the SUD LC.
  - Stated the Learning Innovations Group will utilize a robust LMS that fully aligns with MaineIT policies and standards, including the Prohibited Technologies policy, RA-1 and RA-5.
  - Plans to have the LMS be a cloud-based platform with user-friendly, scalable environment for hosting asynchronous and synchronous training programs.
  - Stated the LMS will support interactive modules, video-based learning, knowledge checks, completion tracking, reporting and the ability for Continuing Education Units to be issued, with certificates provided upon completion.
  - Stated the Innovation Group's LMS will support: role-based access controls; automated progress tracking and reporting; responsive design for accessibility across devices; and integration capability with existing state systems, if requested.
  - Stated the Learning Innovations Group will ensure all components of the LMS, including hosting providers, plug-ins and integrated tools, are free from any restricted or banned technologies; and stated their internal procurement and IT compliance teams will conduct thorough reviews of all third-party vendors and software prior to implementation.
  - Stated the Learning Innovations team will conduct regular and thorough risk assessments for all platforms, including the LMS, ensuring assessments follow NIST 800-53 and RA-1 requirements, as appropriate; and the LMS will undergo regularly scheduled vulnerability scanning in accordance with RA-6.
  - Stated the LMS is fully compliant with federal and state data privacy regulations.

2. Stated the Learning Innovations team is prepared to design, host and maintain a dedicated and dynamic SUD LC website that meets and exceeds the RFP's outlined requirements.
  - Plans to design the website with accessibility, ease of navigation and scalability in mind; will ensure the website is fully responsible for mobile and

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desktop access; built to meet Section 508 accessibility standards; and will be maintained in compliance with the State's security and privacy protocols.

- Plans to have the Learning Innovations team implement a robust and intuitive resource library to allow for easy searching, sorting, and filtering by topic, type (PDF, video, audio, webpage), publication date and keywords.
- Plans to include in the library: evidence-based toolkits and guidelines; policy briefs, white papers and scholarly articles; infographics and downloadable fact sheets; and forms, templates and implementation guides.
- Plans to have each library item include a metadata summary, download options and links to related content.
- Plans to maintain the library on a regular updated cycle to ensure materials are current and relevant, frequency was not described.
- Plans to have a dynamic, filterable calendar that includes: upcoming webinars and virtual trainings; in-person workshops and conferences; and learning forums and regional summits.
- Will ensure users are able to subscribe to the calendar via iCal or Google Calendar.
- Stated past events can be archived with links to recordings, presentation slides or summary reports.
- Plans to have a dedicated media section that hosts a searchable and browsable collection of podcasts and videos related to SUD or OUD and will tag each entry by topic and duration. Plans to include the following in the multimedia library: interviews with subject matter experts; champion stories from practitioners and Peer Support professional leaders; recorded training sessions and continuing education webinars; and educational explainer videos.
- Plans to include transcripts or captions with each media item, and downloadable content will be available, where applicable.
- Plans to host videos on secure, high-performance platforms to ensure minimal buffering or access issues.
- Plans to have the Learning Innovations team develop and maintain a comprehensive suite of informational pages that are professionally written, reviewed by subject matter experts and updated regularly to ensure accuracy and relevance. Frequency of updates was not described.
- Plans to include various toolkits that were compiled and/or written by subject matter experts.
- Plans to structure each content page for readability, to be accompanied by downloadable resources and relevant links.
- Plans to host the website on secure server in compliance with state and federal data protection standards, including implementation of daily backups.

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<ul style="list-style-type: none"><li>• Plans to include tools that enable users to submit feedback or suggest resources, with regular analytics to be reviewed to improve usability and expand content offerings.</li><li>• Plans to have all content comply with WCAG 2.1 accessibility standards, and indicated multilingual capabilities can be added upon request.</li><li>• Plans to have a designated point of contact to ensure timely communication, address requests and provide technical support.</li><li>• Plans to schedule monthly or quarterly review meetings to assess performance metrics, gather stakeholder input and plan for future enhancements.</li></ul>
<p><b>3.</b> Committed to meeting the requirement through their subcontractor, the Learning Innovations team.</p> <ul style="list-style-type: none"><li>• Plans to design and maintain the website in compliance with WCAG 2.1 standards to ensure full accessibility for users with disabilities.</li><li>• Plans to have the website include the following features: semantic HTML and “ARIA” attributes for screen readers; keyboard navigation and high-contrast design; alt text for all images and transcripts for audio or video content; regular accessibility testing (frequency not described); and ongoing content reviews and prompt remediation of any issues (timeframes not indicated).</li><li>• Plans to have any social media presence follow the State’s Social Media for State Business Policy.</li></ul>
<p><b>4.</b> Stated they and their subcontractor, Learning Innovations Group, are fully committed to meeting this requirement.</p>
<p><b>5.</b> Stated they and their subcontractor, Learning Innovations Group, are fully committed to meeting this requirement.</p>
<p><b>6.</b> Met requirement.</p>
<p><b>7.</b> Stated they and their subcontractor, Learning Innovations Group, are fully committed to meeting this requirement.</p>
<p><b>8.</b> Met requirement.</p>
<p><b>D. Guiding Principles for the SUD Learning Community Curriculum</b></p>
<p><b>1.</b> Plans to anchor all training content in current, evidence-based practices that are aligned with guidance from scholarly research, SAMHSA, NIDA, ASAM and other authoritative bodies.</p> <ul style="list-style-type: none"><li>• Plans to tailor training topics to professional roles; and will update curricula regularly to reflect the latest clinical guidelines and best practices.</li><li>• Stated they incorporate state epidemiologic data, practice-specific metrics and surveys and research from literature and the SURE USM research group to ensure relevance to participating organizations;</li></ul>

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<p>and plans to integrate this information with feedback from the Department and the field.</p> <ul style="list-style-type: none"><li>• Stated their learning communities are rooted in the NIATx model for process improvement and described relevant principles.</li><li>• Referred to one (1) of their SUD LC faculty who is a subject matter expert on change technologies, including NIATx.</li><li>• Plans to use real-time feedback tools (e.g., polls and clinical case responses) to capture participant learning and engagement; allowing trainers to make immediate adjustments and ensure iterative refinement of training materials.</li><li>• Stated, in their learning communities, participants will learn how to apply clinical knowledge and how to interpret and utilize data in practice for ongoing improvements.</li></ul>
<p><b>2.</b> Plans to have educational content be explicitly linked to desired SUD clinical outcomes; and described some topics that their curriculum will address.</p> <ul style="list-style-type: none"><li>• Plans to have the curriculum rooted in established best practices, including from ASAM, SAMHSA and CDC.</li><li>• Plans to have the curriculum emphasize trauma-informed, culturally responsive and recovery-oriented individualized treatment planning.</li><li>• Plans to include person-centered treatment planning and shared decision-making curriculum in training topics.</li><li>• Plans to engage in real-time feedback and continuous learning.</li><li>• Plans to regularly update content per latest research and innovations in the field.</li><li>• Stated partnerships with academic institutions and professional associations will ensure their curriculum reflects current science and regulatory developments.</li><li>• Plans to have the SUD LC build on adult learning principles; and will collaborate with presenters to offer engaging, and well-paced relevant and applicable programming.</li><li>• Plans to encourage case-based learning and clinical scenarios to support real-world application of evidence-based strategies across treatment settings.</li></ul>
<p><b>3.</b> Committed to meeting the requirement.</p> <ul style="list-style-type: none"><li>• Plans to consult and engage with professionals whom the training is being developed to ensure it is responsive to their needs; and indicated some of these professionals are represented in their faculty, the Opioid CAC, and in project management meetings.</li></ul>

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<p>When professionals are not represented, plans to engage through surveying the population to support alignment with needs.</p> <ul style="list-style-type: none"><li>• Plans to secure trainers with expertise in the topics presented and knowledge of the audience that the programs are directed toward.</li><li>• Plans to offer training on interdisciplinary team members and team functioning; and included some proposed curricula topics relevant to interdisciplinary teams.</li><li>• Plans to utilize an interdisciplinary education quarterly review committee to review and provide feedback on educational offerings to different professions; and will solicit feedback through Department meetings, their faculty, the Opioid CAC and through program evaluations.</li></ul>
<p>4. Plans to have content focus be guided by the identified trends of illicit and licit drug supply.</p>
<p>5. Plans to consult with subject matter experts in the field of co-occurring disorders for recommendations on training topics to address knowledge and practice gaps identified or common across the substance use field.</p> <ul style="list-style-type: none"><li>• Provided a list of anticipated strategies to ensure services include education on diagnosis and treatment of co-occurring mental health disorders.</li></ul>
<p>6. Described the following best practices for in-person learning that Bidder employs: interactive, learner-centered design; trauma-informed facilitation; embedded feedback loops; and logistical support and access.</p> <ul style="list-style-type: none"><li>• Described the following best practices for distance-based learning that Bidder employs: use of accessible, user-friendly platforms; modular, self-paced content; continuing education credit alignment; and technical support and guidance.</li><li>• Stated their approach to technical assistance includes: needs assessments; application of evidence-based frameworks; and a capacity-building focus.</li><li>• Plans to offer hybrid learning options that combine live virtual or in-person sessions.</li><li>• Plans to offer asynchronous resources for questions or requests, as they are available or found.</li><li>• Stated they gather evaluation data across all formats to assess effectiveness, learner satisfaction and impact on practice; with data</li></ul>

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<p>used to refine training content, delivery strategies, and follow-up supports.</p> <ul style="list-style-type: none"><li>• Stated all learning activities are developed and updated by the most current evidence-based practices, national guidelines and adult learning research.</li></ul>
<p>7. Stated they will ensure services are designed to create sustainable, effective workflow changes within clinical settings that address substance use.</p> <ul style="list-style-type: none"><li>• Stated their areas of focus will include: the NIATx Change Technology and consultant resources; practice-informed curriculum development; TA and consultation; peer learning and practice change communities; leadership engagement and change agent development; implementation tools and workflow resources; and feedback loops and continuous improvement.</li></ul>
<p>8. Committed to centering the voices of those with SUD lived experience in all facets of SUD LC program planning; and stated this commitment is embedded as a core organizational value and operationalized.</p> <ul style="list-style-type: none"><li>• Plans to have individuals with SUD lived experience be active collaborators and leaders in the SUD LC oversight and planning and will also provide training; with an example educator on the SUD LC faculty indicated as being in long-term recovery.</li><li>• Plans to recruit and retain individuals with lived experience for active roles in their SUD LC faculty, project management group, and as co-facilitators or co-presenters across training initiatives.</li><li>• Plans to require all presenters and trainers to receive orientation and guidance on the importance of incorporating individuals with SUD lived experience perspectives in their trainings; and described some details of what the guidance will outline.</li><li>• Plans to include questions in post-event evaluations to assess effectiveness of incorporation of SUD lived experiences' perspectives and will use that feedback to improve future programming, continuously.</li><li>• Plans to share peer recovery stories in the newsletter.</li><li>• Will solicit and share individuals' SUD lived experience of those prescribed MOUD services.</li></ul>
<p>9. Plans to deliver training and support in a manner that maximizes efficiency, minimizes disruption to clinical operations and ensures highest return on investment of time and resources.</p>

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- Plans to deliver training in formats that can be completed in short segments.
- Will provide asynchronous e-learning on-demand courses, and one (1)-hour virtual training in webinars, Project ECHOs or Learning Communities.
- Plans to schedule trainings at times that will fit busy schedules and will solicit feedback to ensure the best time slot and day of the week for trainings.
- Plans to have on-demand resources available through the digital resource library, this includes toolkits, quick-reference guides, recorded videos of webinars, podcasts of webinars and educational materials.
- Plans to collect participant feedback after each training session and will use feedback to tailor future content, prioritize high-impact topics and refine delivery methods and times.
- Plans to utilize their strong relationships with the New England Addiction Technology Center and the Opioid Response Network to partner on training, Project ECHOs and learning communities; and plans to partner with other national or regional training centers, such as CORA.

- 10.** Plans to explicitly design all activities and services to reflect that substance use is a public health issues, not a moral failing and they will align with the Department's messaging and campaign efforts to reduce stigma.
- Plans to provide training on the neurobiology of substance use and addiction to help frame substance use as a chronic, treatable condition.
  - Plans to have training highlight the harms of stigmatizing attitudes and emphasize the importance of respectful, person-centered language (e.g., referring to individuals as "person who uses drugs" versus "drug abuser").
  - Plans to have modules incorporate language, visuals and campaign messages from the Department's public health initiatives, when available, and will add such to presenters' PowerPoints.
  - Stated they also provide guidance to presenters around the use of non-stigmatizing language to ensure presentations by the SUD LC reinforce use of respectful, non-stigmatizing language in practice.
  - Plans to ensure materials posted on the website or presentations promote nonjudgmental recovery-oriented messaging; and materials



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will reinforce the idea that people who use substances can and do recover, and that seeking help is a sign of strength.

- Plans to integrate recovery stories into each newsletter.
- Plans to incorporate individuals with SUD lived experience into project oversight; and presenters will be asked to include in their training how they integrate peer voice into their practices and/or to include a peer in their training.
- Plans to have the website and newsletter highlight individuals with SUD lived experiences, and their recovery and treatment experiences.
- Plans to share a short practical tip sheet on actionable steps to address stigma in practice; and stated the tip sheet will be developed in collaboration with a PhD professional from the Maine Medical Center Research Center.
- Plans to have the PhD professional from the Maine Medical Center Research Center engage with Bidder to develop specific messaging and action steps that SUD providers can implement to reduce stigma.
- Plans to implement regular review of materials, including prescriber presentations and ECHO case reviews, to monitor stigma-related attitudes and identify areas for training.
- Plans to have feedback guide iterative changes and will ensure alignment with evolving Department campaign themes and goals.

**E. Performance Measures**

1. Provided a detailed, comprehensive response and indicated some questions that would be included in post-event participant surveys.

**F. Reports**

1. Provided a detailed comprehensive response regarding each report and Bidder's anticipated processes as it pertains to completion of each report.
2. Provided a detailed response.

**2. Staffing**

- A.** Provided job descriptions for: Project Director/CCSME Executive Director; ME SUD Learning Community Coordinator; and Administrative and Technical Support.
  - Project Director position requires a master's degree in the behavioral healthcare field, public administration or healthcare field.

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- B.** Plans to have AdCare Maine provide onsite support for the SUD LC's annual conference and other in-person training events, including assistance with logistical tasks for in-person training.
- Stated AdCare activities will be overseen by a Project Coordinator to ensure coordination with the Bidder's team; with contracting and fiscal oversight to be completed by the Bidder's Executive Director/Project Director for the SUD LC.
  - Plans to have their Project Coordinator reach out to AdCare's point of contact three (3) weeks prior to the conference to provide templates, handouts and for ordering of any needed supplies; and one (1) week prior to the conference, Bidder will provide AdCare with the list of registrants and speakers for creation of labels.
  - Plans to have the Learning Innovations Group design, update and manage the SUD LC website; maintain compliance and insurance; design, create and post asynchronous courses; and provide data on webpage performance metrics.
  - Plans to have their SUD LC Coordinator oversee and collaborate with the Learning Innovation team; with contracting and financial oversight done by the SUD LC Project Director.
  - Plans to have meetings twice a month with the Learning Innovations team to coordinate activities and review and ensure website quality.
  - Plans to engage with multiple subject matter experts to provide training; support program development; respond to TA requests; and develop resources based on their areas of expertise.
  - Stated some subject matters, primarily Maine-based, are defined as "faculty members" for the project who are consultants that are utilized more regularly.
  - Plans to have their SUD Learning Coordinator act as the primary liaison between Bidder and consultants; and plans to have the Coordinator will identify training and TA needs; define learning objectives; and collaborate with each consultant on content development.
  - Stated the Coordinator will be responsible for gathering required information for marketing and accreditation purposes related to continuing education; and their Administrative and Technical Support staff maintains data required for reporting.
  - Stated consultant scope of works are outlined using their standard vendor agreement template by the SUD Learning Coordinator; and

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the Coordinator also ensures consultants submit accurate and timely invoices for services rendered the prior month, with the Executive Director having final approval and oversight of contracts.
<p><b>C.</b> Staffing plan indicates the Executive Director/Project Director will have .60 FTE; the SUD LC Coordinator will have 1.0 FTE; and their Administrative and Technical Support staff person will be at .90FTE.</p> <ul style="list-style-type: none"><li>• Bidder also provided background information on the staff in the three (3) filled positions; and detailed anticipated work to be completed by each staff person.</li></ul>

**2. Implementation - Work Plan**

<p><b>a.</b> Provided workplan in a timeline chart indicating month for specific tasks, person or position responsible, including subcontractors, as applicable.</p> <ul style="list-style-type: none"><li>• Plans to engage in frequent tabling throughout the state, with workplan indicating eight (8) separate months in 2026 where they would table at relevant professional conferences across the state.</li></ul>
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**DATE:** 08/04/2025

**EVALUATOR NAME:** Debra Poulin

**EVALUATOR DEPARTMENT:** DHHS-Office of Behavioral Health

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**Individual Evaluator Comments:**

<b>Part I. Preliminary Information</b>
<b>Eligibility Requirements</b>
<ul style="list-style-type: none"><li>• Eligibility requirements met</li><li>• 1 a. Connecting professionals with experts for one-on-one consultation: extensive history with subcontractors for professional consultation and technical assistance</li><li>• 1 b. Offering multimodal educational programs and resources to the behavioral health and overall healthcare professional community: extensive history offering diverse educational opportunities for mental health, SUD, co-occurring, physical health, and peer support through the use of in-person, hybrid, virtual, synchronous and asynchronous modalities as well as newsletters and resource libraries</li><li>• 1 c. Planning, coordinating and offering ECHO programs: Has been a Project ECHO Replication Site since 2019</li><li>• 2 a. Planning, organizing and hosting large in-person training conferences, where at least 150 participants or more are in attendance: has held multiple, large annual conferences</li><li>• 2 b. Obtaining and providing multidisciplinary continuing education credits: Approved provider of continuing education credits for diverse licenses/professions through multiple partnerships with Accreditation commissions</li></ul>
<b>Part IV. Section II. Organizational Qualification and Experience</b>
<b>1. Overview of the Organization</b>
<ul style="list-style-type: none"><li>• P-long and extensive history of supporting and advancing workforce development</li><li>• P-Extensive experience managing grant funding (state, private, federal)</li><li>• P-Has existing learning management system</li><li>• P- ECHO Replication Hub since 2019</li><li>• P-Diversity in educational offerings-MH, SUD, Co-occurring, physical health, peer support</li><li>• P-Has continuously held contracts with the State to train the behavioral health workforce for 27 years-noted 8 current or recent, successfully executed contracts with the State of Maine-5 specific to SUD</li></ul>

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<ul style="list-style-type: none"> <li>• P-Extensive history of involving persons with lived experience on their board, in their initiatives, and as a focus for training such as Recovery Coach training and Peer Support Professional Leadership Series</li> <li>• P-Provided data to support narrative descriptions of offered trainings</li> <li>• P-Experience working with and contracting with both local and national content experts and trainers, has a developed network</li> <li>• P-Has established quality assurance process and practice and uses surveys and also external evaluators</li> </ul>
<b>2. Subcontractors</b>
<ul style="list-style-type: none"> <li>• P-Extensive experience with subcontracting for trainers, venues, evaluators <ul style="list-style-type: none"> <li>◦ In-person and virtual trainings, webinars, multi-day trainings, conference keynote speakers, learning communities</li> </ul> </li> <li>• P-Knowledge of, access, and use of national professional organizations, national training organizations, and national technical assistance organizations-more than 21 noted in the proposal</li> <li>• P-Each subcontractor's organizational capacity and qualifications were addressed comprehensively</li> </ul>
<b>3. Project Team Organizational Chart</b>
<ul style="list-style-type: none"> <li>• P-Present and clearly represented</li> </ul>
<b>4. Litigation</b>
<ul style="list-style-type: none"> <li>• P-No litigation</li> </ul>
<b>5. Financial Viability</b>
<ul style="list-style-type: none"> <li>• P-Provided Independent Account's Review Reports that date from 2021 to June 2024</li> <li>• P-Has operated for over 27 years successfully</li> </ul>
<b>6. Certificate of Insurance</b>
<ul style="list-style-type: none"> <li>• P-Requirement met</li> </ul>

<b>Part IV, Section III. Proposed Services</b>
<b>Part II</b>
<b>A. Required Services</b>
<ol style="list-style-type: none"> <li>1. P-Discussed cross-office collaboration within the Department, presented a structured plan for meeting with Dept leaders and stakeholders P-Is familiar and active with internal and external stakeholder groups such as the Opioid Clinical Advisory Committee, and the Opioid Coordinating Council and is willing to engage and present information P-Demonstrates awareness of Departmental priorities and is willing to tailor trainings to these priorities and gives examples (HIV and Hep C as they related to SUD)</li> </ol>

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**RFP #:** 202503039

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**BIDDER NAME:** Co-occurring Collaborative Servicing Maine

**DATE:** 08/04/2025

**EVALUATOR NAME:** Debra Poulin

**EVALUATOR DEPARTMENT:** DHHS-Office of Behavioral Health

P-emphasizes partnership and understanding that all offerings are free of charge to participants

2. P-proposal addresses each required response thoroughly
  - a. Will meet with Dept staff on a monthly basis and an extended group of stakeholders every other month
  - b. Bidder has a faculty that includes both Maine-based content experts and national experts that will convene quarterly for listening sessions so that trainings may be tailored to the needs of Maine learners-Networking with Maine-based experts will include surveys, outreach and tabling at various professional events-P-bidder lists the events they are prepared to table at
  - c. Bidder provides multiple examples of organizations that engage in SUD research in Maine and the surrounding areas that can and will lend expertise on engaging providers and offering current research-notes a plan to convene these experts quarterly-Bidder is specific about peer-reviewed journals that will be monitored to remain current with national research and also notes that members of its faculty are both published researchers, peer reviewers, and editors with examples provided.
  - d. P-Bidder cites numerous journals and podcasts that are regularly and routinely monitored by its faculty to remain current on national and local best and promising practices

3. P-All components of this question were addressed in detail
  - a. P-acknowledges varying learning styles, the need to accommodate the varying styles as well as the need for tailoring training to the learners
  - b. P-Bidder presents a comprehensive plan to identify training gaps and needs and cites various sources of data and methods available that have both been used and may assist in the identification of gaps and needs. The information was presented both in narrative and table formatting.
  - c. P-Is a licensed Project ECHO hub site, notes extensive experience with offering this learning modality and presents a plan for its use with the SUD LC.
  - d. Gives concrete plans and examples for use of additional modalities to include 3 planned Learning Communities, Webinars that are scheduled at times that are most convenient for provider learners as well as recorded webinars for ease and convenience of accessing-bidder notes detail about presenters
  - e. Bidder notes numerous existing web-based tools and resources to include webinars, podcasts, documents, newsletters and toolkits as well as use of Spotify, YouTube, and Apple Podcasts which demonstrates

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knowledge and ability to use modern technology as a medium for offering trainings and reaching learners in multiple ways f. Bidder also notes the availability of real-time expert consultation that is facilitated and managed by the bidder
4. P-Bidder cites Department leaders and content experts that will be partners in ensuring that trainings cover the lifespan in a manner that aligns with Department goals and priorities-bidder cites specific roles and offices within the Department a. P-Bidder names core faculty that represent expertise across the lifespan with specialties with certain age groups b. P-Bidder provides examples of how age-specific trainings will be incorporated and offered within the SUD LC such as through the use of ECHO and age-specific and topic specific toolkits c. P-Bidder providers narrative regarding how it plans to engage in continuous assessment of most relevant and needed training content representing the lifespan
5. P-all required question elements are present with detailed responses a. P-Bidder identifies a plan for a quarterly statewide peer sharing network with four key goals for the convenings-identifies specific groups that will be invited to the peer sharing network convenings b. P-Bidder identifies existing relationships with key partners as well as past experience coordinating these particular stakeholders and describes specific plans for ongoing engagement and coordination
6. P-Plan to offer a Peer Support Leadership training series annually a. Bidder identifies specific topics that will be covered b. Bidder notes that content related to Peer Support Leadership training is not commonly or routinely offered and it aligns with SAMHSA's guidelines around incorporating and leading with the voice of those with lived experience c. Bidder notes that a facet of the peer specific learning offerings include both technical assistance and drop in space called a Co-learning space for ongoing support, coaching, and learning d. P-Bidder has previous experience offering peer specific trainings relevant to the SUD LC and workforce development-they are currently offering their fourth iteration e. P-Bidder will offer additional peer focuses trainings that aren't specific to peer leadership, but relevant to SUD LC focus, will have a permanent landing page on their website with resources and short videos that can be accessed on demand and focused on integrating peer

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<p>support/recovery coaches into multidisciplinary teams serving those with SUD and co-occurring disorders</p> <p>f. P-Focus on incorporation of expert consultation and peer voice and values</p>	<p>7. P-has a history of meeting or exceeding 20 learning offerings every quarter for the past 3.5 years</p> <ul style="list-style-type: none"><li>a. Outlines a comprehensive plan that includes 18 webinars per quarter, 2 courses with multiple sessions, 3 Co-learning spaces per quarter, 3 Project ECHOs, 6 sessions per quarter of Virtual Learning Communities, 3 annual in-person events</li><li>b. P-multi-modal approach to offerings broken down to specify number of offerings, what type and what topic by month</li><li>c. Bidder also notes on-demand courses, newsletters podcasts, toolkits and other resources that are offered regularly and disseminated broadly</li></ul> <p>8. Bidder notes 3 in-person events-one is the summer, one in the fall, and one in the spring</p> <ul style="list-style-type: none"><li>a. The annual conference will target a minimum of 150 attendees</li><li>b. All in-person events will have the opportunity for group discussion and problem-solving and will feature keynote speakers</li><li>c. P-Bidder cites multiple potential focal topics as well as naming a national expert-notes the need to plan events around emerging needs of the community</li></ul> <p>9. Bidder provides a comprehensive and detailed description of how they offer continuing education for the following professions: physicians, nurses and nurse practitioners, psychologists, Certified Health Education Specialists, Alcohol and Drug Counselors, Pharmacists, Dentists, Certified Intentional Peer Support Specialists, Licensed Social Workers, Licensed Professional Counselors, Recovery Coaches, and other professionals</p> <ul style="list-style-type: none"><li>a. Bidder is written into the rules of the Maine Board of Examiners of Psychologists as an approved provider of continuing education</li><li>b. Bidder maintains a joint providership with the Hanely Center for Health Leadership and Education, accredited by the Maine Medical Association Committee on Continuing Medical Education and Accreditation</li><li>c. Bidder demonstrates, through its detailed description, expertise in offering continuing education as well as a plan for customer support related to obtaining CEUs-particularly if the electronic, web-based process is challenging-there are multiple pathways to obtain CEUs from Bidder</li></ul>
<p>10. Bidder plans to disseminate bi-monthly newsletters using an established SUD LC listserv as well as by posting on a dedicated website</p>	



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<ul style="list-style-type: none"><li>a. Bidder outlines, in detail, the various standing components of the newsletter</li><li>b. Bidder names Constant Contact secure digital marketing as the newsletter platform</li><li>c. Bidder currently has a distribution list of 3500 and plans to grow by 20% annually</li><li>d. Constant Contact is able to track performance and integrate survey tools as well as offers additional functions to ensure success and consistency of newsletter delivery</li></ul>
<p>11. Bidder identifies statewide professional associations where tabling will occur such as the Maine Medical Association and the Maine Primary Care Association</p> <ul style="list-style-type: none"><li>a. Other convenings for tabling are also noted such as the MaineCare Regional Forums</li><li>b. Bidder notes that they may sponsor speakers at professional events and have experience doing so</li></ul>
<p>12. Bidder indicates that all programs will be routinely evaluated, describes in detail what will be asked via anonymous survey and that a 5-point Likert scale will be used as well as multiple choice, single, and open-ended questions will be used</p> <ul style="list-style-type: none"><li>a. Bidder notes that additionally, evaluation results of each training will be recorded and data will be analyzed on a quarterly basis using PowerBI and Dedoose to identify quantitative and qualitative trends</li><li>b. Bidder provides an example of how the collected data will be used</li><li>c. Bidder cites multiple additional mechanisms for obtaining feedback such as faculty feedback, technical assistance requests, as well as reports from outside entities such as CORA and the Catherine Cutler Institute</li></ul>
<p>13. P-Bidder responds to each required element and lists the questions that will be asked on evaluation surveys</p> <ul style="list-style-type: none"><li>a. Bidder notes how surveys will be distributed and that they will be offered in more than one way such as both via chat and in follow up emails</li></ul>
<b>B. Annual SUD Learning Community Conference</b>
<p>1. Bidder engages a diverse group of stakeholders that includes prescribers, consultants, pharmacists, peer support professionals, recovery coaches, youth programming, older adults, and other clinicians and team members, and individuals with SUD lived experience.</p> <ul style="list-style-type: none"><li>o Bidder offers the opportunity to participate in the pre-planning group in its newsletter</li><li>o Bidder notes that pre-planning group will be assembled at least 7 months prior to the event</li></ul>

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<p>2. Bidder describes a well-established process for advertising events that includes collaboration with the Learning Innovations Group within the Catherine Cutler Institute at the University of Southern Maine for all design projects, the development of a unique logo, save the date flyers, announcements, webpage advertising, registration and calendar pages, stickers, and handouts.</p> <ul style="list-style-type: none"><li>○ Bidder uses Constant Contact for regular weekly announcements, newsletters and emails for ongoing advertising and then once all aspects of the conference have been finalized, registration goes live using Eventbrite and ongoing mailings will include the link for registration</li></ul>
<p>3. Bidder plans to use Eventbrite for registration for both in-person and virtual events</p> <ul style="list-style-type: none"><li>○ Bidder will use digital marketing, provide a comprehensive Q &amp; A page, will have conference information prominent on its website</li><li>○ Bidder will have assistance available via phone and email</li><li>○ Bidder employs administrative and technical support so that questions and concerns are addressed in a timely manner</li><li>○ Upon completion of registration, participants receive immediate email confirmation with conference details and any additional information needed</li><li>○ Bidder notes partnership with AdCare for in-person event support such as participant check-in, nametag distribution, and on-site registration</li></ul>
<p>4. Bidder outlines a comprehensive and detailed plan with a timeline-pre-planning group is assembled at least 7 months prior to event, once topics are identified, keynotes are identified and outreached, speakers are confirmed four months prior to event. Bidder then outlines activities and timelines for each until the date of the conference.</p> <ul style="list-style-type: none"><li>○ P-Bidder notes that PowerPoints will be reviewed to ensure compliance with the continuing education requirements, as well as their viewability and adherence to Section 508 of the Rehabilitation Act (29 U.S.C. § 794d) and MaineIT Policies and Standards.</li><li>○ Bidder describes outreach for both in-person and virtual tabling and plans for how to incorporate and engage any virtual participants into the live event</li></ul>
<p>5. Bidder outlines a comprehensive plan for presenter/speaker travel and lodging that includes consideration for ADA compliant accommodations, backup plans should anything change abruptly, noting that all expenses will be itemized and reported based on compliance with grant requirements.</p>

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<p>6. Bidder notes a participant centered approach with a collaborative approach to agenda development that incorporates feedback from the Department, researchers at SURE, the Clinical Advisory Council and other expert stakeholders and partners.</p> <ul style="list-style-type: none"><li>○ P-Session structuring considers learner fatigue and so strategically schedules keynotes and interactive discussion sessions, panels, and experiential learning opportunities</li><li>○ P-Bidder outlines a comprehensive plan that includes speaker coordination and session planning that incorporates an AV person for any online participation, logistical planning and venue coordination that considers accessibility and signage, continuing education and attendance, technology integration for hybrid offerings, on-site coordination and real time adjustments so that plans are in place to respond quickly to any needs that arise, and post-event evaluation and debriefing.</li></ul>
<p>7. Bidder has extensive experience in planning and managing conference and will serve as the primary contact for all logistical planning that includes consideration for venues that are ADA-compliant and in compliance with applicable laws regarding smoke-free environments, are centrally located whenever possible, and can support the required event sizes</p> <p>P-Bidder outlines a plan for logistical management that considers site setup, special accommodations, A/V equipment, hybrid meeting setup, and on-site registration.</p> <p>P-Each element of the plan has further detail noting any subcontractors identified to support the plan such as USM Learning Innovations and AdCare which demonstrates bidder's established relationships and experience</p>
<p>8. Bidder demonstrates understanding of ADA requirements noting that it only contracts with ADA compliant venues that include accessible entrances, restrooms, parking and seating</p> <ul style="list-style-type: none"><li>○ Bidder requests the identification of accessibility needs during the registration process such as interpreters</li><li>○ Bidder only uses smoke-free venues per Maine law</li><li>○ Bidder ensures digital resources are compliant with Section 508 and lists what those requirements are indicating full understanding of the requirement</li></ul>
<p>9. Bidder identifies USM Learning Innovations to lead technical assistance and A/V supplies for in-person and virtual conferences</p> <ul style="list-style-type: none"><li>○ Bidder lists tech inventory and describes each in detail</li></ul>

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<ul style="list-style-type: none"><li>○ Bidder outlines a comprehensive tech support plan that includes pre-event testing and setup</li><li>○ Bidder also offers pre-event technology training to speakers</li><li>○ Bidder notes an understanding of the importance of a smooth and easy experience with technology and so chooses to partner with Learning Innovations to ensure that both presenters and participants have a positive experience</li></ul>
10. Bidder addresses how interpreters are coordinated when need for both virtual and in-person events and notes the ability to work with any other accommodation requests on an individual basis and contracting accordingly to meet the need.
11. Bidder notes the use of The Team Premier Plan of SurveyMonkey for evaluation data collection noting that this platform can interface with CSV, XLS, PPT, and SPSS for further data presentation and analysis. Additionally, Bidder uses PowerBI and Dedoose to examine themes and trends. <ul style="list-style-type: none"><li>○ Bidder collects diverse feedback on presenters, individual sessions, venue, and staff support as well as additional information.</li></ul>
12. This function is fulfilled through a subcontract with AdCare and includes: coordination for things such as conference branding, delivery timelines, and event materials; design with Learning Innovations creating graphics for printed materials; nametag production done by AdCare and based on registration information; signage, information packets, and delivery and on-site setup.
<b>C. SUD Learning Community Learning Management System (LMS) and Website</b>
<ol style="list-style-type: none"><li>1. The Bidder plans to partner with the experienced Learning Innovations Group to develop, update and maintain the online Learning Management system for the ME SUD Learning Community. The Learning Innovations Group will utilize a Learning Management System (LMS) that fully aligns with MaineIT Policies and Standards, including the Prohibited Technologies Policy, Risk Assessment Policy &amp; Procedures (RA-1), and Vulnerability Scanning Procedure (RA-5)<ul style="list-style-type: none"><li>P-LMS will be cloud-based and able to provide asynchronous and synchronous training.</li><li>P-Bidder addresses each required element of the response with detail.</li></ul></li><li>2. P-Learning innovations is ready and able to design, host, and maintain a dedicated website-Bidder addresses each required element of the website such as the searchable resource library and how it will function (e.g. with downloadable content); calendar of upcoming events with past events archived with recordings and slides, podcasts and videos that will include transcriptions for accessibility, informational webpages that will include toolkits and other resources</li></ol>

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- P-Bidder outlines plan for maintenance, security and user support that is robust and comprehensive
- 3. P-Bidder lists key features that demonstrate website design and maintenance in adherence to WCAG 2.1 standards.
  - P-Bidder notes that any social media presence will comply with State of Maine's Social Media and State Business Policy
- 4. Bidder commits to not releasing, sharing, selling, bartering, or disclosing any usage data, in any form, without the prior written approval of the Department.
- 5. P-Bidder describes privacy and control measures
- 6. P-Bidder notes compliance measures that include no TikTok plugins, trackers, embedded links, maintenance of a prohibited technology checklist aligned with Maine IT policies to ensure ByteDance-owned services are excluded, ongoing security scans
- 7. P-Bidder describes how confidentiality protocols, data handling, and security comply with all confidentiality obligations as outlined in Rider B-IT, Section 30 of the State of Maine IT-Service Contract
- 8. P-Bidder utilizes an agent from Marsh McLennan Agency to secure insurance through Philadelphia Insurance Companies and other carriers, including Hiscox Cyberclear, for Cyber Coverage and Digital Media Liability Coverage.

**D. Guiding Principles for the SUD Learning Community Curriculum**

- 1. P-Bidder references use of SAMHSA, NIDA, ASAM as well as incorporation of local and State epidemiological data relevant to the SUD LC.  
P-Discusses a model for process improvement and quality assurance through measurable performance data.
- 2. P-Bidder presents a plan that includes specific topics that the curricula will Include that supports targeted SUD treatment outcomes such as engagement and risk mitigation strategies.  
P-Bidder cites national organizations and experts from which curricula will be drawn such as ASAM, SAMHSA, and the CDC.  
P-Bidder emphasizes being patient-centered and culturally humble and actively addresses adult learning principles.
- 3. P-Bidder seeks input from multiple groups of professionals to ensure it is meeting content and learning needs  
P-Bidder proposes topics targeted to interdisciplinary teams and learners  
P-Bidder identifies an interdisciplinary review team that will meet quarterly to Review and provide feedback on educational offerings
- 4. P-Content, whether OUD or SUD, will be guided by the identified trends of the illicit and licit drug supply. It will be inclusive of opioids,

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alcohol, stimulants, cannabis, prescription medications such as benzodiazepines, illicit prescriptions like drugs, functional analogs of controlled substances, and more, based upon risk and trending or about to trend changes in Maine.

5. P-Bidder notes a commitment to incorporating education related to co-occurring disorders and outlines a comprehensive plan for incorporation that includes consultation with national expert Dr. Kenneth Minkoff.
6. P- Bidder describes their approach as grounded in principles of instructional design, learner engagement, accessibility, and responsiveness to the needs of audiences across the substance use workforce, including primary care, substance use programs, and behavioral health programs and then provides a detailed explanation of each point. For example, bidder notes that best practice for in-person events includes an interactive, learner-centered design that is also trauma-informed.  
P-Bidder emphasizes the importance of readily available technical support
7. P-Bidder provides a comprehensive plan that includes, but is not limited to the integration of the Network for the Improvement of Addiction Treatment change technologies, with a faculty consultant with over 30 years of NIATx experience, practice informed curriculum development, technical assistance and consultation, peer learning and practice change communities.
8. P-Bidder presents a detailed and comprehensive plan for incorporating and elevating the voice of those with lived experience.  
P-Bidder names a national content expert and individual with lived experience who is currently faculty and would join the project management team.
9. P-Bidder describes flexibility in offerings, on demand resources such as the searchable library, asynchronous training offerings, continuous feedback, and the leveraging of resources such as the New England Addiction Technology Center and CORA.
10. P-Bidder outlines a multi-modal approach to addressing SUD related stigma.

**E. Performance Measures**

P-Bidder provides a comprehensive, detailed plan for the measuring and achievement of performance measures.

**F. Reports**

1. P-Bidder provides detailed plan for tracking and reporting  
P- As a licensed Project ECHO Hub Site, Bidder has access to the iECHO online platform, coordinated through the ECHO Institute at the University of New Mexico, and will use it to track all Project ECHO program and participant data  
P-Bidder describes, in detail, plan for quarterly report submission to the Department that includes participation from 3 team members.

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<b>2. Staffing</b>
A. Present and complete B. Present, complete, detailed and comprehensive C. Present, complete, detailed and comprehensive
<b>3. Implementation - Work Plan</b>
A. Present, complete, detailed and comprehensive

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**BIDDER NAME:** Co-Occurring Collaborative Serving Maine

**DATE:** 7 Jul 25

**EVALUATOR NAME:** Allison Weeks

**EVALUATOR DEPARTMENT:** DHHS Office of MaineCare Services

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**Individual Evaluator Comments:**

Part I. Preliminary Information
Eligibility Requirements
<ul style="list-style-type: none"><li>• annually over 500 hours of training to more than 9,000 professionals throughout Maine's behavioral, peer support services and prevention health continuum. It has a portfolio of 65 asynchronous courses in its learning management systems and annually offers over 200 + live courses, Project ECHOs and technical assistance activities. CCSME has been an ECHO Replication Hub since 2019</li><li>• approved provider of continuing education for 6 groups</li><li>• 27 years held contracts continuously with the State to train the behavioral health workforce.</li></ul>
Part IV. Section II. Organizational Qualification and Experience
1. Overview of the Organization
<ul style="list-style-type: none"><li>• Clear experience in project current vendor</li></ul>
2. Subcontractors
<ul style="list-style-type: none"><li>• Submitted</li></ul>
3. Project Team Organizational Chart
<ul style="list-style-type: none"><li>• Submitted</li></ul>
4. Litigation
<ul style="list-style-type: none"><li>• N/A</li></ul>
5. Financial Viability
<ul style="list-style-type: none"><li>• Submitted</li></ul>
6. Certificate of Insurance
<ul style="list-style-type: none"><li>• Submitted</li></ul>



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**Part IV, Section III. Proposed Services**

**Part II**

**A. Required Services**

1. P-coordinate monthly meetings with the Program Manager, bimonthly with larger advisory group
2. P- described and clear connections to ME stakeholders  
P-monitor and review numerous journals regularly  
P-faculty members are well-published
3. P-Qualitative data from previous ME SUD LC program evaluations  
P-Regional, statewide, and local survey results  
Statewide data and reports on fatal and nonfatal overdoses  
offer, at a minimum, three (3) Project ECHO cohorts per year, with each ECHO consisting of 4-6 sessions  
Toolkits currently available or soon to be available  
P-Requests for real-time expert consultation can be submitted through a web-based request form
4. Pregnant, Youth, older adults identified specific speakers, with proposed ECHO's across the age span
5. quarterly statewide peer-sharing network  
ID'd 10 groups they will connect with  
Has established relationships
6. Peer Support Leadership series annually. variety of six-hour and one-on-one TA sessions- enhance the leadership skills of people overseeing peer support programs-fourth iteration  
Develop landing page with resources for understanding and integrating the Peer Support professional and Recovery Coach roles
7. at least 30 educational opportunities quarterly with mixed media presentations
8. Acknowledged
9. approved provider of continuing education for 6 groups
10. bimonthly newsletter  
Distribution to an existing 3,500-member email list with a goal of 20% annual growth.  
Send to 12 Maine professional organizations and 46 Maine organizational partners
11. Acknowledged, identified established relationships
12. reviewing program evaluations, soliciting feedback, and evaluating trends in the field, comparing to programming.  
identify both quantitative and qualitative feedback trends.

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13. Plans for soliciting objective and descriptive data digitally after each program. virtual programs survey links will be provided to participants through the webinar chat and by follow-up email to all registered participants. surveys include the following types of questions in order to assess participants' self-assessment of increases in knowledge, competency, anticipated practice change or change in outcomes

**B. Annual SUD Learning Community Conference**

1. Established relationships, pre-planning at least 7 months before the conference
2. Plan meets intent
3. P-Administrative and Technical Support position dedicated to responding quickly to customer requests by e-mail and/or phone  
Eventbrite platform for registrations
4. Plan in place, questionable about ensuring the A/V equipment works.
5. Adequate plan
6. Adequate plan
7. Plan, experienced in providing in-person
8. Acknowledged, readable screens, ADA compliant venue, captioning/transcripts
9. supply all necessary audiovisual and technology equipment, on-site support for in person events
10. Meets requirements
11. P-SurveyMonkey can produce real-time results, charts, and combine multiple surveys for analysis and exporting to CSV, XLS, PPT, and SPSS.
12. Has subcontractor to produce all required materials

**C. SUD Learning Community Learning Management System (LMS) and Website**

1. Learning Innovations Group  
Role-based access controls  
Automated progress tracking and reporting, including exportable data for audit and compliance needs.  
Responsive design, ensuring accessibility across devices (desktop, tablet, mobile).  
Integration capability  
they and their subcontractor, Learning Innovations Group, are fully committed to meeting this requirement.

**D. Guiding Principles for the SUD Learning Community Curriculum**

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1. comprehensive strategy grounded in evidence based practices, real-time data analysis, and rapid-cycle quality NIATx model
2. P-American Society of Addiction Medicine SAMHSA, and CDC. Corey Waller, chief editor of the 4th Edition of The ASAM Criteria has been retained as a consultant to inform and guide ME SUD LC.
3. Proposed training on interdisciplinary team members and team functioning. Topics include:  
Importance of Interdisciplinary Teams in care;  
Frameworks for Interprofessional Teams  
Integrating of Peer Support Professional and Recovery Coaches into the team,  
Building Recovery Supports, C  
Communication and Collaboration in Teams  
Considerations for Management and Leadership  
Strengthening Teams  
CCSME will utilize an interdisciplinary education quarterly review committee
4. P-Recruit speakers from the Opioid Response Network and the Addiction Technology Transfer Centers
5. Retaining ZiaPartners as a consultant for the program to provide training and consultation.  
Continue to develop and expand the current three (3) on-demand courses related to cooccurring disorders.  
Create a resource folder on the ME SUD LC website for co-occurring disorders,  
P-Support programs in conducting self-evaluations of their co-occurring capability and provide tools and education to facilitate such self-evaluations, e.g., COMPASS EZ.  
Continue the Co-Occurring Community of Practice on co-occurring disorders and bring in new cohorts of agencies each year to expand the focus  
Develop a series of on-demand courses on co-occurring pharmacology and prescribing offer webinars on the topic of co-occurring disorders and conditions
6. case studies, role plays, facilitated discussions, and peer sharing  
real-time interaction, breakout discussions, polls  
needs assessments  
evaluation and continuous process improvement
7. P-Network for the Improvement of Addiction Treatment change technologies, designed specifically to guide process improvements in behavioral health and addiction treatment settings  
Offers TA and site consultations  
Offer workflow improvements

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202503039

**RFP TITLE:** SUBSTANCE USE DISORDER LEARNING COMMUNITY

**BIDDER NAME:** Co-Occurring Collaborative Serving Maine

**DATE:** 7 Jul 25

**EVALUATOR NAME:** Allison Weeks

**EVALUATOR DEPARTMENT:** DHHS Office of MaineCare Services

8. Recruit and retain individuals with lived experience for active roles in faculty, project management group, and as co-facilitators or co-presenters across training initiatives. P-Require all presenters and trainers to receive orientation and guidance on incorporating individuals with SUD lived experience Inviting co-presenters or collaborators with SUD lived experiences to share o Demonstrating how their programs or practices are shaped by feedback from individuals in recovery. P-Highlighting peer recovery resources and Peer Support services that are embedded within their programs. P- Require all presenters and trainers to receive orientation and guidance on incorporating individuals with SUD lived experience
9. Flexible, Modular Training Design On demand resources
10. Will focus on biological aspect of addiction to combat stigma and include lived experience voice within trainings
<b>E. Performance Measures</b>
Acknowledged
<b>F. Reports</b>
1.Acknowledged track website analytics 2.
<b>2. Staffing</b>
A. Submitted B. Submitted- strong representation of Maine providers C. submitted
<b>3. Implementation - Work Plan</b>
A. P-submitted a clearly laid out plan with POC

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202503039

**RFP TITLE:** Statewide Substance Use Disorder Learning Community

**BIDDER NAME:** Maine Medical Association, Center for Quality Improvement

**DATE:** 7/22/25

**EVALUATOR NAME:** Richard Freund

**EVALUATOR DEPARTMENT:** Office of Behavioral Health

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**Individual Evaluator Comments:**

Part I. Preliminary Information
Eligibility Requirements
<ul style="list-style-type: none"><li>• Met - included</li></ul>

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202503039

**RFP TITLE:** Statewide Substance Use Disorder Learning Community

**BIDDER NAME:** Maine Medical Association, Center for Quality Improvement

**DATE:** 7/16/2025

**EVALUATOR NAME:** Kristen King

**EVALUATOR DEPARTMENT:** Office of Behavioral Health

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**Individual Evaluator Comments:**

Part I. Preliminary Information
Eligibility Requirements
<ul style="list-style-type: none"><li>• 1a. Met</li><li>• 1b. Met</li><li>• 1c. Met</li><li>• 2a. Met</li><li>• 2b. Bidder checked yes but did not go into detail on providing multi-disciplinary continuing education credits</li><li>• Attestation – Bidder did not submit</li></ul>

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202503039

**RFP TITLE:** Statewide Substance Use Disorder Learning Community

**BIDDER NAME:** Maine Medical Association, Center for Quality Improvement

**DATE:** 7.8.2025

**EVALUATOR NAME:** Anna Ko

**EVALUATOR DEPARTMENT:** Office of Behavioral Health

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**Individual Evaluator Comments:**

Part I. Preliminary Information
Eligibility Requirements
<ul style="list-style-type: none"><li>• For the eligibility requirements 1.a.-c. and 2.a.-b., Bidder only checked yes on each of the eligibility questions and did not demonstrate or describe their and/or their subcontractor's qualifying experience for 1.a.-c. and 2.a.-b on the eligibility form.</li><li>• No signed attestation was included.</li><li>• Bidder did not meet the eligibility requirements.</li></ul>

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202503039

**RFP TITLE:** Statewide Substance Use Disorder Learning Community

**BIDDER NAME:** Maine Medical Association, Center for Quality Improvement

**DATE:** 07/21/2025

**EVALUATOR NAME:** Debra Poulin

**EVALUATOR DEPARTMENT:** Office of Behavioral Health

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**Individual Evaluator Comments:**

Part I. Preliminary Information
Eligibility Requirements
<ul style="list-style-type: none"><li>• Eligibility requirements met</li><li>• 1 a. Connecting professionals with experts for one-on-one consultation: Experience providing technical assistance and coaching, hosts a statewide learning community, experience integrating national experts in learning initiatives</li><li>• 1 b. Offering multimodal educational programs and resources to the behavioral health and overall healthcare professional community: works with hospitals, primary care, EMS, community health, recovery networks and state agencies- has experience with in-person and virtual modalities</li><li>• 1 c. Planning, coordinating and offering ECHO programs: Has been offering ECHO programs since 2021, is a replication program and has a LMS</li><li>• 2 a. Planning, organizing and hosting large in-person training conferences, where at least 150 participants or more are in attendance: Marked as yes.</li><li>• 2 b. Obtaining and providing multidisciplinary continuing education credits: Marked as yes.</li></ul>



**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202503039

**RFP TITLE:** SUBSTANCE USE DISORDER LEARNING COMMUNITY

**BIDDER NAME:** Maine Medical Association, Center for Quality Improvement

**DATE:** 7 Jul 25

**EVALUATOR NAME:** Allison Weeks

**EVALUATOR DEPARTMENT:** DHHS: Office of Mainecare Services

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**Individual Evaluator Comments:**

Part I. Preliminary Information
Eligibility Requirements
<p>In 2020, the MMA launched the Center for Quality Improvement</p> <p>offers technical assistance, evidence-based education, project management, and evaluation services to clinicians, health systems, public sector partners, and community organizations.</p> <p>MaineMOM Project ECHO® Collaborative (2021–present):b. At least three (3) years' experience:</p> <p>experienced in hosting inclusive, highimpact events in both virtual and in-person formats, ensuring that professional audiences across healthcare, behavioral health, and substance use fields receive timely, relevant, and actionable education</p> <p>Did not see reference of ability to obtain and provide multi-disciplinary continuing education credits.</p>

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202503039

**RFP TITLE:** Statewide Substance Use Disorder Learning Community

**BIDDER NAME:** RC Warner Consulting, LLC

**DATE:** 7/22/25

**EVALUATOR NAME:** Richard Freund

**EVALUATOR DEPARTMENT:** DHHS: Office of Behavioral Health

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**Individual Evaluator Comments:**

Part I. Preliminary Information
Eligibility Requirements
<ul style="list-style-type: none"><li>Met - included</li></ul>
Part IV. Section II. Organizational Qualification and Experience
1. Overview of the Organization
<ul style="list-style-type: none"><li>Veteran owned firm with track record of SUD education, MAT training. 3 projects detailed</li></ul>
2. Subcontractors
<ul style="list-style-type: none"><li>Met – included, none used</li></ul>
3. Project Team Organizational Chart
<ul style="list-style-type: none"><li>Met - included</li></ul>
4. Litigation
<ul style="list-style-type: none"><li>Met – included, none</li></ul>
5. Financial Viability
<ul style="list-style-type: none"><li>Met – included, lacks detail</li></ul>
6. Certificate of Insurance
<ul style="list-style-type: none"><li>Met – included, current</li></ul>
Part IV, Section III. Proposed Services
Part II
A. Required Services
<ol style="list-style-type: none"><li>Bidder's approach to coordinating the learning community is by planning, coordinating, implementing thru collaboration.</li><li>Bidder's approach to curriculum is input from staffand stakeholders, research, utilizing established best practices</li><li>Bidder's approach to centralized education &amp; training is to conduct needs assessment, gaps, 4 phase environment scan, data review, and stakeholder engagement and surveys, focus groups, training gap summary report, tele mentoring ECHOs</li><li>Bidder's approach to educating clinicians include targeted education, role specific training, tools. Curriculum is segmented by population</li><li>Bidder's approach to coordinating with other depts is direct contact with Advisory Committee, collaborating with Academic Detailing, partner with OBH, convene quarterly across all partnerships</li></ol>

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**EVALUATOR DEPARTMENT:** DHHS: Office of Behavioral Health

6. Bidder's approach to supporting peers by strengthening education, supervision, and leadership. Facilitating train the trainer workshops
7. Bidder will provide 20 education opportunities by virtual zooms, with breakouts and polls; local trainers at in person events, coordinated training schedules, quarterly calendars
8. Bidder's approach to 3 in person education events is annual environmental scan, design the annual conference
9. Bidder's approach to providing CEUs is maintaining partnerships, promoting CEU opportunities, IT technology
10. Bidder's approach to the newsletter is bi-monthly branded, tailored to clinicians
11. Bidder's approach to providing outreach to participants is communication, engagement, presence at events
12. Bidder's approach to QA includes data analysis, stakeholder engagement, and adaptation.
13. Bidder's approach to participants surveys is using post training protocol; these are anonymous, automated, accessible

**B. Annual SUD Learning Community Conference**

1. Bidder describes establishing the pre-planning group within 30 days, input from stakeholders, and evolving needs of SUD workforce. This approach centers around lived experience, data, and diverse professionals
2. The bidder details how they will advertise & promote including outreach campaign, using a dedicated graphic designer, and commercial fulfillment center
3. The bidder will handle registrations using technology and administrative support. LMS will host a landing page, an analytics dashboard, and dedicated support team
4. The bidder will handle speakers by utilizing their network, conduct a review, and send an invitation packet
5. The bidder will arrange for the speakers with a 5 phase process
6. The bidder will manage the sessions by a needs analysis, balanced schedule, venue optimization, speaker confirmations, printed schedule, on site coordinators
7. The bidder plans RFP for venue space, followed by site visit, and vendor coordination
8. ADA compliance achieved by venue screening, participant accommodations
9. IT TA will be assured by a technology coordinator, pre and post event QA
10. The bidder will accommodate participant requests directly, ASL master agreements
11. The bidder will assess evaluations by gathering data
12. The bidder will produce signage with their graphic design team, and 3<sup>rd</sup>

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**C. SUD Learning Community Learning Management System (LMS) and Website**

1. IT compliance process includes vetting, security controls, and compliance audit
2. Website maintenance includes resource library, event calendar, podcasts & videos, SEO optimization
3. IT compliance from team commitment
4. Commitment to data protection, securely stored and encrypted
5. TLP White de-identification procedures, framework in place
6. No TikTok met & understood
7. Confidentiality met & understood
8. met

**D. Guiding Principles for the SUD Learning Community Curriculum**

1. Data driven activities ensured by data integration, collection, CQI PDSA, collaboration, data dashboards
2. The bidder ensures education is linked to treatment by measuring outcomes
3. Curriculum is intentionally designed for clinicians
4. Bidder ensures OUD is focus informed by TIPs, ASAM & CDC
5. Bidder ensures education on co-occurring by embedding it in activities
6. Bidder blends in-person, virtual, and on-site TA
7. Bidder ensures workflow changes thru assessment, collaboration, integration
8. Bidder ensures voice of lived experience by collaborating, inclusion, equity
9. Resources will be managed by leveraging virtually, training, supervision
10. SUD stigma addressed by the curriculum, training, peer integration

**E. Performance Measures**

1. met – detailed response

**F. Reports**

1. met – detailed response
2. met – detailed response

**2. Staffing**

- A. Att.9 - met
- B. Included – none used
- C. Att.10 - met

**3. Implementation - Work Plan**

- A. att.11 - met

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

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**BIDDER NAME:** RC Warner Consulting, LLC

**DATE:** 7/16/2025

**EVALUATOR NAME:** Kristen King

**EVALUATOR DEPARTMENT:** Office of Behavioral Health

\*\*\*\*\*

**Individual Evaluator Comments:**

Part I. Preliminary Information
Eligibility Requirements
<ul style="list-style-type: none"><li>• 1a. Met</li><li>• 1b. Met</li><li>• 1c. Met</li><li>• 2a. Met</li><li>• 2b. Met</li><li>• Attestation - Received</li></ul>

Part IV. Section II. Organizational Qualification and Experience
1. Overview of the Organization
<ul style="list-style-type: none"><li>• 30 years combined experience</li><li>• 100s of training sessions across 6 continents – in-person, virtual, home-study and asynchronous</li><li>• 80 5-star google reviews</li><li>• Multi-year government contracts</li><li>• Bidder coordinated Learning Community Conference serving over 20,000 service members, contracted with speakers and presenters and coordinated travel</li><li>• 3 projects</li></ul> <ol style="list-style-type: none"><li>1. Washington State Dept of Children, Youth and Families. Designed and implemented statewide professional development focused on SUD education for home visiting providers. Bidder build LMS on LearnWorlds platform under this contract.</li><li>2. Washington State Dept of Health – statewide clinician education initiative under OD2A Cooperative Agreement. Bidder developed training curriculum in clinical guidelines and public health data. Designed and deployed LMS through LearnWorlds platform for this contract.</li><li>3. Harris County Public Health – multi-year contract focused on training peer support prof, peer recovery coaches, and violence prevention outreach specialist on practices that address SUD, OUD, community violence and trauma. Created LMS in LearnWorlds for this contract.</li></ol>
4. Subcontractors
<ul style="list-style-type: none"><li>• Bidder will not use subcontractors</li></ul>
5. Project Team Organizational Chart

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<ul style="list-style-type: none"> <li>Bidder submitted org chart consisting of 6 positions.</li> </ul>
<b>6. Litigation</b>
<ul style="list-style-type: none"> <li>None</li> </ul>
<b>7. Financial Viability</b>
<ul style="list-style-type: none"> <li>Bidder submitted balance sheet through 6/30/25</li> </ul>
<b>8. Certificate of Insurance</b>
<ul style="list-style-type: none"> <li>Valid</li> </ul>

Part IV, Section III. Proposed Services
Part II
A. Required Services
<p>1. Bidder's approach to working in partnership with the Department to plan and coordinate a Statewide SUD LC, that offers central educational programs and resources to Prescribing Clinicians and Medical and Behavioral Health Practice Teams providing treatment to individuals with SUD will begin with convening a stateside SUD LC Planning group composed of Dept reps, SUD subject matter experts, clinical leaders across Maine. Bidder will receive input through surveys, focus groups, and one-one interviews to meet priorities of those working with individuals in SUD treatment. LC content will be hosted on LearnWorlds which provides built-in engagement tracking, performance analytics, and participation dashboards, allowing bidder to monitor and tailor follow-up supports.</p> <p>*Bidder states if needed they will subcontract with additional speakers or clinicians – will this increase the cost of their services? Subcontractors and speakers were not built into their cost proposal.</p> <p>a. Bidder will offer all learning community trainings to participants free of charge.</p>
<p>2. Bidder detailed creation of SUD LC curriculum and educational plan through stakeholder focus groups, interviews, and collaborative workshops. Did not detail frequency of workshops or groups.</p> <p>a. Bidder will include input from Dept staff through curriculum advisory committees. Does not state how often these committees will occur in this section</p> <p>b. Bidder will include Maine-based stakeholders through stakeholder engagement groups</p> <p>i. Bidder will include input from relevant specialty medical providers such as providers from Maines Addiction Treatment Cetners and Maine Medical Associations Addiction Med Committee</p>

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<ul style="list-style-type: none"><li>ii. Primary care provider organizations including FQHCs</li><li>iii. Behavioral health organizations including Maine Behavioral Health Providers Assoc and regional community MH centers</li><li>c. Bidder will receive input on research barriers to engaging Prescribing Clinicians in offering SUD and MAT treatment services through CDC guidelines, NIDA studies, and SAMHSA findings.</li><li>d. Bidder will receive input of local and national best, promising, practices by incorporating trauma-informed care recommended by SAMHSA, guidance from Indian Health Service and Tribal authorities, educational models supported by AAMC and AAP, and peer learning and support modeled after Project ECHO</li></ul>
<p><b>3.</b> Bidder's approach to developing curriculum and methods for providing centralized SUD education and trainings to Prescribing Clinicians Statewide through combo of in-person and distance based learning methods. Bidder will provide a minimum of 20 education opportunities per quarter distributed strategically across quarter to ensure accessibility. Bidder submitted attachment 7 listing sample training titles and descriptions.</p> <ul style="list-style-type: none"><li>a. Bidder will identify training gaps and needs for SUD treatment provider community by beginning SUD LC project with a statewide needs assessment to identify gaps, support needs, and barriers. Bidder will be looking at geographic disparities, low treatment penetration, workforce burnout and turnover, tribal and culturally responsive care gaps. Bidder will conduct an environmental scan using a four-phase assessment approach. Findings from provider surveys and focus groups out of different regions will help create Training Gap Summary Report delivered to Dept.</li><li>b. Bidder will lead Project ECHO-style tele-monitoring series to connect Prescribing Clinicians, Peer RC, and Behavioral Health Teams with subject matter experts. Bidder will maintain a case submission portal to allow clinicians to learn from one another's experiences.</li><li>c. Bidder will implement a monthly educational webinar to address foundational knowledge and emerging clinical challenges in SUD treatment. Dept will own rights to webinars.</li><li>d. Bidder will host two statewide educational meetings annually offered both in person and virtual.</li><li>e. Bidder's Web Based tools and resources are hosted on LearnWorlds LMS. Participants will have access to quizzes, PowerPoints, case studies, peer reviewed literature, downloadable toolkits, and a community discussion board.</li></ul>

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f. Bidder will incorporate listserv enrollment and benefits into all targeted email outreach. Trainers will dedicate time to promoting Dept listservs.
4. Bidder will provide education and support to Prescribing Clinicians and Medical and Behavioral Practice Teams for patients across the age spectrum through segmenting curriculum by population group, substance-exposed infants and young children, youth and adolescents, and adults and older adults.
5. Bidder details approach to coordinating efforts with other Dept supported education and training initiatives/programs related to SUD/ODU as directed by the dept. Will convene quarterly calls to explore opportunities for join initiatives with all key Dept-supported initiatives. <ul style="list-style-type: none"><li>a. Bidder will make contact within 30 days of contract start with Maine Opioid Response Clinical Advisory Committee. SUD LC lead will participate in meetings or workgroups.</li><li>b. Bidder will collaborate with Maine's Academic Detailing program by inviting detailers as guest speakers and sharing training modules</li><li>c. Bidder will embed decision trees within modules to guide participants on when to utilize MAPP psychiatric phone consultation</li><li>d. Bidder will conduct biannual content gap analysis and will maintain a shared calendar of educational events with OBH training coordinators to avoid duplication. (OBH-supported provider-focused SUD educational opportunities and offerings)</li><li>e. Bidder will focus on aligning clinical frameworks within pediatric SUD and co-occurring MH content. Will invite Maine Pediatric &amp; Behavioral Health Partnership to serve as guest facilitators. Will have bi-monthly meetings with MPBHP leadership.</li><li>f. Bidder will initiate partnership with University of Vermont's Center on Rural Addiction, CORA, within 45 days of contract start.</li></ul>
6. Bidder's approach to coordinating and ensuring educational leadership development opportunities for Peer Support professionals and peer recovery coaches <ul style="list-style-type: none"><li>a. Bidder provides specialized training modules and technical assistance for Peer Supervisors. Will align training with CCAR standards</li><li>b. Bidder will develop strategic partnerships by facilitating monthly Partnership Forums. Will work with MaineIT to develop communication platforms to enable real-time collaboration</li><li>c. Bidder supports Program management through training on grant writing, outcome measurement, staff retention, and quality improvement.</li><li>d. Integration of peer support in multidisciplinary teams through training modules focused on team based care.</li></ul>



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Attachment 8 outlines educational and leadership development support to peer support professionals and recovery coaches. Monthly virtual peer-led partnership forums, biannual partnership leadership retreat, resource guides and template, peer professional advisory circles.
<b>7.</b> Bidder agrees to 20 educational opportunities quarterly. Mix of in-person, virtual and hybrid.
<b>8.</b> Bidder will use regional needs assessment, stakeholder surveys, and provider interviews to identify priority geographic region, barriers to in-person attendance, and topics for 3 in person events. Bidder agrees to providing minimum of 3 in person educational events per year with Dept-approved content relevant to current SUD treatment and prescribing trends a. Bidder agreed that 1 of the required in-person events will be the annual SUD LC conference with on-side location for minimum of 150 attendees. <b>Q</b> Planning will begin 8-10 weeks in advance – is this enough time to obtain key note speakers, determine breakout sessions, and give presenters and attendees all the information needed before the event?
<b>9.</b> Bidder will apply for, obtain and implement delivery of CE credits applicable to specific educational training. Bidder currently provides this service via contract in Washington State for clinical and behavioral health professionals. Bidder will provide a mid-year CE and license renewal 101 webinar on Maine specific CE documentation and the renewal process a. Confirm professional CE availability b. Advertisement of CE via email, LMS, flyers, and OBH partner networks will contain CE types available, number of hours offered, and approval body and learning outcomes. c. CE certificates of completion are auto generated through LMS once completion criteria are met. They are delivered by email within 5 business days.
<b>10.</b> Bidder has a dedicated Communications and Admin Specialist position that will be responsible for managing the newsletter. A content calendar will be maintained to track metrics and ensure alignment with Maine’s SUD LC goals and standards. Newsletter will be bi-monthly
<b>11.</b> Bidder’s approach to providing outreach to the SUD LC participants and stakeholders, including tabling at community events will consist of quarterly coordinated outreach efforts focusing on email campaigns, phone outreach by trained specialists, and LMS messaging and push notifications. Bidder will table at minimum of 4 engagements across Maine. Bidder will coordinate with key partners to enhance outreach through co-promoting events, engaging with peer

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recovery coach networks and working closely with Department outreach teams to avoid duplication.
<p><b>12.</b> Bidder will ensure continued analysis of services being provided through routine collection of data including post-training surveys, feedback via focus groups and quarterly check-in interviews. LMS analytics tracking, clinical and operational performance data, and Dept and stakeholder feedback collected during coordination meetings. Quarterly Plan-Do-Study-Act cycle for improvement. Bidder will host quarterly review meetings with stakeholders and share data dashboards for join monitoring.</p>
<p><b>13.</b> Bidder deploys anonymous, automated participant surveys after every learning activity.</p> <ul style="list-style-type: none"> <li>a. Bidder survey has knowledge growth questions</li> <li>b. Bidder survey has intent to apply learning in practice question</li> <li>c. Bidder will work with Dept to incorporate questions with 5 day turnaround for new question integration into survey</li> </ul>
<b>B. Annual SUD Learning Community Conference</b>
<p><b>1.</b> Bidder will establish a pre-planning group within the first 30 days of contract award and will collaborate with the group to identify target audience needs of the LC Community Conference. Group will be composed of 10-12 members. *One of those members will be a representative with lived experience. Bidder will collect feedback from surveys, data from DHHS, insights from programs and feedback from Peer Recovery Coaches to define audience needs.</p>
<p><b>2.</b> Bidder will advertise and promote SUD LC Conference by</p> <ul style="list-style-type: none"> <li>a. Using a graphic designer to develop promotional materials to include save the date digital and print flyers. Bidder will use a commercial grade print fulfillment center for fast turnaround and in person outreach to get printed materials to community sites. Bidder will launch digital engagement campaign to include email marketing, identification of new contacts via LinkedIn's Sales Navigator tool, posting on partner platforms and social media. Bidder will have early-bird registration incentives to encourage early sign-up.</li> </ul>
<p><b>3.</b> Bidder will receive, process, and account for pre-conference and on-site participant registrations through a centralized registration process through the Bidder's LMS (LearnWorlds).</p> <ul style="list-style-type: none"> <li>a. Bidder will provide pre-conference support to participants by providing automated email confirmation of event details, providing a support email box monitored daily, a live conference support line, a FAQ section, access t Spanish speaking staff and/or interpreter services. Bidder will provide digital check in kiosks for the day of the event.</li> </ul>

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<p><b>4.</b> Bidder will begin to identify, solicit, contract with, and confirm conference speakers through a Speaker Landscape Review within 45 days of contract award.</p> <p>a. Bidder will confirm all final speakers at minimum 4 weeks prior to conference date.</p> <p>b. Bidder's deadline for curriculum vitae-6 weeks, presentation needs- 5 weeks, handouts-3 weeks, electronic presentations-3 weeks and consent forms- 3 weeks</p>
<p><b>5.</b> Bidder will have each presenter complete a Speaker Logistics form that will capture all travel dates, needs, accommodations, reimbursement preferences. Bidder handles all travel for presenters traveling from outside of Maine and will work with in-state team members to ensure in state travel needs are met. Travel is made no later than 4 weeks before the event and Presenters will receive text reminders 24-48 hours before travel.</p>
<p><b>6.</b> Bidder will schedule and organize all conference sessions, educational workshops, and other on-site activities starting with a needs analysis that will be used to develop a Conference Content Map. The map will categorize sessions by audience type, level of expertise, and focus area. Bidder will provide a conference room matrix with Department at least 6 weeks prior to conference.</p>
<p><b>7.</b> Bidder will begin process of scheduling and contracting for conference space and making all arrangements for site set-up, food, special accommodations, and audiovisual equipment by compiling a list of venues in Maine that meet ADA compliance and can accommodate minimum of 150 within first 30 days of contract. Bidder will initiate RFP from at least 3 venues and upon selection of venue will conduct pre-event site visit to plan physical layout. Food menus will be sent to the Dept for approval at least 3 weeks prior to event-does this allow enough time?</p>
<p><b>8.</b> Bidder will ensure all facilities are ADA compliant and in compliance with laws regarding smoke-free environments through venue screening, accessibility verification, and on-site accommodation management. Venues must attest to being ADA compliant and bidder will verify during pre-event walk through.</p>
<p><b>9.</b> Bidder supplies all AV equipment at event sites along with professional high grade cameras, microphones, and lighting for hybrid sessions. Bidder will have AV technician at event.</p>
<p><b>10.</b> Upon registration and notification of accommodation request a designated Accessibility Coordinator will personally contact the participant by phone or email to determine needs.</p> <p>a. Bidder will use State's Master Agreement for interpreting services</p>

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<p><b>11.</b> Bidder will develop and design evaluations in multiple formats that are user friendly and accessible. Bidder will produce and distribute evaluations at the end of sessions and will provide tech support for attendees. All evaluation data will be stored in a central database and will be analyzed by the bidder's data specialists. Written evaluation summaries will be available within two weeks post-conference.</p>
<p><b>12.</b> Bidder will coordinate with Dept and conference planners to produce and design signage, nametags, info packets including agenda, evaluations, and handouts.</p>
<p><b>C. SUD Learning Community Learning Management System (LMS) and Website</b></p>
<p><b>1.</b> Bidder uses a vetting process when selecting the LMS. Bidder will offer trainings and CE using an LMS that complies with MaineIT Policies and Standards.</p> <ul style="list-style-type: none"><li>a. Prohibited Technologies – Tech review will be done to ensure unsupported tech is excluded.</li><li>b. Risk Assessment Policy &amp; Procedures -Bidder has a multi-step risk assessment process that includes vulnerability scans and testing in collaboration with third-party cybersecurity experts</li><li>c. Vulnerability Scanning Procedure – automated scans are scheduled monthly that cover internal components and external facing interfaces of the LMS. Scans are reviewed by the Bidder's cybersecurity team.</li></ul>
<p><b>2.</b> Bidder will maintain SUD LC dedicated website.</p> <ul style="list-style-type: none"><li>a. Bidder will ensure the website has a fully searchable resource library leveraging metadata tagging and AI powered search algorithms.</li><li>b. Bidder will ensure the website has a calendar of available and upcoming events will be interactive and will allow filtering based on date, location, topic, and target audience.</li><li>c. Bidder will ensure the website has a library of podcasts and videos including closed captions and downloadable transcripts.</li><li>d. Bidder will have webpages dedicated to SUD/ODU related content that will be regularly updated.</li></ul>
<p><b>3.</b> Bidder will ensure the website follows the State's MaineIT Digital Accessibility Policy and Social Media for State Business Policy by conducting audits and manual testing to identify barriers. Bidder will provide accessibility statements on website where they can report issues.</p>
<p><b>4.</b> Bidder will ensure no data is released regarding the usage of the website without the written approval from the Department through the implementation of data access controls, secure data handling and storage protocols, use of a</p>

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formal data release process, contractual confidentiality clauses, compliance reviews. In the case of a breach Bidder will promptly notify the Department.
5. Bidder will implement a Data De-Identification Procedure to ensure any data collected, used and reported on will be de-identified meeting the definition of TLP White as required by the MaineIT. Raw data is stored encrypted with limited access to only essential personnel.
6. Bidder's technical team will conduct audits of all content, third-party scripts, plugins and tracking tools to verify that TikTok related code are not present. a. Bidder will only allow pre-approved vendors and services that comply with the Dept's tech policies. TikTok or service developed by ByteDance Limited are excluded.
7. Bidder's legal team will conduct in depth review of Rider B-IT Section 30 before project initiation to ensure all requirements are followed. All of the Bidders employees, contractors, and sub-contractors working on project will sign agreements referencing confidentiality requirements under Rider B-IT, Section 30
8. Bidder will obtain and maintain insurance outlined in Rider B-IT, Section 19. Bidder has dedicated Risk Manager who oversees insurance compliance and policies.
<b>D. Guiding Principles for the SUD Learning Community Curriculum</b>
1. Bidder will ensure training, education, and consult activities are data-driven and use most current data to inform rapid cycle improvement through the use of real-time feedback, monitoring of LMS engagement metrics, assessments and surveys, continuous quality improvement, collaboration with the Dept and stakeholders, and use of data dashboards and reporting tools. 2. Bidder will ensure activities link the educational curriculum to targeted SUD treatment outcomes, best practices, and emerging trends through the use of clear measurable treatment outcomes that align with Dept priorities, evaluation of training through surveys , aligning content with nationally recognized guidelines, a formal environmental scan and systematic review of literature and reports, collaboration with stakeholders, QI and feedback loops. 3. Bidder will map each module to competencies aligned with the specific interdisciplinary team. Breakouts can be focused on individual roles then all individuals come together to share experience and learning. 4. The bidder will ensure educational focus is placed on the treatment of OUD and other SUDS by grounding content in science and clinical guidelines. Bidder will also integrate Maine-specific data on overdose trends, treatment gaps, and regional disparities.

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5. Bidder embeds education on diagnosis and treatment of co-occurring MH disorders into all of the SUD LC activities. Curriculum is based on SAMHSA best practices for integrated care, APA Practice Guidelines and Maine Integrated Beh Health Program Model.
6. Bidder ensures all work incorporates best practices for in-person learning methods through the use of participant response systems, printed and digital resource packets, the use of accommodations, and incorporating peer support professionals to reflect lived experience. Washington in-person workshops had 96% satisfaction rate. and Bidder ensures best practice for distance-based learning methods through the use of Community of Inquiry, ensuring high levels of social, cognitive, and teaching presence. TA is customized and scheduled post-training based on readiness assessment.
7. Bidder ensures services support the development of effective practice workflow changes by starting with a comprehensive assessment of existing practice workflows that consists of interviews and mapping sessions. Workflow redesign is collaborative with the use of Lean Six Sigma and PDSA.
8. Bidder ensures all activities incorporate and reflect voice of individuals with SUD lived experience by engaging with individuals as key partners in curriculum development. Peer Recovery Coaches are recruited to serve as co-trainers, moderators, and mentors. Individuals with lived experience are compensated and provided with resources to promote leadership growth
9. Bidder will ensure most efficient use of resources and participant time by offering the majority of educational sessions virtually to eliminate travel and time. Bidder will use local trainers. Bidder will develop curriculum that focuses on the essential evidence based knowledge and offer training sessions that are scheduled to avoid peak clinical hours.
10. Bidder's activities and services will address SUD related stigma in the clinical prescriber setting through training and awareness building that addresses bias, stereotypes and impact of stigma. Bidder will integrate voices of recovery throughout training and activities. Bidder will include stigma awareness questions in evaluations to assist in refining curriculum and ensuring alignment with Department public health campaigns.

**E. Performance Measures**

1. Bidder will perform all services in PM table and provide supporting documentation through SUD LC anonymous participant survey results.

a. Bidder will submit data utilizing Appendix I quarterly.

**F. Reports**

1. Bidder will track and record all data/info necessary to complete required reports in Table 2 using information from anonymous post-training surveys, data collected

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through ECHO Program Participation Report, Webinar Activity Report, Consultation Use Report, and Statewide Participation Report

2. Bidder will submit the reports as outlined in table 3 within 30 days after the end of each quarter. Bidder develops a reporting calendar at the start of the project using a project management system, ClickUp.

**2. Staffing**

A. Bidder submitted staffing plan including positions, job descriptions, and minimum qualifications

B. Bidder will not engage with external subcontractors for this project.

C. Bidder submitted a staffing plan including positions, minimum staffing, and time allocation per position.

**3. Implementation - Work Plan**

A. Bidder submitted a work plan for the first 6 months of the project providing task/activity, month to be completed, and responsible position.

I. Bidder's workplan was in a timeline chart (Tabular Format)

II. Bidder described program development, the month task/activity would be carried out and the position responsible for the task.

III. Bidder will not use subcontractors.

**Part IV, Section IV. Cost Proposal and Budget Narrative**

- Bidder states on Cost Proposal tab that proposal covers 1/1/26-12/31/26 but actual proposal Period of Performance states 1/1/26-6/30/27
- Bidder has state mileage at .50 a mile, state mileage rate is currently .54



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**Individual Evaluator Comments:**

Part I. Preliminary Information	
Eligibility Requirements	
<ul style="list-style-type: none"><li>• 1.a. – Described in detail their work connecting professionals with experts for one-on-one consultation across clinical, behavioral health and public health settings, including mentorship programs under contracts with the Washington State Department of Children, Youth and Families (DCYF) and the City of Albuquerque.</li><li>• 1.b. – Described in detail their work offering multimodal educational programs and resources, including indication that they have trained over fifteen thousand (15,000) professionals across six (6) continents via multimodal educational programs designed for behavioral health and healthcare communities; and specific reference to training provided for Washington State and Albuquerque, New Mexico.</li><li>• 1.c. – Described planning, coordination and offering of ECHO-style programs since 2022, and specifically referenced work provided to the Harris County Public Health in Texas (2024) and the Washington State DCYF (2025).</li><li>• 2.a. – Described their work providing ECHO-style programming for the City of Albuquerque, New Mexico and Washington State DCYF; and described provision of an on-site learning conference in their response to the Qualifications and Experience Form.</li><li>• 2.b. – Stated they have provided accredited training programs across multiple disciplines since 2021, including partnering with statewide and national initiatives for collaboration with credentialing bodies and continuing education (CE)-accredited partners. Specifically referenced work with the Washington State Department of Health (since 2025) and the City of Albuquerque (2022-2024).</li><li>• Attestation provided and signed.</li></ul>	
Part IV. Section II. Organizational Qualification and Experience	
1. Overview of the Organization	
<ul style="list-style-type: none"><li>• Stated they are a certified Veteran-owned and “Black-owned minority business” with a nationally recognized track record in substance use disorder (SUD) education, opioid treatment training, culturally responsive clinical care and medication assisted treatment (MAT) for diverse and underserved populations across the nation.</li></ul>	



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- Stated they have over thirty (30) years of combined expertise in public health, clinical psychology, pharmacy, addiction science and health equity.
- Stated they have conducted “hundreds” of training sessions across six (6) continents through in-person, virtual, home-study and asynchronous learning formats.
- Referred to their over eighty (80) five (5) -star Google reviews, positive post-evaluation feedback and “observable changes in team systems and patient care practices” regarding the effectiveness of their training.
- Stated their team includes a pharmacist, clinical psychologist, public health expert and clinical social worker.
- Provided a list of their agency’s “proven skills” that are pertinent to the scope of services, including development and delivery of evidence-based, culturally responsive training on substance use and harm reduction; expertise in engaging with diverse and high-need populations including rural residents, Tribal communities, veterans and “underserved urban populations”; capacity to provide multi-format training; experience collaborating with state agencies and community organizations on complex challenges, including opioid and fentanyl crises; and use of data-driven evaluation methods.
- Stated their trainings prioritize trauma-informed care, harm reduction, and address systemic barriers affecting marginalized communities.

**Experience contracting with national training experts**

- Stated they coordinated the Learning Community Conference at Kirkland Air Force Base and indicated a 95% attendance satisfaction rate as a result.
- Provided a description of how coordinated the Learning Community Conference at Kirkland, including coordination for conference speakers and presenters.
- Stated they maintain strong connections with national training networks outside of their internal team, with specific reference to the Maine and Vermont Psychological Associations and the Maine Office of Substance Abuse and Mental Health Services (SAMHS). This evaluator assumes the Bidder is referring to Maine’s Office of Behavioral Health (OBH) when referring to Maine’s SAMHS.
- Referred to their current contract with the Washington State Department of Health for their statewide SUD Learning Community Conference.

**Project 1:**

- Referred to their work contracting with the Washington Department of Children, Youth and Families (DCYF) to design and implement a statewide professional development initiative focused on SUD education for home visiting providers.

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- Stated their development and rollout of a comprehensive SUD Learning Community was created through partnership with DCYF leadership, Tribal Nations and community stakeholders.
- Provided a comprehensive description of their work, including creation of a formal Training Workplan and building of a dedicated Learning Management System (LMS) on the LearnWorlds platform.

**Project 2:**

- Referred to their current contract with the Washington State Department of Health (DOH) to lead a statewide clinician education initiative under the Overdose Data to Action (OD2A) Cooperative Agreement.
- Stated, under this contract, they are responsible for providing education to clinicians on evidence-based practices for management of acute, subacute and chronic pain; screening and diagnosing opioid and stimulant use disorders (OUD and SUDs); and addressing stigma within healthcare environments.
- Stated this work is aligned with the CDC Clinical Practice Guideline for Prescribing Opioids for Pain (2022).
- Provided a comprehensive description of their work, including modules, supplemental handouts, post-training tool, and design and deployment of a dedicated Learning Management System (LMS) through the LearnWorlds platform.

**Project 3:**

- Referred to their contract with Harris County Public Health in Texas to lead a large-scale initiative that is focused on training Peer Support professionals, Peer Recovery Coaches, and violence prevention outreach specialists in evidence-based, culturally responsive practices for addressing substance use, opioid addiction, community violence and trauma.
- Stated a core objective of their project was to coordinate and deliver targeted education and leadership development opportunities tailored to the population's unique roles.
- Stated they created a trauma-informed curriculum that is rooted in Cognitive Behavioral Interventions (CBI).
- Stated their training emphasized how to use CBI techniques in real-time to interrupt violence and redirect toward treatment and recovery options.
- Stated they developed a robust LMS for this project, also hosted on the LearnWorlds platform.

**2. Subcontractors**

- Stated "N/A; no subcontractor will be used; all work will be completed by internal RC Warner Consulting team."

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<b>3. Project Team Organizational Chart</b>
<ul style="list-style-type: none"><li>• Provided an organizational chart with six (6) staff/positions indicated.</li></ul>
<b>4. Litigation</b>
<ul style="list-style-type: none"><li>• Stated “none”.</li></ul>
<b>5. Financial Viability</b>
<ul style="list-style-type: none"><li>• Bidder did not provide the three (3) most recent years of Financial Statements audited and reviewed by a Certified Public Accountant (CPA), as required, and instead only provided “Balance Sheets” that were prepared and reviewed by a Certified Public Accountant (CPA) for June 20, 2025; December 31, 2024; and December 31, 2023.</li></ul>
<b>6. Certificate of Insurance</b>
<ul style="list-style-type: none"><li>• Provided on standard ACORD form and includes commercial general liability and psychologist’s professional liability.</li></ul>

<b>Part IV, Section III. Proposed Services</b>
<b>Part II</b>
<b>A. Required Services</b>
<ol style="list-style-type: none"><li>1. Plans to launch the initiative through convening a statewide SUD Learning Community Planning Group comprised of Department representatives, SUD subject matters, and clinical leaders across Maine, including those serving rural, tribal and medically underserved areas.</li></ol> <ul style="list-style-type: none"><li>• Plans to have the SUD Learning Community Planning Group serve as a strategic advisory body to co-design structure, content, delivery methods and engagement strategies.</li><li>• Plans to facilitate a structured, equity-informed needs assessment, including direct input from prescribing clinicians, behavioral health teams and community stakeholders; with direct input collected through surveys, targeted focus groups and one-on-one interviews to ensure the Learning Community is grounded in lived realities, clinical challenges and priorities of those providing SUD treatment.</li><li>• Plans shape each planning phase with data and stakeholder feedback to ensure content is clinically relevant, evidence-based and aligned with state-level goals and local practices.</li><li>• Will provide offerings free of charge.</li><li>• Plans to utilize a hub-and-spoke model to centralize evidence-based training and will extend reach through localized implementation and peer-to-peer learning opportunities.</li></ul>

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<ul style="list-style-type: none"><li>• Plans to host all content and resources on LearnWorlds, their secure interactive Learning Management System (LMS); which includes built-in engagement tracking, performance analytics, and participation dashboards.</li><li>• Plans to deliver tailored technical assistance (TA) to clinical sites statewide through real-time consultation, virtual coaching and curated resource toolkits.</li><li>• Plans to conduct regular progress reviews and outcome tracking and will adapt TA strategies in response to clinical feedback and measurable improvements, with data systematically analyzed and shared with the Department.</li><li>• Will ensure alignment with Maine’s public health goals and existing opioid response efforts.</li><li>• Stated their core team includes national experts in clinical psychology, pharmacy, substance use treatment and public health; and provided some detail regarding two of their clinicians.</li><li>• Plans to implement an outcome measurement and reporting framework, with outcome tracking designed in close coordination with the Department, and Bidder listed some key metrics they would include.</li><li>• Plans to capture metric findings via required quarterly progress reports and will provide a final project summary.</li></ul>
<p><b>2.</b> Bidder referred to working collaboratively with the “Office of Substance Use and Mental Health Services (OSUMHS)” within the Department, this evaluator assumes the Bidder is referring to the Office of Behavioral Health (OBH), as there is no “Office of Substance Use and Mental Health Services (OSUMHS)” within the Department.</p> <ul style="list-style-type: none"><li>• Plans to actively engage with specialty medical providers, primary care organizations and behavioral health organizations, through stakeholder focus groups, structured interviews and collaborative workshops.</li><li>• 2.c. – met requirement.</li><li>• For local and national best or promising practices, stated their curriculum will incorporate trauma-informed care frameworks; culturally response care practices consistent with Indian Health Service (IHS) guidance and Maine’s tribal health authorities; interprofessional education models supported by the Association of American Medical Colleges (AAMC) and American Academy of Addiction Psychiatry (AAP); and peer learning and support strategies modeled after Project ECHO.</li></ul>
<p><b>3.</b> Plans to begin project implementation with a statewide needs assessment for identification of key training gaps and needs.</p> <ul style="list-style-type: none"><li>• Listed and described some Maine-specific gaps and challenges, supported by current overdose surveillance data and the Maine Opioid Response Strategic</li></ul>

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Action Plan (2023-2025): low treatment penetration; geographic disparities; stimulant and co-occurring disorders (training gaps); workforce burnout and turnover; and tribal and culturally responsive care gaps.

- Plans to conduct an “environmental scan” using a four (4) phase assessment approach: (1) secondary data review; (2) stakeholder engagement; (3) provider survey and county-level focus groups; and (4) summary report to the Department.
- Plans to have ongoing feedback loops during webinars and ECHO sessions; a dedicated TA intake system for real-time requests; and will engage in continuous consultation with OBH and provider advisory groups to adapt offerings.
- Plans to lead structured “Project ECHO-style tele-mentoring series”, which does not meet the requirement of A.3.b. to provide of Project ECHO programs, (not “Project ECHO-style” series). Unclear if the Bidder intends on providing Project ECHO programs, or only “Project ECHO-style tele-mentoring series”.
- Plans to implement a monthly educational webinar series for “high-impact, evidence-based learning opportunities” aimed at Prescribing Clinicians, and Medical and Behavioral Health Practice Teams; with each webinar to be CME/CEU-eligible.
- Stated all recorded content, materials and intellectual property developed through the contract will be owned by the Department; and the Department will receive administrative access to their LMS (LearnWorlds platform).
- Plans to coordinate and host two (2) annual statewide educational meetings through an in-person meeting held at a centrally accessible location and a virtual meeting.
- Will host all training content, resources and evaluation tools on their LearnWorlds LMS; and indicated participants will have access to practical, evidence-based resources within the LMS, including PowerPoint slides, quizzes, certificates of completion, video case studies, peer-reviewed literature, referral directories and downloadable toolkits.
- Stated their LMS includes a community discussion board for peer-to-peer learning and a curated resource library that will be developed in partnership with the Department.
- Plans to implement an “Ask an Expert” feature within their LearnWorlds LMS, where participants can submit detailed clinical questions related to SUD treatment, medication management, co-occurring conditions and harm reduction; with inquiries reviewed and answered promptly by a multidisciplinary team of subject matter experts.

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- Plans to maintain a rotating on-call consultation schedule with designated clinical trainers available for one-on-one virtual appointments , streamlined through an online booking system.
- Plans to implement a multi-channel approach to promote relevant and Department-approved listservs, via: integrated email campaigns; live training sessions; listserv advertising within the LMS; digital and print materials; social media and professional networks; and tailored messaging.

Provided Attachment 7 within the response – Proposed SUD Education and Training Plan.

- Plans to provide a minimum of twenty (20) educational opportunities per quarter, for a total of eighty (80) annual trainings through a multimodal delivery model.
- Stated offerings will include real-time virtual sessions, on-demand e-learning modules, in-person regional events and interactive case-based workshops that are “modeled after the Project ECHO format”; with each training to offer CE credits for eligible disciplines.
- For the twenty (20) quarterly trainings, plans to provide five (5) per month via: two (2) live virtual trainings/month; one (1) in-person or hybrid session/month with rotating locations; and two (2) asynchronous e-learning modules/month through the LMS.
- Listed the overarching objectives that each training opportunity will align with.
- Listed some sample training titles and descriptions of twenty (20) trainings they may do for one (1) quarter.
- Plans to include pre- and post-tests, satisfaction surveys and follow-up evaluations with each training session.

4. Stated they use a lifespan-based and clinically grounded framework for education.
  - Stated their curriculum is segmented by population type to ensure provision of developmentally appropriate and context-specific care and described anticipated training objectives for treatment to the following populations: substance-exposed infants, youth and adolescents, and adults and older adults.
  - Stated they utilize a role-based interprofessional training model and described customized modules for the following: Prescribing Clinicians, Behavioral Health Providers, and Integrated Teams.
  - Plans to provide training through asynchronous modules in their LMS; live case consultation and office hours; and “microlearning tracks” that are twenty (20)

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<p>minute modules focused on high-need topics such as managing stimulant use in teens.</p> <ul style="list-style-type: none"><li>• Indicated participants can receive CME and CEU credits and can revisit modules on-demand.</li><li>• Stated their training integrates health equity and cultural responsiveness across the lifespan and will include strategies to increase patient trust and retention and realistic vignettes involving rural and tribal patient scenarios.</li><li>• Stated their modules will align with the Maine Opioid Response Strategic Action Plan and will include language that centers dignity, autonomy and person-first care.</li><li>• Plans to have training engagements include disaggregated evaluation by patient population (age), geography, and role type.</li></ul>
<p>5. Stated, after their “landscape analysis” they will assign designated leads to engage with initiative coordinators directly to understand program objectives, curricula, delivery schedules and priority areas.</p> <ul style="list-style-type: none"><li>• Within the first thirty (30) days, plans to establish contact with the Maine Opioid Response Clinical Advisory Committee’s coordinator to review meeting schedules, clinical guidelines and ongoing projects to timely incorporate the Committee’s evolving clinical recommendations. And plans to have their designated lead participate in meetings or workgroups, as directed, to ensure alignment with statewide policy and clinical priorities.</li><li>• Did not address coordination with any other State-led opioid-related task forces and workgroups and only referenced the Maine Opioid Response Clinical Advisory Committee. Unclear if Bidder also intends on coordinating with other State-led opioid-related task forces and workgroups.</li><li>• Plans to share detailed outlines of their prescriber-focused training modules with Maine’s Academic Detailing program; will invite academic detailers as guest speakers for relevant virtual sessions; and will establish a two (2)-way referral system where clinicians completing Learning Community courses will be connected to academic detailers for personalized consultations and detailers can refer clinicians to the broader training series for ongoing education.</li><li>• Plans to have their modules embed clear referral decision trees to guide providers on utilization of MAPP’s psychiatric phone consultation service; and plans to develop concise instructional videos on how to access the consultation line.</li><li>• Plans to review MAPP’s consultation feedback quarterly for identification of common clinical challenges to inform iterative refinements of training content.</li></ul>

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<ul style="list-style-type: none"><li>• Plans to partner with OBH training coordinators to co-develop and maintain a shared statewide calendar of educational events that will be accessible through their LMS platform so providers can view and register for Bidder's trainings and OBH-sponsored training on the platform.</li><li>• Plans to conduct biannual content gap analyses that are informed by participant feedback and statewide data trends for proposals of new, complementary training topics to address unmet educational needs.</li><li>• Plans to have collaboration with the Maine Pediatric and Behavioral Health Partnership (MPBHP) focus on aligning clinical frameworks within pediatric SUD and co-occurring mental health content and will invite MPBHP experts to serve as guest facilitators and will provide LMS-based referral pathways to MPBHP's teleconsultation services for providers that are managing complex pediatric cases.</li><li>• Plans to have bi-monthly planning meetings with MPBHP leadership to ensure ongoing content alignment and coordinated outreach. When referring to "bi-monthly" it is unclear to this evaluator if Bidder is referring to twice a month or once every two (2) months.</li><li>• Plans to initiate a formal partnership call with CORA's Maine liaison within the first forty-five (45) days of project launch to coordinate training schedules and resource sharing.</li><li>• Plans to share aggregated provider needs data with CORA quarterly to support their regional assessments and collaboratively tailor resources that are responsive to rural workforce challenges.</li><li>• Plans to develop jointly hosted training events with CORA.</li><li>• Plans convene quarterly coordination calls across all partnerships involving all key Department-supported initiatives; with calls to foster real-time information sharing, identification and troubleshooting of barriers and opportunity exploration for joint initiatives.</li><li>• Plans to measure partnership success through multiple described metrics.</li></ul>	<p><b>6.</b> Stated their curriculum will address best practices in supportive supervision, ethical oversight, boundary setting and fostering resilience in Peer staff; and they will coordinate with the Department and existing Maine Peer programs to align supervisory training with the standards established by the Connecticut Community for Addiction Recovery (CCAR) and other recognized bodies.</p> <ul style="list-style-type: none"><li>• Plans to facilitate Train-the-Trainer workshops that target supervisors within Medical and Behavioral Health Practices and Peer programs.</li><li>• Stated they will also offer ongoing consultation and peer supervisory support groups to build community among supervisors and encourage shared learning.</li></ul>
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- Plans to facilitate monthly Partnership Forums where Peer leaders and stakeholders co-create strategies to enhance Peer integration, advocate for sustainable funding and promote shared resources.
- Stated they offer tailored training in program management topics.
- Stated they provide hands-on TA through site visits and virtual coaching sessions.
- Stated they deliver specialized training modules focused on team-based care, role, clarity, communication skills, and collaborative treatment planning that explicitly includes Peers' unique contributions.
- Stated they partner with Medical Practice leadership and Prescribing Clinicians to design joint learning sessions.
- Stated their approach includes development and dissemination of practical tools, such as Peer integration checklists, role descriptions and workflows that can be customized by practice.

Provided Attachment 8 within the response – Educational and Leadership Development Support Plan for Peer Support Professionals and Peer Recovery Coaches.

- Stated their plan integrates trauma-informed, culturally responsive and recovery-oriented practices; to be delivered through virtual trainings, in-person workshops, TA and peer-led learning communities.
- Described their program overview and objectives; their educational and leadership development outline, including training focus areas by topic (supervision, partnerships, program management and Peer Support integration in multidisciplinary teams) and anticipated delivery plan for each overarching training topic; and additional supports and resources (CE, LMS and Peer leadership cohorts) to be provided to Peer Support professionals and Peer Recovery Coaches.
- Described their evaluation and continuous improvement plan.

7. Plans to utilize virtual education, with a Spanish-language interpreter available upon request, and in-person and hybrid education.
- Plans to develop training schedules quarterly in partnership with the Department and key stakeholders.
- Plans to distribute quarterly calendars of training events through the Department and Bidder's LMS and will distribute through email communications.
- Plans to provide closed captioning for all virtual content.
- Plans to conduct a pre-session intake survey for participants to request any additional accommodations.

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<ul style="list-style-type: none"><li>• Plans to ensure all materials comply with ADA standards and are compatible with screen readers and other assistive technologies that are embedded within their LMS platform.</li><li>• Described their anticipated continuous quality improvement and participant engagement plans.</li></ul>
<p><b>8.</b> Provided a detailed comprehensive response and indicated one (1) of their three (3) in-person events will be the annual SUD Learning Community conference.</p> <ul style="list-style-type: none"><li>• Plans to utilize regional needs assessments, stakeholder surveys and provider interviews for identification of priority geographic regions for in-person events, barriers to participation, and topics and session formats that would be most relevant to the intended audiences.</li><li>• Described their anticipated design for the annual SUD Learning Community conference.</li><li>• Described their anticipated participant engagement strategy, including launching of a statewide outreach campaign eight to ten (8-10) weeks in advance, offering of CE credits, and a follow-up engagement plan.</li><li>• Described data that their LMS platform will track for all in-person events.</li></ul>
<p><b>9.</b> Plans to have a specific CE coordinator, whose work will include submitting applications for CE no later than forty-five (45) days prior to delivery of the event.</p> <ul style="list-style-type: none"><li>• For advertising CE opportunities, will use event marketing and registration pages; integration and communication in LMS; and targeted outreach.</li><li>• Described their certification production and delivery processes.</li><li>• Plans to include a CE dashboard in their LMS to show hours earned, credential type and credit renewal times.</li><li>• Plans to have a mid-year “Continuing Education and License Renewal 101” webinar to walk participants through Maine-specific CE documentation and renewal processes.</li></ul>
<p><b>10.</b> Will develop and implement a bi-monthly branded digital newsletter. When referring to “bi-monthly” it is unclear to this evaluator if Bidder is referring to twice a month or once every two (2) months.</p> <ul style="list-style-type: none"><li>• Stated they have a designated Communications and Administrative Specialist that is responsible for managing the newsletter lifecycle; and the Communications Specialist will maintain a content calendar and will track stakeholder engagement metrics.</li><li>• Described their anticipated content development and customization plans for the newsletter, including a survey or feedback prompt.</li></ul>

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<ul style="list-style-type: none"><li>• Plans to use a professional-grade email marketing platform such as Mailchimp that will integrate into their LMS and contact management database.</li><li>• Plans to archive all newsletters on the updated Maine SUD Learning Community website.</li><li>• Plans to have the newsletter include interactive elements (e.g., polls or quizzes); short video messages; Q&amp;A section; offering a Spanish version; and user-driven content via invites to submit stories, tools or local event highlights for future newsletter inclusion.</li><li>• Described provision of an analytics dashboard.</li></ul>
<p><b>11.</b> Will segment SUD Learning Community participants and stakeholders by role, geography and training history to provide tailored messaging via email campaigns, phone outreach and LMS messaging and push notifications.</p> <ul style="list-style-type: none"><li>• Plans to coordinate outreach efforts quarterly to align with training cycles and statewide initiatives.</li><li>• Commits to a minimum of four (4) annual tabling engagements at high-impact community and professional events, with a focus on locations with identified training gaps or high overdose risk, with some example events included for anticipated tabling.</li><li>• Plans to staff their tabling presence with a combination of Maine-based clinical trainers, Peer Recovery Coaches and outreach administrators that will: provide on-site registration, distribute bilingual (English/Spanish) materials, demonstrate their LMS platform and SUD resource library, and provide opportunities to collect contact information and training interests for personalized follow-up.</li><li>• Plans to incorporate QR codes within their tabling materials.</li><li>• Plans to leverage partnerships for amplified outreach.</li><li>• Described plans for data-informed outreach improvement.</li></ul>
<p><b>12.</b> Stated they will engage in routine collection of multi-source data, including collecting data from: post-training participant surveys; qualitative feedback; LMS analytics; clinical and operational performance data; and feedback from Department staff and partner agencies collected during regular coordination meetings.</p> <ul style="list-style-type: none"><li>• Described their structured analysis and reporting plans.</li><li>• Stated they utilize a Plan-Do-Study-Act (PDSA) cycle for continuous quality improvement.</li><li>• Plans to host quarterly quality review meetings with stakeholders; share data dashboards for joint monitoring; and invite stakeholder input to refine evaluation tools and focus areas.</li></ul>

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- 13.** Plans to provide automated surveys after each session via their LMS; will ensure surveys are: accessible, available in English and Spanish with ADA-compliant formatting; optimized for multiple devices, including mobile phones and tablets; and available in paper format upon request, for in-person events.
- Included some additional custom questions they may include with the satisfaction surveys, with Department input.
  - For inclusion of Department-directed questions, plans to have a five (5) business day turnaround for integration.
  - Described plans for data analysis and use.
  - Stated, should feedback trends indicate dissatisfaction, content misalignment or delivery issues, they will immediately conduct a root-cause review and provide the Department with a proposed action plan within ten (10) business days.

**B. Annual SUD Learning Community Conference**

- 1.** Plans to establish a Conference Pre-Planning Group within the first thirty (30) days of contract award.
- Plans to have the pre-planning group include approximately ten to twelve (10-12) members, including: OBH representation; at least one (1) Prescribing Clinician and one (1) Peer Recovery Coach; Behavioral Health Practices and Medical Practices' representation; a MAPP member; a youth-serving provider that is connected to the Maine Pediatric and Behavioral Health Partnership; a participant from the previous year's Learning Community training cohort; and a representative with lived experience.
  - For the pre-planning group, plans to ensure representation across rural and urban regions.
  - Plans to have the pre-planning group meet monthly for four (4) months leading up to the event through virtual meetings and real-time collaborative planning using shared digital workspaces (e.g., Miro and Google Drive). If requested, will arrange hybrid or in-person meetings through their in-state training coordinator to mitigate travel and cost barriers.
  - Plans to use a structured agenda co-developed with the Department for each meeting, and will document meeting notes and proposed decisions, to be reviewed in each subsequent session to ensure continuity and accountability.
  - Described data and feedback sources that they will synthesize to define audience priorities and inform track development, breakout session topics, keynote speaker selection and materials development.

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| <ul style="list-style-type: none"><li>• Plans to have the pre-planning group submit monthly planning summaries to the Department that outline group decisions, emerging audience needs and proposed next steps.</li><li>• Plans to present a draft conference agenda to the Department for review at least sixty (60) days prior to the event for feedback and refinement.</li></ul>  |
| <p><b>2.</b> Plans to use a multi-platform outreach campaign to promote the annual SUD Learning Community Conference.</p> <ul style="list-style-type: none"><li>• Plans to have their internal communications team, including a dedicated graphic designer, manage the end-to-end development of all promotional materials, with anticipated promotional materials listed, including branded social media graphics and digital slide decks for distribution by partner organizations.</li><li>• Will have all promotional material designs: adhere to Department branding guidelines, use plain language, and ensure ADA accessibility; with all materials reviewed and approved by the Department prior to release.</li><li>• Stated they maintain a partnership with a commercial-grade print fulfillment center allowing for high-volume, fast turnaround printing of promotional materials.</li><li>• Will have their Maine-based team member hand-deliver printed materials for regional distribution to Federally Qualified Health Centers (FQHCs); Behavioral Health Practices; Medical Practices; Recovery Centers; and hospital systems and academic institutions. As it pertains to feasibility, efficiency, and cost, it is unclear to this evaluator if regional hand-delivered distribution by one (1) Maine-based team member is appropriate. It is also unclear to this evaluator if the "regional distribution" will be statewide, or only accounts for certain area(s) of the State, and which area(s).</li><li>• Stated their plan for in-person outreach will help to ensure visibility in underserved and rural regions and allow for relationship building.</li><li>• Plans to also launch a parallel digital engagement campaign that includes email marketing; use of LinkedIn's Sales Navigator tool to identify and message new contacts; cross-posting on organizational partner platforms including the Department's newsletter and relevant statewide listservs; social media promotion; and an event landing page with registration links built within their LMS.</li><li>• Also plans to incorporate QR code distribution embedded in printed materials and posters; short video promos; partner toolkits for distribution; and early-bird registration incentives, including CE discounts. It is unclear to this evaluator how CE discounts would be applicable, if all SUD Learning Community</li></ul> |

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	<p>activities are to be offered free of charge (as required by the RFP). It is unclear to this evaluator whether the Bidder intends on making all SUD Learning Community activities free of charge, as required, or only some (e.g., excluding CE courses).</p> <ul style="list-style-type: none"><li>• Plans to use “UTM tracking links” (UTM undefined) and email campaign data for continuous monitoring and adjustment.</li></ul>
	<p><b>3.</b> Plans to implement a centralized, user-friendly registration process.</p> <ul style="list-style-type: none"><li>• Plans to process all participant registration through their LMS, which will include an event landing page and registration form; with each registrant to receive an automated confirmation email with event details, contact information and instructions for updating information, if needed.</li><li>• It is unclear to this evaluator if participant registration would also be available in formats and locations outside of the LMS, for interested registrants that are not registered with the LMS.</li><li>• Described their anticipated real-time registration tracking and capacity monitoring processes for the annual conference.</li><li>• For pre-conference participant support, they will provide: a daily monitored dedicated registration support email inbox; a live conference support phone line available 9am to 5pm (ET) Monday through Friday; a FAQ section and help form embedded in the registration page; access to Spanish-speaking staff or interpreter services for registration-related questions; and follow-up calls or emails for registrants requesting special accommodations or CE documentation clarification.</li><li>• Described processes for on-site check-in and day-of coordination, including digital check-in kiosks or tablets, staffed “Help &amp; Info” table, and printed sign-in sheets and backup systems for wi-fi free environments.</li><li>• Plans to provide a welcome packet with a printed agenda, speaker bios, CE tracking information and evaluation survey instructions to each participant.</li><li>• Described post-conference reconciliation plans, with all data to be secured stored in accordance with HIPAA and State privacy requirements.</li></ul>
	<p><b>4.</b> Stated they will conduct a Speaker Landscape Review within forty-five (45) days of the contract award, guided by data collected from the previous year’s feedback, Department input and trends in the state’s overdose and treatment gaps.</p> <ul style="list-style-type: none"><li>• Plans to have the planning team prioritize speaker selection that supports conference tracks that are most relevant to the Department’s current SUD/ODD priorities.</li></ul>

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<ul style="list-style-type: none"><li>• Plans to ensure diverse representation across disciplines, including public health leaders and community-based experts, with special consideration given to speakers from Maine or neighboring rural states that understand the local context.</li><li>• Plans to formally invite speakers through a Speaker Invitation Packet and described their solicitation and contracting process for speakers.</li><li>• Will confirm all speakers and session descriptions no later than four (4) weeks prior to the conference date, with Bidder to prepare and distribute a Speaker and Session Program Overview documentation at that time, to be uploaded to the LMS and shared with the Department and all registrants.</li><li>• Plans to use a Speaker Deliverables Timeline, to be shared with all confirmed speakers via email and follow-up phone call and outlined related deadlines.</li><li>• Plans to assign each speaker a Speaker Liaison from their project team to conduct check-ins, answer questions and ensure timely submission of all required materials.</li><li>• Described anticipated quality assurance and final preparation processes.</li></ul>
<p><b>5.</b> Once a speaker's participation is confirmed, they will ask each speaker to complete a Speaker Logistics Form that captures travel, lodging and reimbursement-method related details; with the form to reviewed by a designated Speaker Logistics Coordinator within Bidder's administrative team.</p> <ul style="list-style-type: none"><li>• Plans to handle end-to-end coordination of flights, ground transportation and lodging for presenters traveling from out-of-state, with protocol described.</li><li>• For presenters residing in Maine, stated they work with their in-state team member to coordinate mileage reimbursement or overnight stays, as applicable.</li><li>• Plans to make travel and lodging arrangements no later than four (4) weeks in advance of the event; and they will assume full responsibility for pre-paying lodging, if applicable; coordinated direct billing with hotels; and documentation maintenance for Department review and audit compliance.</li><li>• Described anticipated confirmation and support materials plan; and their on-site and post-event support for presenters, including provision of a brief post-event travel satisfaction survey and ensuring reimbursements, as applicable, are processed within ten (10) business days.</li></ul>
<p><b>6.</b> Provided stepwise detail regarding anticipated processes that covered the following topics: (1) needs analysis and subsequent content mapping (development of a Conference Content Map); (2) session design and format design; (3) venue and room logistics planning; (4) speaker session scheduling</p>

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and confirmation; (5) conference schedule, development and dissemination; and (6) on-site coordination and real-time management.
<p>7. Plans to identify and secure a conference venue based on findings from an environmental scan that considers accessibility, geographic distribution of participants, parking, public transportation, and lodging proximity.</p> <ul style="list-style-type: none"><li>• Plans to have their Event Logistics Coordinator compile a list of vetted venues that meet ADA compliance standards and can accommodate a minimum of one hundred fifty (150) attendees within the first thirty (30) days of contract execution.</li><li>• Plans to initiate formal RFPs from at least three (3) venues for comparison on cost, space flexibility, on-site services and alignment with Department specifications; once a venue is selected, Bidder will execute the award and serve as the sole point of contact for all logistical arrangements.</li><li>• Plans to conduct a pre-event site visit to plan the physical layout of the conference, with additional details included regarding their anticipated plans for site set-up and room configuration, including conducting of a site walk-through the day prior to the event to confirm the setup matches Department requirements.</li><li>• Plans to work with the venue's in-house catering provider, or preferred vendors when external food is required, to provide food and beverage in alignment with Department dietary guidelines and budget, with accommodation options (vegetarian, vegan, gluten-free, and allergy-sensitive needs) and meal timing aligned with conference session breaks and CE credit timing.</li><li>• Plans to submit food menus to the Department for approval at least three (3) weeks prior to the event and will also ensure water stations are available throughout the space.</li><li>• Described their anticipated audiovisual equipment and technology planning and coordination.</li><li>• Described plans for special accommodations: with questions asked during registration (e.g., mobility, vision/hearing needs, service animals and language interpretation); plans to coordinate any necessary services such as American sign language (ASL) interpreters, assistive listening devices and large-print materials; plans to provide Spanish-language interpreters as needed, and will offer printed materials in English and Spanish; and will ensure all venue pathways and restrooms are ADA-compliant.</li><li>• Bidder specifically referenced Spanish and ASL interpreters; it is unclear if Bidder also intends on securing other interpreters, if requested.</li></ul>



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<ul style="list-style-type: none"><li>• Plans to document and confirm all accommodation requests prior to the event, with any last-minute requests to be handled by their on-site designated Accessibility Support Lead.</li></ul>
<p><b>8.</b> Described their three (3) tiered compliance strategy, which includes: venue screening; accessibility verification; and on-site accommodation management.</p> <ul style="list-style-type: none"><li>• As it pertains to ensuring the venue is up to date with ADA compliance, will have their Accessibility Compliance Officer verify such during the pre-event site walkthrough, with deficiencies documented. Should modifications be needed (e.g., installing temporary ramps), Bidder will ensure they are arranged immediately.</li><li>• For participant accommodations and communication access – plans to respond to each request within seventy-two (72) hours and will confirm final arrangements in writing with the attendee; and plans to have a dedicated Accessibility Support Table on-site to address real-time needs.</li><li>• Plans to confirm compliance with the smoke-free environment requirement during their site visit, to be reconfirmed with venue management two (2) weeks prior to the event.</li></ul>
<p><b>9.</b> Stated they provide all necessary AV equipment at event sites, with non-exhaustive list provided; and stated their equipment can support accessibility features such as closed captioning display and assistive listening devices.</p> <ul style="list-style-type: none"><li>• Provided a detailed comprehensive response, with detail provided regarding pre-event technology coordination, on-site technical support, and post-event support and quality assurance.</li></ul>
<p><b>10.</b> Plans to have a designated Accessibility Coordinator contact individuals submitting accommodation requests to discuss specific needs in detail.</p> <ul style="list-style-type: none"><li>• Met requirement and described other accommodations' assistance, including accessible seating and transportation assistance, assistive listening devices, closed captioning, flexible scheduling or breaks and provision of accessible digital materials and documents in alternative formats.</li></ul>
<p><b>11.</b> Plans to use Likert-scale questions and qualitative open-ended prompts for evaluation tools.</p> <ul style="list-style-type: none"><li>• Stated evaluations are designed to be accessible and user-friendly.</li><li>• Stated virtual sessions have surveys delivered immediately post-session via LMS notification or direct email.</li><li>• Stated all collected data is securely aggregated into a centralized database.</li><li>• Plans to have detailed written summaries of evaluations prepared within two (2) weeks post-conference, to be disseminated to Department leadership, conference planners and presenters.</li></ul>

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- Plans to share key findings and overall conference feedback with participants through newsletters and post-event communications.

**12.** Provided a detailed comprehensive response.

**C. SUD Learning Community Learning Management System (LMS) and Website**

1. Stated their LMS adheres to MaineIT Policies and procedures, including Prohibited Technologies, RA-1 and RA-5.
- Stated they follow a stringent vetting process to select the LMS platform to ensure full compliance with MaineIT's policies on prohibited technologies, including conducting a detailed technical review to exclude unsupported third-party plug-ins, deprecated software components or frameworks known to have security vulnerabilities.
  - Stated their LMS platform will incorporate advanced security tools including role-based access control, multi-factor authentication and end-to-end encryption.
  - Stated their LMS complies with federal and state accessibility laws, including Section 508 and WCAG 2.1 AA standards, with the following features included: screen reader compatibility, keyboard navigation, closed captioning on all video content and adjustable font sizes.
  - Stated their platform selection process for the LMS incorporates a thorough vendor security questionnaire and an annual compliance audit to verify ongoing adherence to standards.
  - Stated they undertake a multi-step risk assessment process prior to LMS deployment, and stated the process begins with a formal inventory of all LMS components and integrations, with a detailed threat analysis conducted after to identify potential risks such as unauthorized access, data leakage or service disruptions.
  - Stated they then perform vulnerability scans and penetration testing in collaboration with third-party cybersecurity experts to validate the LMS environment's security posture; and they will use findings from the assessments to inform their creation of a tailored Risk Mitigation Plan, with specific items to be included in the plan indicated.
  - Plans to document all findings, mitigation strategies and subsequent reviews in detailed Risk Assessment Reports to be shared with MaineIT stakeholders.
  - Stated they implement a rigorous vulnerability scanning protocol for their LMS environment, in compliance with MaineIT's RA-5 standards.
  - Stated they schedule monthly automated scans using industry-leading tools to identify known security weaknesses, misconfigurations, outdated software

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<p>versions and potential exposure points; and provided additional information on what the scans cover.</p> <ul style="list-style-type: none"><li>• Described anticipated remediation actions for issues.</li><li>• Plans to document all vulnerability scan reports, remediation steps and timelines in a centralized security logbook that is regularly audited and will be made available to the Department.</li><li>• Stated they conduct quarterly review meetings with their internal IT security and relevant stakeholders to assess trends and adjust scanning parameters, as needed.</li></ul>
<p>2. Stated the website features an advanced, fully searchable resource library, categorized by clinical topics, population focus and content format.</p> <ul style="list-style-type: none"><li>• Stated their content team uses analytics to track popular resources and gaps.</li><li>• Stated their interactive calendar offers dynamic filtering by date, location (i.e., virtual, in-person and hybrid), topic and target audience and integrates with the LMS, and major calendar platforms (Google and Outlook) for streamlined registration and attendance tracking.</li><li>• Stated their calendar has automated push notifications and SMS or email reminders to increase event participation; and they incorporate post-event analytics to evaluate engagement and refined future scheduling and topics.</li><li>• Stated their multimedia library includes professionally produced podcasts, expert panel webinars and patient case study videos.</li><li>• Stated all content includes closed captions and downloadable transcripts; and they incorporate interactive features such as embedded quizzes and feedback forms within videos to increase engagement and learning retention.</li><li>• Stated new content is developed quarterly based on user feedback and clinical developments.</li><li>• Stated the website employs Search Engine Optimization (SEO) practices to maximize reach and resources discoverability.</li><li>• Stated analytics tools monitor search rankings and user behavior to guide ongoing content strategy.</li><li>• Stated dedicated webpages provide timely, localized information on Maine's SUD or OUD epidemiology, treatment standards, policy updates and community resources; and stated they regularly update pages using data from the Department and local partners.</li><li>• Stated, a dedicated Maine-based website administrator manages day-to-day operations, content updates and user supports; and they employ quarterly usability testing, surveys and virtual focus groups for feedback.</li></ul>

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<ul style="list-style-type: none"><li>• Stated their local team conducts outreach visits to clinical sites and behavioral health practices to promote usage and collect in-person input to inform iterative improvements and enhance user satisfaction.</li><li>• As the Bidder is not an incumbent, the use of present tense in reference to the website in Bidder's response is confusing to this evaluator.</li></ul>
<p><b>3.</b> Stated they prioritize full adherence to MaineIT's Digital Accessibility Policy and Social Media for State Business policy for SUD LC website maintenance.</p> <ul style="list-style-type: none"><li>• Stated their web development and maintenance team follows State requirements to ensure their digital content meets or exceeds the accessibility standards outlined in Section 508 of the Rehabilitation Act and the Web Content Accessibility Guidelines (WCAG) 2.1 Level AA; and described key compliance steps.</li><li>• Stated all updates and new content releases undergo accessibility validation prior to publication.</li><li>• Described how they ensure compliance with social media for state business policy.</li><li>• Stated they implement quarterly compliance reviews in collaboration with the MaineIT and communications team; and maintain a log of accessibility testing results and social media compliance checks that are available for Department audit.</li></ul>
<p><b>4.</b> Provided a detailed response.</p>
<p><b>5.</b> Described their data de-identification procedures; use of standardized frameworks; data handling and controls; review and verification of de-identification; and compliance and training, with staff receiving regular training data privacy, classification policies and ethical data use.</p>
<p><b>6.</b> Provided a detailed response.</p>
<p><b>7.</b> Provided a comprehensive, detailed response.</p> <ul style="list-style-type: none"><li>• Plans to have their legal and compliance teams conduct an in-depth review of Rider B-IT, Section 30, to ensure a clear understanding of requirements.</li><li>• Plans to have all employees, contractors and subcontractors assigned to the project sign confidentiality and nondisclosure agreements that explicitly reference Maine's confidentiality requirements under Rider B-IT.</li><li>• Stated they maintain comprehensive records of confidentiality-related activities, including training attendance, access control reviews, incident reports and communications with the Department.</li></ul>
<p><b>8.</b> Stated they fully comply with the Section 19 Insurance Requirements, ensuring all required insurance coverages meet or exceed specified limits.</p>

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- Provided detail regarding insurance coverage limits and their insurance coverage provider.
- Stated they have a dedicated Risk Manager that oversees insurance compliance.

**D. Guiding Principles for the SUD Learning Community Curriculum**

- Plans to engage in comprehensive data integration through using multiple sources of quantitative and qualitative data, with various data sources listed.
- Plans to provide focus groups and stakeholder interviews to capture frontline insights and barriers.
- Plans to apply the Plan-Do-Study-Act (PDSA) cycle for continuous quality improvement and will conduct regular curriculum review meetings that involve clinical experts, educational designers and Department representatives to analyze data and recommend improvements.
- Stated they will maintain close coordination with the Department and relevant task forces for timely updates and data sets.
- Plans to develop and maintain data dashboards to track key performance indicators and will use dashboard insights to identify trends and adapt educational offerings proactively.
- Stated they establish clear, measurable treatment outcomes at the outset of curriculum development and during ongoing updates, that align with Department priorities.
- Stated outcome goals are operationalized through collaborating closely with the Department and Maine-specific data sources, such as the Maine Prescription Monitoring Program (PMP), statewide overdose surveillance databases and treatment episode reporting systems.
- Stated, where possible, they incorporate case studies to show successful patient engagement strategies linked to a reduction in relapse rates.
- Stated they partner with external evaluators and utilize post-training surveys to evaluate impact.
- Stated, where possible, they conduct follow-up case reviews and analyze health system data to monitor real-world changes in MAT uptake or overdose incidents among patients served.
- Stated curriculum content is continuously aligned with nationally recognized guidelines from CDC, SMAHSA, ASAM and Maine-

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specific clinical advisory recommendations from the Maine Opioid Response Clinical Advisory Committee.

- Stated they conduct quarterly curriculum reviews to integrate updates in treatment protocols, emerging pharmacologic interventions and psychosocial modalities.
- Stated they validate content accuracy and applicability through partnerships with expert stakeholders, including MAPP and CORA.
- Stated they implement a formal environmental scan process that is conducted biannually, and includes systematic review of peer-reviewed literature, surveillance reports from the Department, and emerging data on substance use patterns.
- To ensure curriculum remains relevant and responsive, stated they establish an ongoing quarterly Stakeholder Advisory Panel that includes Prescribing Clinicians, Behavioral Health Practice leaders, Peer Recovery Coaches and representatives from public health agencies.
- Stated they conduct targeted focus groups every six (6) months with frontline providers from varied geographic and practice settings; and the sessions are conducted through structured discussion guides for feedback on training relevance, cultural competence and practical applicability.
- Described anticipated quality improvement and continuous feedback loops.
- Stated they organize all educational content into core, role-specific and interdisciplinary modules; with each module mapped to competencies aligned with licensure standards and best practices specific to each discipline, with examples provided.
- Stated they use a parallel learning track model during live and virtual sessions, with breakout tracks offered by professional role followed by whole-group interdisciplinary case-based discussions.
- Stated modules include components on team roles, conflict resolution, shared decision-making and referral pathways; and are delivered through interactive role-plays and recorded video demonstrations, illustrating how each profession contributes to a coordinated response.
- Stated the curriculum is co-developed by their interdisciplinary training faculty that consists of a licensed pharmacist, clinical psychologist, social worker, peer recovery specialist and a public

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health expert, all trained in and worked across integrated SUD treatment environments.

- Stated each participant selects their professional role during LMS registration and this triggers customized learning pathways with tailored content, per scope of practice.
- Stated they also provide team-based learning plans for practices with multiple registrants to support collaborative learning across roles.
- Stated they ground content in the latest science and clinical guidelines, with their curriculum informed by standards such as SAMHSA's Treatment Improvement Protocols (TIPs), the ASAM Criteria and the CDC's Clinical Guidelines for Prescribing Opioids.
- Referred to stakeholder-informed development; and clinical practice application and interdisciplinary relevance.
- Stated their team conducts quarterly literature and policy reviews to ensure the latest research is integrated into curriculum rapidly.
- Stated they align each learning objective with treatment impact measures.
- Stated they ensure education on diagnosis and treatment of co-occurring mental health disorders is fully embedded in their SUD Learning Community activities.
- Stated their approach is rooted in evidence-based best practices and leverages national frameworks and Maine-specific data.
- Stated trainings include clinical screening tools and teach behavioral health and Prescribing Clinicians how to identify and differentiate between primary psychiatric symptoms and substance-induced conditions.
- Stated they cover integrated treatment planning, pharmacological considerations and models such as the Collaborative Care Model and SBIRT (Screening, Brief Intervention and Referral to Treatment).
- Stated their sessions incorporate lived experience and clinical perspectives, and include case studies, panel discussions and scenario-based simulations.
- Stated they contract with licensed psychiatrists, psychologists and clinical social workers with dual diagnosis expertise, including members of their Maine-based faculty.

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- Stated they ensure each delivery method (in-person, virtual and on-site TA strategies) reflect adult learning theory, best practices in instructional design, and trauma-informed principles.
- Stated their in-person training sessions are built around active learning strategies, including small-group breakout discussions; role-playing; case-based simulations; and collaborative problem-solving.
- Stated their Maine-based trainers are equipped to facilitate sessions statewide, which reduces travel costs and supports regional accessibility.
- For in-person trainings, plans to use participant response systems such as Slido and clickers to promote real-time interaction; provide printed and digital resource packets tailored to regional trends; use physical and cognitive accommodations, where needed; and incorporate Peer Support professionals as co-facilitators to reflect lived experience.
- Stated they follow the Community of Inquiry (CoI) framework for their virtual learning.
- Stated they deliver sessions primarily via Zoom or Microsoft Teams, whichever the Department prefers, and embeds distance-based learning with: live captioning and Spanish interpretation; breakout room discussions and live polling; AI-generated session summaries and downloadable transcripts; gamified elements like quizzes, badges and knowledge checks through their LMS; and LMS-based self-paced modules that are SCORM-compliant and Section 508/ADA accessible.
- Stated their LMS allows participants to bookmark modules, leave notes and earn Continuing Education credits.
- Stated they update all asynchronous modules semi-annually to reflect clinical guidelines and practice standards.
- Stated customized on-site TA visits are scheduled post-training based on readiness assessments and can include: workflow redesign for integrating MAT into primary care; EHR optimization for OUD diagnosis and treatment tracking; team-based shadowing/coaching in real-world care environments; and brief booster trainings on topics like billing.
- Stated they offer a hybrid TA model for rural clinics that begins with a virtual readiness consultation followed by in-person visits from



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their Maine-based clinical consultants to reduce travel delays and costs.

- Stated each learning method receives modality-specific evaluation, and they track engagement metrics, satisfaction and behavior change.
- Stated they review findings quarterly and use such to refine instructional strategies.
- Stated they use feedback from learners, including those with lived experience and Peer professionals to directly inform improvements to delivery and content.
- Stated they begin by conducting a comprehensive assessment of existing practice workflows within each Medical and Behavioral Health Practice, which includes structured interviews and workflow mapping sessions with professionals and administrative personnel to identify bottlenecks, inefficiencies and gaps in providing evidence-based SUD and OUD care.
- Plans to use findings from the assessment to collaborate closely with stakeholders to co-design tailored workflow improvements.
- Stated their workflow redesigns explicitly incorporate best practices for treatment; with components to be embedded into daily routines to enhance clinical effectiveness and patient outcomes.
- Stated they provide targeted training and real-time TA virtually and on-site; including hands-on sessions for optimizing electronic health records (EHR) documentation, referral management, and multidisciplinary communication channels.
- Stated they establish regular feedback mechanisms post implementation, including data dashboards and stakeholder surveys.
- Stated they organize peer learning sessions where teams share effective workflow innovations and problem-solving strategies.
- Stated they are committed to authentically integrating the perspectives of those with SUD lived experience throughout educational, training and consultative activities.
- Stated they engage individuals with lived experience as key partners in their curriculum development; with Peer Recovery Coaches, Peer Support professionals and people in long-term recovery included in advisory panels and focus groups.

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- Stated the voices of those with lived experience are embedded in planning committees, speaker panels and facilitation teams; and they recruit and compensate Peer Recovery Coaches and others with lived experience to act as co-trainers, moderators and mentors.
- Stated they prioritize diversity in recruiting lived experience contributors.
- Stated they provide culturally responsive training to all team members; ensuring programming addresses systemic barriers, historical trauma and social determinants.
- Stated their post-training evaluations solicit feedback from participants with lived experience to assess if their perspectives were adequately represented and respected.
- Stated they maintain ongoing communication with lived experience advisory groups to iteratively improve content and delivery based on feedback.
- Stated they integrate Peer-led technical assistance and coaching within training programs.
- Stated they provide support structures such as supervision and self-care resources to promote sustainable partnership and leadership growth.
- 9. Stated they design all training and educational activities to be practical, immediately applicable and concise.
- In order to ensure efficient use of Department resources and participant time, plans to implement the following strategies: leveraging of virtual platforms; deployment of local trainers for sessions requiring in-person interaction to ensure timely delivery while minimizing logistical complexity and associated costs; compact, focused sessions with practical content; efficient scheduling and coordination with sessions scheduled to avoid peak clinical hours, holidays and major professional events; on-demand content access via the LMS; multi-channel communications and reminders through email, phone and social media platforms, and personalized reminders; coordination and resource sharing; and dedicated administrative support from an administrative team that manages logistics, TA and participant inquiries promptly to ensure trainers and learners can focus fully on educational content.
- 10. Plans to integrate evidence-based anti-stigma strategies that align with the Department's public health campaigns; and stated their

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multi-faceted approach is rooted in education, culture change and communication best practices.

- Stated all educational content explicitly incorporates stigma reduction principles and emphasize SUD as a chronic medical condition, rather than a moral failing.
- Stated they use person-first language, highlight recovery stories and debunk myths regarding SUD and OUD.
- Stated they deliver targeted training for Prescribing Clinicians and multidisciplinary teams that addresses implicit bias, stereotypes and impact of stigma.
- Stated they provide clinical teams with tailored communication tools, such as stigma-sensitive patient engagement guides, conversation scripts and educational handouts to facilitate respectful dialogue and reduce barriers to care.
- Stated they include specific questions on stigma awareness and attitudes in participant evaluations and stakeholder feedback mechanisms; with data to guide ongoing curriculum refinement and ensure alignment with evolving Department campaigns and community needs.
- Stated they actively monitor Department-led and statewide public health initiatives that address SUD-related stigma to ensure training and communications align with broader public messaging.
- Stated they support and incorporate messaging from the Maine Opioid Response Initiative's public education efforts, which emphasize Medication Assisted Treatment (MAT) and recovery as a chronic disease model.
- Stated they collaborate with national campaigns, and when campaigns launch targeted media or community efforts in Maine, they synchronize their training content and communication channels to amplify reach.
- Stated their approach includes sharing Department-approved promotional materials through newsletters, social media and conference events.

**E. Performance Measures**

- 1. Met requirement, with detail provided on anticipated processes.

**F. Reports**

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<p>1. Provided a detailed response regarding each report; and referred to their anticipated quality assurance and continuous improvement actions.</p> <ul style="list-style-type: none"><li>• Anticipated quality assurance and continuous improvement actions include routine validation checks; quarterly data audits; stakeholder data review meetings; feedback-driven enhancements and documentation and reporting of all quality assurance activities, available for Department review upon request.</li></ul>
<p>2. Provided a detailed response regarding each report; and described anticipated quarterly data review and reconciliation steps.</p>
<p><b>Staffing</b></p>
<p><b>A.</b> Provided Attachment 9 within the response.</p> <ul style="list-style-type: none"><li>• The following positions were listed: Project Lead; Project Co-Lead; IT Specialist; Peer Support Education Specialist; Clinical Prescribing Education Specialist; and Behavioral Health Education Specialist.</li><li>• Job description, duties and minimum qualifications were provided for each position.</li><li>• Minimum qualifications listed for each position, except for IT Specialist, seem to include a combination of expected minimum qualifications as well as information regarding the current individual in that position.</li></ul>
<p><b>B.</b> Stated they do not engage external subcontractors for this project, and all consultants and specialists are internal members of their project team.</p>
<p><b>C.</b> Provided Attachment 10 – Staffing Plan, within the response.</p> <ul style="list-style-type: none"><li>• Anticipated position titles and time allocation are as follows: .75 FTE for Project Lead; .75 FTE for Project Co-Lead; .50 FTE for Clinical Prescribing Education Specialist; .50 FTE for Behavioral Health Education Specialist; .50 FTE for Peer Support Education Specialist; and .25 FTE for IT Specialist.</li><li>• Included information regarding key responsibilities for each position, and a narrative explanation of anticipated time allocation.</li><li>• Plans to have their Peer Support Education Specialist ensure training materials meet cultural, ethical and role-specific standards.</li><li>• Stated they are prepared to scale up staffing, if needed due to demand or additional deliverables, and will staff through their existing network of qualified 1099 contractors located in Maine.</li></ul>

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- Stated additional instructional designers, facilitators, data analysts or peer advisors can be brought in with two (2) weeks' notice to ensure no disruption.
- Should staff be unavailable, Bidder stated they maintain a cross-trained backup system where each position has at least one (1) alternate team member that is trained in their core responsibilities to prevent disruption in service delivery. Bidder provided examples, including the Project Co-Lead temporarily assuming Project Lead responsibilities.

**Implementation - Work Plan**

- a. Provided Attachment 11 within the response.
- Displayed task/activity information in table with applicable month and responsible position(s) indicated.
- Bidder's work plan only covers a twelve (12) month period and does not fully encompass the eighteen (18) month time frame for the initial period of performance (1/1/26-6/30/27), as required by the RFP. As such, it is unclear to this evaluator what anticipated activities would be completed for months thirteen (13) to eighteen (18) during the initial period of performance.
- Did not address all applicable program development and implementation tasks. The following include some program development and/or implementation tasks that were referenced in the proposal, but not included in the work plan, and this evaluator is unsure of actual anticipated activities; when proposed activities might begin; or related timelines:
  - Launch the SUD LC initiative by convening a Statewide SUD LC Planning group to co-design structure, content, delivery models and engagement strategies;
  - Facilitation of a statewide needs assessment;
  - "Begin each year with an environmental scan" that includes regional needs assessments, stakeholder surveys and provider interviews;
  - SUD LC conference' pre-planning group and related timelines;
  - Comprehensive needs analysis for the annual SUD LC conference, including input from the pre-planning group;
  - Annual SUD LC conference, and associated activities;
  - Reference to the two (2) additional annually required in-person educational events;
  - Website development and availability; and

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- Technical assistance and real-time expert consultation.
- Bidder included Project ECHO session planning and delivery for months five (5), eight (8) and eleven (11), but did not refer to them as “Project ECHO-style”, as referenced in proposal elsewhere. It is unclear to this evaluator if Bidder intends on providing Project ECHO programs, as required or “Project ECHO-style tele-mentoring series”, instead.
- Plans to have education specialists deliver trainings starting in month four (4).
- Did not specifically indicate when the LMS would be available for use and only indicated the LMS configuration and testing timeline (months one to two (1-2)).
- Plans to have the final program evaluation and reporting occur in month twelve (12) for delivery of a comprehensive final report; this time frame does not consider the eighteen (18) month timeframe for the initial period of performance.
- Plans to have all core program activities completed by Bidder’s internal staff.
- Indicated some potential subcontractor roles that would be contingent on Department approval may include: supplemental content development for specialized clinical topics; additional facilitators or peer engagement personnel during peak periods; and expanded IT support for large-scale virtual event facilitation. Costs associated with potential subcontractor work were not indicated.
- If subcontracting, plans to have all subcontractor work be managed directly by their Project Lead and Co-Lead.

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**Individual Evaluator Comments:**

Part I. Preliminary Information
Eligibility Requirements
<ul style="list-style-type: none"><li>• Eligibility requirements met</li><li>• 1 a. Connecting professionals with experts for one-on-one consultation: Over 2 years of experience connecting professionals across disciplines with expert consultation, connections with national training networks</li><li>• 1 b. Offering multimodal educational programs and resources to the behavioral health and overall healthcare professional community: Experience training cross-continently with both virtual and in-person, synchronous and asynchronous modalities, electronic toolkits</li><li>• 1 c. Planning, coordinating and offering ECHO programs: Familiarity and experience with ECHO-style programming</li><li>• 2 a. Planning, organizing and hosting large in-person training conferences, where at least 150 participants or more are in attendance: Noted large-scale virtual sessions. Also noted large-scale in-person conference at Kirkland AFB</li><li>• 2 b. Obtaining and providing multidisciplinary continuing education credits: Works with varying accreditation bodies to provide multidisciplinary CEUs including medicine, pharmacy, nursing, psychology, clinical social work and SUD counseling</li></ul>
Part IV. Section II. Organizational Qualification and Experience
1. Overview of the Organization
<ul style="list-style-type: none"><li>• I-Veteran owned, culturally competent company</li><li>• P-Experience with statewide SUD initiatives, working with prescribers, peers, clinicians, and integrated teams</li><li>• P-Over 30 years combined expertise in public health, clinical psychology, pharmacy, SUD science, health equity</li><li>• P-Conducted numerous trainings internationally both in-person and virtual, synchronous and asynchronous</li><li>• P-Multidisciplinary team that includes a pharmacist, clinical psychologist, public health expert, and clinical psychologist</li><li>• P-Expertise in engaging diverse and high-need populations, including BIPOC, Tribal communities, LGBTQIA2S+, rural residents, veterans, and underserved urban populations</li><li>• P-Experience contracting with national experts</li></ul>

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P-Connected with Maine and Vermont Psychological Associations P-Provided three project examples where Bidder partnered with governmental entities for the provision of training
<b>2. Subcontractors</b>
<ul style="list-style-type: none"> <li>Addressed. Will not be using subcontractors</li> </ul>
<b>3. Project Team Organizational Chart</b>
<ul style="list-style-type: none"> <li>Present</li> </ul>
<b>4. Litigation</b>
<ul style="list-style-type: none"> <li>P-No litigation</li> </ul>
<b>5. Financial Viability</b>
<ul style="list-style-type: none"> <li>P-Financial statements present</li> </ul>
<b>6. Certificate of Insurance</b>
<ul style="list-style-type: none"> <li>P-Present</li> </ul>

<b>Part IV, Section III. Proposed Services</b>
<b>Part II</b>
<b>1. Required Services</b>
<ol style="list-style-type: none"> <li>P-Emphasis on collaborative planning with planning group that incorporates Department team as well as clinical leaders across Maine including those serving in rural, tribal, and medically underserved areas <ol style="list-style-type: none"> <li>P-Will engage in a needs analysis across the State seeking direct input from prescribers, behavioral health providers, community stakeholders</li> <li>P-Notes that goals will be in alignment with the State and practice realities</li> <li>P-Addresses understanding that offerings will be free of charge to participants to eliminate access barriers and promote full engagement and participation</li> <li>P-Bidder uses hub and spoke model to centralize evidence-based training and extends reach to localized training and peer-to-peer learning</li> <li>P-Bidder names LearnWorlds as their secure Learning Management System and also as the place where centralized learning opportunities can be accessed 24/7. Bidder lists offerings.</li> <li>Bidder outlines plan for technical assistance offerings</li> <li>P-Bidder notes plan to align with both public health goals and opioid response plan and strategy</li> <li>P-Bidder provides comprehensive and detailed plan of key metrics that will be reported out quarterly</li> </ol> </li> </ol>



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<p><b>2. P-All elements of required responses are present and addressed</b></p> <ul style="list-style-type: none"><li><b>a. P-Bidder cites multidisciplinary outreach and engagement-noting that engagement will include stakeholder focus groups, structured interviews, and collaborative workshops designed to surface clinical challenges and learning needs</b></li><li><b>b. P-to address barriers, Bidder cites national research and best practice organizations such as NIDA, CDC, and SAMHSA</b></li><li><b>c. P-Bidder notes interprofessional educational models supported by the Association of American Medical Colleges (AAMC) and American Academy of Addiction Psychiatry (AAP), promoting collaborative care between prescribing clinicians and behavioral health providers</b></li></ul>
<p><b>3. P-All required elements of response are present, comprehensive and detailed</b></p> <ul style="list-style-type: none"><li><b>a. Bidder notes statewide needs assessment will be process will be both rigorous and inclusive, ensuring equitable input from rural, Tribal, and historically underserved providers across the state.</b></li><li><b>b. Bidder references Maine Opioid Response Strategic Action Plan (2023–2025) and current overdose surveillance data as sources for information relevant to needs assessment</b></li><li><b>c. P-Bidder outlines a comprehensive and detailed Four-Phase approach to identifying statewide learning needs-the approach includes a data scan, stakeholder engagement, provider surveys and county-level focus groups with an emphasis on including peers, tribal representatives, immigrant populations, older adults and underserved populations</b></li><li><b>d. P-identified specific focal counties for their unique perspectives-Aroostook (northern/rural), Androscoggin (high overdose burden), Washington (Tribal health/geographic isolation), Cumberland (urban treatment hub and referral network), and summary report to the department</b></li><li><b>e. P-Plans focus on tailoring trainings and offerings to regional and community needs</b></li><li><b>f. P-Bidder will give the Department access to its Learning Management System and notes ownership of all developed materials</b></li><li><b>g. P-Bidder outlines plan for both in-person and virtual training opportunities, readily available technical assistance</b></li><li><b>h. P-Bidder plans to maintain an on-call rotation of content experts for on-demand consultation</b></li><li><b>i. P-Attachment 7 is a comprehensive and detailed plan outlining planned educational offerings, frequency and modality</b></li></ul>

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<p><b>4.</b> P-Focus on lifespan with the inclusion of those living in isolation and with chronic pain</p> <ul style="list-style-type: none"><li>a. P-curriculum is segmented by population group</li><li>b. P-Bidder provides detail around how each phase of the life-span has specific, relevant training and that a blend of hybrid, in-person, and microlearning is used</li><li>c. P-Each training is evaluated and results are used for quality assurance and to inform any needed changes</li></ul> <p><b>5.</b> P-Bidder plans to rapidly engage the Opioid Clinical Advisory Committee</p> <ul style="list-style-type: none"><li>a. P-Plan to actively partner with Academic Detailing Program</li><li>b. P-Plan to actively meet with MAPP and review consultation information quarterly to collaborate on strategies to address needs</li><li>c. P-Bidder also discusses plans for partnership with the Maine Pediatric and Behavioral Health Partnership and CORA</li></ul>
<p><b>6.</b> P-All required components of the response are present.</p> <ul style="list-style-type: none"><li>a. P-Bidder's approach includes facilitating monthly Partnership Forums where Peer leaders and stakeholders co-create strategies to enhance Peer integration, advocate for sustainable funding, and promote shared resources.</li><li>b. P- Bidder plans to work with the Department and MaineIT to</li><li>c. develop communication platforms—such as dedicated Peer listservs and online communities of practice—that enable real-time collaboration and knowledge exchange statewide.</li><li>d. P-Bidder provides a comprehensive and detailed education and training plan specific to Peer Support inclusive of goals, delivery plans, topics, evaluation and continuous improvement</li></ul>
<p><b>7.</b> P-Plan to use a mix of virtual, in-person, and hybrid modalities</p> <ul style="list-style-type: none"><li>a. P-Bidder has a Maine-based trainer who delivers on-site and hybrid sessions. This local presence minimizes travel costs and allows for targeted regional trainings that offer hands-on learning—particularly beneficial for skill building activities.</li></ul> <p>P-All required elements of the response are present P-Bidder is able to provide live Spanish interpretation and also surveys participants for any needed accommodations P-Bidder notes a successful track record that includes consistently delivering 20+ sessions per quarter for similar statewide initiatives, with attendance rates exceeding targets and high satisfaction scores documented through post-training surveys</p>

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<p><b>8.</b> P-Plan to engage in an environmental scan to select the most cost-effective, accessible venues while ensuring regional equity in event access</p> <p>a. P-Annual conference will include keynote speakers, breakout sessions, interactive panels, exhibitor areas, and networking opportunities</p>
<p><b>9.</b> P-All required elements of the response are present</p> <p>a. Bidder currently manages and delivers accredited Continuing Education (CE) offerings under a multi-year statewide substance use training contract in Washington State, supporting clinical and behavioral health professionals, Peer Recovery Coaches, and supervisors</p> <p>b. P-Bidder maintains partnerships with nationally accredited CE providers including Maine-specific boards citing Maine Board of Licensure in Medicine, Maine State Board of Nursing, Maine Board of Examiners in Psychology, Association of Social Work Boards, Association for Addiction Professionals, National Board of Certified Counselors</p> <p>c. P-Presents a plan for how to market the opportunity to earn CE credits through the SUD LC</p> <p>d. P-Certificates will be delivered via secure email and stored in each participant's LMS profile within 5 business days. Formats are ADA-compliant, with options for Spanish language certificates and large-print versions upon request</p> <p>e. P-Bidder will assist in documentation for audits or license renewals, including archived certificates and summaries of CE hours earned through the Learning Community</p>
<p><b>10.</b> P-Bidder presents a plan for a bi-monthly newsletter that tailored to prescribers, peer support professionals, recovery coaches, and other learning community participants</p> <p>a. P-Bidder has a dedicated staff member to manage all aspects of the newsletter and will also track stakeholder engagement metrics</p> <p>b. P-Bidder lists some planned content that includes, but is not limited to upcoming trainings, spotlights on Peer Recovery Coaches and Prescribing Clinicians making a difference in Maine, resources from partners such as CORA and MAPP</p> <p>c. P-Will use a professional marketing platform that ensures ADA compliance</p> <p>d. P-Bidder cites innovative content that is interactive and enhances readership</p> <p>e. P-Bidder notes Newsletter performance will be reviewed quarterly with the Department and will provide a dashboard of analytics that includes subscriber growth, engagement rates, and content preferences</p>

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<p><b>11. P-</b>All required components of the response are present</p> <ul style="list-style-type: none"><li>a. Notes a multi-modal outreach plan that includes email campaigns, phone outreach</li><li>b. Bidder presents plan for tabling at various forums and professional association events such as the Maine Association of Psychiatric Physicians and Maine Medical Association</li><li>c. P-Active plan to engage peer professionals in outreach and tabling</li><li>d. P-Plan to leverage partnerships to enhance outreach</li></ul>
<p><b>12. P-</b> Bidder describes using both qualitative and quantitative data for ongoing quality analysis.</p> <ul style="list-style-type: none"><li>a. P-Bidder's LMS will capture quantitative data such as enrollment, completion rates, and time spent.</li><li>b. P-Bidder plans to partner with Department staff and prioritize the voice of learners and other stakeholders</li><li>c. P-Bidder notes QA reports enable transparent communication and collaborative decision-making between Bidder and the Department as well as quarterly quality review meetings, data dashboards</li></ul>
<p><b>13. P-</b>All required elements of the response were present</p> <ul style="list-style-type: none"><li>a. P-Bidder uses anonymous post-event surveys for every offering including in-person, hybrid, and virtual</li><li>b. P-Bidder uses an automated delivery process through their LMS</li><li>c. P-Bidder notes that surveys are accessible by multiple devices to include phones and can also be provided as pen and paper</li><li>d. P-Bidder notes surveys are ADA compliant</li><li>e. P-Bidder cites multiple questions that will be included in surveys-both the required questions on a 5-point Likert Scale and open ended questions.</li></ul>
<p><b>B. Annual SUD Learning Community Conference</b></p>
<p><b>1.</b> P-Plan to establish a pre-planning group within 30 days of award and outlines a multidisciplinary team with cross representation including representative for rural and urban regions</p> <ul style="list-style-type: none"><li>○ P-Bidder establishes schedule for planning meetings as well as a proposed agenda</li><li>○ P-Bidder will provide Department with ongoing updates related to conference planning as well as an agenda for approval</li></ul>
<p><b>2.</b> P-Strategies used in Washington State resulted in exceeding registration goals</p> <ul style="list-style-type: none"><li>○ P-Bidder has a communications team and dedicated graphic designer to manage save the date notices, announcement emails, full event</li></ul>

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	<p>brochures, branded social media graphics, digital slide decks-all meeting ADA guidelines</p> <ul style="list-style-type: none"><li>○ P-Bidder notes the opportunity to hand-deliver print materials to engage communities, develop relationships, and ensure visibility in underserved areas</li><li>○ P-Bidder presents a comprehensive plan to use social media such as LinkedIn, and Facebook, as well as email campaigns and listservs</li><li>○ P-Bidder presented innovation in outreach such as embedding QR codes and early-bird registration incentives</li></ul>
<b>3.</b>	<p>P-All required elements of response are present and comprehensive</p> <ul style="list-style-type: none"><li>○ P-Bidder has experience with coordinating large-scale events for Washington State</li><li>○ P-Bidder will use both technology and dedicated staff</li><li>○ P-Bidder's LMS will host event landing page and will also be used for registration and registration management-automated email confirmation will be sent with event details and information about how to contact Bidder for technical support</li><li>○ P-Comprehensive plan presented for pre-conference participant support</li><li>○ P-Bidder presents a streamlined, digitized check-in process</li></ul>
<b>4.</b>	<p>P-Bidder maintains an extensive network of clinicians, researchers, peer professionals, and individuals with lived experience who regularly present at national and statewide behavioral health and substance use conferences</p> <p>P-Bidder maintains strong peer involvement in the process-plans to ensure a diverse group of speakers with priority given to speakers from Maine and neighboring state who have a strong grasp of the local landscape</p> <p>P-Bidder presents a Speaker Invitation Packet and a plan for how speakers are invited and engaged</p> <p>P-Bidder presents a comprehensive plan and timeline</p>
<b>5.</b>	<p>P-All required elements of response are present</p> <ul style="list-style-type: none"><li>○ P-Bidder manages speaker travel and lodging end to end and has a coordinated process that is outlined in the proposal to include a Speaker Logistic Form</li><li>○ P-Bidder notes attention to any ADA needs</li><li>○ P-Presenters will receive SMS reminders 24–48 hours before travel and day-of check-in texts from our on-site logistics team</li></ul>
<b>6.</b>	<p>P-Bidder presents a comprehensive, detailed, stepped approach</p> <ul style="list-style-type: none"><li>○ P-Session structure is multi-modal with keynote speakers, breakout sessions, peer-led roundtables, poster sessions, and networking opportunities</li></ul>

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<ul style="list-style-type: none"><li>○ P-Bidder uses and event logistics lead to assess venue, ensure ADA accessibility, technology</li><li>○ P-All materials are 508-compliant and available in English and Spanish. Additional languages or accessible versions are provided upon request</li><li>○ P-Bidder uses an onsite coordination team that includes a Session Manager for each session, Float Coordinator for in the moment support, Speaker Support Table, Info-desk</li><li>○ P-Bidder uses walkie-talkie phone app and a shared real-time Google Sheet to manage room shifts, speaker updates, or overflow situations instantly. A digital version of the schedule is also accessible via QR code to allow real-time updates</li></ul>
<p>7. P-Bidder notes that Within the first 30 days of contract execution, Event Logistics Coordinator will compile a list of vetted venues in Maine that meet ADA compliance standards and can accommodate a minimum of 150 attendees. Bidder takes into consideration accessibility, geographic distribution of participants, parking, public transportation, and proximity to lodging P-Bidder addresses set up and room configuration with ADA requirements in mind, food and beverage coordination with dietary needs taken into consideration</p> <p>P-AV planning which is engaged early in the process and Bidder uses a dedicated AV Technician-testing is done in advance of events</p> <p>P- Accommodation requests are gathered during registration, Bidder coordinates assistance such as ASL interpreters, assistive listening devices, large-print materials, ensure venue and restrooms are ADA compliant</p>
<p>8. P-Bidder presents a 3-tiered approach to ensuring compliance that includes venue screening, accessibility verification, and on-site accommodation management</p> <ul style="list-style-type: none"><li>○ P-Use of an Accessibility Checklist, Bidder presents examples from the checklist such as, but not limited to accessible parking spaces, wheelchair accessibility at all entrances, elevator availability</li><li>○ P-Venues must attest in writing to ADA compliance prior to contracting</li><li>○ Bidder responds to participant accommodation requests within 72 hours and confirm final arrangements in writing with the attendee. A dedicated Accessibility Support Table will be available on-site to address real-time needs</li></ul> <p>P-Bidder only contracts with venues that certify full compliance with the Maine Smoke-Free Indoor Air Act, which prohibits smoking and vaping in public indoor spaces, including conference centers and Bidder</p>

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confirms that this policy applies to tobacco, e-cigarettes, and cannabis products
<p><b>9.</b> P-Bidder recognizes that seamless audiovisual (AV) and technology support is critical to delivering a high-quality educational experience at conferences and workshops</p> <p>P-Bidder provides all AV equipment which includes, but is not limited to wireless lapel microphones, high-resolution projectors, podium computers, and sound systems</p> <p>P-Bidder notes equipment is selected to support accessibility features such as closed captioning display, assistive listening devices, and compatibility with Department-approved platforms</p> <p>P-Pre-event technology coordinator works directly with speakers on AV needs</p> <p>P-AV technician will be on-site for duration of events and a Technology Help Desk will be available throughout the event, reachable by phone or in-person</p> <p>P-Bidder notes that their approach is meticulous, accessibility-conscious and has accessibility-conscious approach has been successfully implemented in their multi-year contract with the Washington State Department of Health's statewide substance use disorder training program</p>
<p><b>10.</b> P-Bidder presents a comprehensive, detailed, person-centered plan for accommodation requests that includes a designated Accessibility Coordinator who works directly with individuals who have made requests to ensure clarity and trust-building.</p> <ul style="list-style-type: none"><li>○ P-Bidder notes that it exclusively utilizes the State of Maine's Master Agreements for interpreting services. It maintains up-to-date contracts with certified vendors to guarantee timely, high-quality interpretation compliant with State standards and regulations</li></ul> <p>P-Bidder lists plan for coordination of multiple accommodation needs that includes, but is not limited to, flexible scheduling or breaks to meet medical or sensory needs, accessible seating arrangements</p>
<p><b>11.</b> P-All required elements of the response are present</p> <ul style="list-style-type: none"><li>○ P-Bidder presents a clear plan for the development, design, production and tabulation of evaluations that includes the use of Likert Scale questions, open-ended questions, quantitative and qualitative data-Evaluations will be both in print material and also in digital form</li></ul>
<p><b>12.</b> P-Bidder notes Our graphic design team collaborates with Department staff and conference planners to develop branded templates and design elements that comply with State guidelines and event branding standards.</p> <ul style="list-style-type: none"><li>○ P-Bidder describes multiple forms of signage to include ADA-compliant signage that includes large print and tactile elements as appropriate</li></ul>

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- P-Bidder works with high-capacity commercial printers and notes detail about nametags, conference materials and information packets
- P-All required elements of response are present and detailed

**C. SUD Learning Community Learning Management System (LMS) and Website**

1. P-Bidder notes it follows a stringent vetting process when selecting the LMS platform to ensure full compliance with MaineIT's policies on prohibited technologies. This includes conducting a detailed technical review to exclude any unsupported third-party plug-ins, deprecated software components, or frameworks known to have security vulnerabilities
  - P-Bidder uses an LMS platform that includes role-based access control, multifactor authentication, and encryption using AES-256 encryption standards and in transit via TLS 1.2 or higher to safeguard sensitive information

P-Bidder's LMS LMS complies with federal and state accessibility laws, including Section 508 and WCAG 2.1 AA standards

P-Bidder presents a stringent risk assessment policy and procedure

P-Bidder notes that all findings, mitigation strategies, and subsequent reviews are documented in detailed Risk Assessment Reports, which are shared with Maine IT stakeholders as part of our commitment to transparency and compliance

P-Bidder presents a stringent vulnerability scanning procedure that includes automated scans monthly using industry-leading tools such as QualysGuard and Nessus to identify known security weaknesses, misconfigurations, outdated software versions, and potential exposure points.
2. P-All required elements of response are present
  - P-Bidder plans to leverage metadata tagging and AI-powered search algorithms to improve user experience with the searchable resource library that will be available on the SUD LC website
  - P-Event calendar and integrated registration will interface with common calendar platforms such as Google and Outlook
  - P-Bidder plans to incorporate podcasts, webinars, case study videos-All content includes closed captions and downloadable transcripts to meet WCAG 2.1 standards and ensure accessibility

P-Website will incorporate SEO
3. P-Bidder notes that web development and maintenance team follows the State's requirements to ensure all digital content meets or exceeds accessibility standards outlined in Section 508 of the Rehabilitation Act and the Web Content Accessibility Guidelines (WCAG) 2.1 Level AA



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- P-Bidder engages in both automated and manual checks and lists several steps they take to ensure compliance
  - P-All required elements of response are present to include how Bidder will comply with social media for state business policy as well as a plan for ongoing quarterly compliance reviews in collaboration with Maine's IT and communications team.
4. P-Bidder maps out a plan for ensuring confidentiality and control of website usage data to include the use of data access, use of data handling and storage protocols to include the use of encryption, maintaining a formal data release process, engaging in contractual and legal safeguards, engaging in regular compliance reviews, and maintaining an incident response protocol that includes rapid communication with the Department.
5. P-Bidder uses rigorous deidentification processes and protocols to include, but not limited to, data aggregation, suppression, generalization, and randomization to prevent re-identification, use of recognized frameworks such as National Institute of Standards and Technology (NIST) Special Publication 800-188 on de-identification and data anonymization best practices, and compliance training.
6. P-All required elements of response are present.
- P-Bidder will engage in audits of all embedded content, third-party scripts, plugins, and tracking tools to verify that TikTok-related code, widgets, or integrations are not present. This includes reviewing source code, metadata, and network calls to detect and eliminate any references or connections to TikTok or ByteDance Limited technologies
  - P-Bidder presents an outline of multiple steps that will be taken to ensure compliance with policy.
7. P-All required elements of response are present.
- P-Bidder presents a multistep process to ensure compliance with confidentiality requirements under Rider B-IT, Section 30 to include, but not limited to, legal team review for full understanding of obligations, employees and subcontractors are required to sign confidentiality and nondisclosure agreements that explicitly reference Maine's Rider B-IT, data segmentation, and encryption.
8. P-Bidder fully responded to requirement with comprehensive detail provided.

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D. Guiding Principles for the SUD Learning Community Curriculum
<p>1. P-All required elements of the response are present.</p> <p>a. P-Bidder outlines a comprehensive and detailed plan that includes comprehensive data integration by using multiple sources of qualitative and quantitative data, systematic data collection and monitoring, continuous quality improvement process using PDSA, collaboration with the Department and statewide stakeholders, and use of data dashboards and reporting tools.</p>
<p>2. P-All required elements of the response are present</p> <p>a. P-Bidder incorporates measurable treatment outcomes into curriculum Development.</p> <p>P-Bidder continuously aligns curriculum with national best practice as set by recognized organizations such as SAMHSA, ASAM, and CDC with validation through local partners such as MAPP and CORA</p> <p>P-Bidder engages in ongoing surveillance of peer-reviewed journals, Maine-specific data, national and emerging best practices and trends</p>
<p>3. P-Bidder takes the approach of intentionally designing curriculum to address the distinct learning needs of Prescribing Clinicians, Medical and Behavioral Health Practice Teams, Peer Recovery Coaches, and Peer Support professionals. They organize all educational content into core, role-specific, and interdisciplinary modules. Each module is mapped to competencies aligned with licensure standards and best practices specific to each discipline</p> <p>P-Bidder provides a detailed and comprehensive plan for meeting this requirement that includes the use of parallel tracks, and case-based interaction.</p> <p>P-Bidder uses a diverse group of faculty for curriculum development and training that supports both specific roles and team integration.</p> <p>P-Bidder notes that post-training surveys include questions assessing team collaboration, role clarity, and perceived integration</p>
<p>4. P-Bidder presents a comprehensive and detailed plan that includes evidence-based content informed by nation best-practice and standards from SAMHSA's Treatment Improvement Protocols (TIPs), the ASAM Criteria, and the CDC's Clinical Guidelines for Prescribing Opioids</p> <p>P-Bidder is committed to including Maine-specific data on overdose trends, treatment gaps, and regional disparities to contextualize the learning experience for providers.</p> <p>P-Bidder presents a plan that incorporates collaboration from local experts and stakeholders as well as the Department.</p>

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<p><b>5.</b> P-Bidder notes that co-occurring content is fully embedded in their model. P-Bidder notes content related to SAMHSA's best practices for integrated care, the APA Practice Guidelines for Psychiatric Evaluation, and the Maine Integrated Behavioral Health Program model. Trainings include clinical screening tools (e.g., PHQ-9, GAD-7, ACEs, Columbia Suicide Severity Rating Scale) and teach behavioral health and Prescribing Clinicians how to identify and differentiate between primary psychiatric symptoms and substance-induced conditions</p> <p>P-Bidder also embeds co-occurring principles by designing educational offerings Medical and Behavioral Practice Teams, Peer Recovery Coaches, and Peer Support professionals. Sessions incorporate lived experience and clinical perspectives, providing holistic insight into the dual recovery journey</p>
<p><b>6.</b> P-Bidder presents a comprehensive response to this question. P-Bidder notes that it ensures each delivery method reflects adult learning theory, instructional design best practices, and trauma-informed principles to maximize participant engagement, knowledge retention, and skill application.</p> <p>P-Bidder provides a comprehensive and detailed description for how it will ensure best practices for in-person and distance-based learning as well as the plan for on-site technical assistance.</p> <p>P-Bidder provided examples and cited a satisfaction success rate of 96% for an offering in Washington State.</p>
<p><b>7.</b> P-Bidder provides a comprehensive and detailed plan that includes, but is not limited to the incorporation of evidence-based practice, in-person and virtual coaching and support, ongoing monitoring, data dashboards, and the use of peer learning sessions.</p>
<p><b>8.</b> P-Bidder provides a clear and comprehensive plan for ensuring the incorporation of voices of individuals with lived experience.</p> <p>P-Include individuals with lived experience from the outset through advisory panels and focus groups.</p> <p>P-Bidder recruits and compensates Peer Recovery Coaches and other individuals with lived experience to serve as co-trainers, moderators, and mentors, ensuring that trainings include authentic narratives and peer-led strategies.</p> <p>P-Bidder provides culturally responsive training for all team members to create inclusive spaces where all voices are respected. This ensures programming addresses systemic barriers, historical trauma, and social determinants impacting SUD outcomes in marginalized communities.</p>

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<p><b>9.</b> P-Bidder presents a comprehensive approach that includes eight core areas: Leveraging virtual platforms, local trainer deployment, compact, focused sessions with practical content, efficient scheduling and coordination, on-demand content access via the LMS, multi-channel communication and reminders, coordination and resource sharing, and dedicated administrative support.</p>
<p><b>10.</b> P-Bidder provides a comprehensive and detailed plan to address stigma. P-Bidder notes it delivers targeted training for Prescribing Clinicians and multidisciplinary teams that addresses implicit bias, stereotypes, and the impact of stigma on treatment engagement and outcomes P-Bidder demonstrates awareness of anti-stigma campaigns and public health initiatives such as Maine’s “<i>End the Stigma</i>” campaign and national campaigns such as the Substance Abuse and Mental Health Services Administration’s “<i>Talk. They Hear You.</i>” and “<i>Facing Addiction</i>” campaigns.</p>
<p><b>E. Performance Measures</b></p>
<p>P-Bidder provides a plan for the measuring and achieving performance metrics.</p>
<p><b>F. Reports</b></p>
<p>1. P-Bidder presents a plan for tracking and recording data that includes use of the LMS system, badge scanning, and other centralized data tracking systems. P-Bidder lists each activity and how data will be tracked for reporting purposes.</p> <p>2. Bidder presents a comprehensive plan for timely reporting that includes the Use of project management software, ClickUp, that fosters team organization, distribution of responsibilities and timeliness.</p>
<p><b>2. Staffing</b></p>
<p>A. P-Present. Requirement met.</p>
<p>B. N/A-subcontractors are not used</p>
<p>C. P-Present. Comprehensive and detailed. Requirement met.</p>
<p><b>3. Implementation - Work Plan</b></p>
<p>A. P-Present. Requirement met.</p>

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**BIDDER NAME:** RC Warner Consulting, LLC

**DATE:** 7-16-25, 7-28-25

**EVALUATOR NAME:** Allison Weeks

**EVALUATOR DEPARTMENT:** DHHS: Office of Mainecare Services

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**Individual Evaluator Comments:**

Part I. Preliminary Information	
Eligibility Requirements	
<ul style="list-style-type: none"><li>• 2 yrs experience</li><li>• Echo-like capability</li><li>• 3 yrs experience</li><li>• Qualified for numerous board CEUs</li></ul>	

Part IV. Section II. Organizational Qualification and Experience	
1. Overview of the Organization	
<ul style="list-style-type: none"><li>• Clear experience in project for another state</li></ul>	
2. Subcontractors	
<ul style="list-style-type: none"><li>• N/A</li></ul>	
3. Project Team Organizational Chart	
<ul style="list-style-type: none"><li>• Submitted</li></ul>	
4. Litigation	
<ul style="list-style-type: none"><li>• N/A</li></ul>	
5. Financial Viability	
<ul style="list-style-type: none"><li>• Submitted</li></ul>	
6. Certificate of Insurance	
<ul style="list-style-type: none"><li>• Submitted</li></ul>	

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**Part IV, Section III. Proposed Services**

**Part II**

**A. Required Services**

1. Learning Community offerings—delivered free of charge
2. Described plan to convene a statewide SUD Learning Community Planning Group, composed of Department representatives, SUD subject matter experts, and clinical leaders.  
Clear plan described
3. Collaborative, evidence-based, and tailored to Maine’s unique clinical landscape. It includes direct input from Department staff, engagement with key Maine stakeholders, incorporation of research on barriers, and integration of recognized best practices.  
Referenced key sources, ME Opioid Strategic Response plan, laid out plan on how they would develop based on ME needs.  
Discussed ECHO like capability  
Quarterly Schedule: 20 trainings per quarter (5 per month)
  - o 2 live virtual trainings/month
  - o 1 in-person or hybrid session/month (rotating locations)
  - o 2 asynchronous e-learning modules/month (via LearnWorlds platform)
4. P-Describes lifespan-based and clinically grounded framework to educate and support prescribing clinicians and interdisciplinary practice teams in addressing substance use and co-occurring conditions. SEI, Youth, Adults and Older Adults  
All trainings have pre/post assessments and track analytics.
5. Described plan on how the collaboration will support development of training framework.
6. Evidence-based training, lived experience perspectives, and leadership skill-building within a culturally responsive, trauma-informed framework.  
P-Partners with Medical Practice leadership and Prescribing Clinicians to design joint learning sessions that foster mutual understanding and respect across disciplines.  
P-Described in depth the plan for trainings, integration and evaluation of trainings.
7. Commits to delivering a minimum of twenty (20) education opportunities each quarter through a flexible blend of virtual, in-person, and hybrid formats
8. Acknowledged
9. Approved to provide CEU for 6 boards, plan to advertise CEU eligible training on the LMS will be tagged, with automated certificate delivery through the LMS

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**10.** Designated Communications and Administrative Specialist will ensure this is met

**11.** minimum of four tabling engagements

**12.** P- Plan describes Quantitative metrics that identify thematic codes, comparative analysis against baseline data  
produce comprehensive Quality Assurance reports that include:

- Key findings and actionable insights
- Recommendations for curriculum refinement, resource development, or process improvements
- Identification of priority areas requiring focused intervention

Structured, anonymous post-training survey protocol from all participants following every educational activity to include in-person, virtual, and hybrid sessions.

**B. Annual SUD Learning Community Conference**

**1.** within the first 30 days of contract award

**2.** P- Structured, anonymous post-training survey protocol from all participants following every educational activity to include in-person, virtual, and hybrid sessions

**3.** centralized, user-friendly registration process using a combination of secure technology platforms and dedicated administrative support

**4.** P-conduct a Speaker Landscape Review within 45 days of the contract award. speakers strategically selected, formally confirmed, and thoroughly prepared using structured timeline, technology-enabled communication

**5.** Acknowledged

**6.** P-Phased, collaborative, and data-driven approach to align with the Department's goals, audience needs, and national best practices in SUD and OUD education using structured model

**7.** Clear plan to identify venues

**8.** P-three-tiered compliance strategy that includes: venue screening, accessibility verification, and onsite accommodation management.

**9.** P-four weeks prior to the event Technology Coordinator contacts speakers to assess AV and technology needs, including presentation software compatibility, video playback requirements, interactive tools (polling, Q&A apps), and any accessibility accommodations.

P-Speakers are required to submit presentation files two weeks in advance for compatibility testing and pre-loading on event devices.

**10.** Described plan for compliance with this requirement

**11.** Describe plan and has used previously with another State

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**RFP TITLE:** SUBSTANCE USE DISORDER LEARNING COMMUNITY

**BIDDER NAME:** RC Warner Consulting, LLC

**DATE:** 7-16-25, 7-28-25

**EVALUATOR NAME:** Allison Weeks

**EVALUATOR DEPARTMENT:** DHHS: Office of Mainecare Services

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12. P-graphic design team collaborates with Department and conference planners to develop branded templates and design elements that comply with State guidelines and event branding standards.

**C. SUD Learning Community Learning Management System (LMS) and Website**

1. Plan is compliant with Maine IT requirements
2. Proposal address all requirements for LMS
3. Acknowledges
4. Data Access Controls/ Data handling and storage/formal data release process includes compliance reviews and incident response protocols.
5. embedded rigorous de-identification processes within our data workflows
6. audits of all embedded content, third-party scripts, plugins, and tracking tools to verify that TikTok-related code, widgets, or integrations are not present with ongoing monitoring.
7. Acknowledged
8. Acknowledged

**D. Guiding Principles for the SUD Learning Community Curriculum**

- a. multiple sources of quantitative and qualitative data
  - b. Data Collection and Monitoring
  - c. CQI process
  - d. Data Dashboards and reporting tools
2. conduct quarterly curriculum reviews to integrate updates in treatment protocols, emerging pharmacologic interventions, and psychosocial modalities.
3. P-Each module is mapped to competencies aligned with licensure standards and best practices specific to each discipline.
4. P-curriculum is informed by standards such as SAMHSA's Treatment
5. Improvement Protocols (TIPs), the ASAM Criteria, and the CDC's Clinical Guidelines for Prescribing Opioids.
6. Content based on SAMHSA's best practices for integrated care, APA Practice Guidelines for Psychiatric Evaluation/ Collaborative Care Model
7. Community of Inquiry (Col) framework, which ensures high levels of social, cognitive, and teaching presence in all distance formats
8. P-Structured interviews and workflow mapping sessions
9. P-Collaborative development, inclusion in planning, cultural focuses Peer led TA
10. Virtual trainings, Local trainers, scheduling to webinars flexible  
P-Actively monitor Department-led and statewide public health initiatives



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addressing SUD related stigma to ensure our training and communications align closely with broader public messaging
<b>E. Performance Measures</b>
1. anonymous participant surveys at the conclusion of every training session. targeted review of curriculum content, delivery methods, and participant feedback to identify barriers to learning or implementation. Adjustments made collaboratively with stakeholders
<b>F. Reports</b>
1. Clearly described how they would track and report the data 2. Clear description on timeline and how they will be able to comply
<b>2. Staffing</b>
a. Submitted a Job description, duties and minimum qualifications were provided for each position. b. Questions about no subcontractors, unsure how they will support all training and projects c. P-Clearly developed
<b>3. Implementation - Work Plan</b>
a. Submitted, although work plan only covers a twelve (12) month period and does not fully encompass the eighteen (18) month time frame for the initial period of performance (1/1/26-6/30/27)



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Commissioner**

**AGREEMENT AND DISCLOSURE STATEMENT  
RFP #: 202503039  
RFP TITLE:  
Statewide Substance Use Disorder Learning Community**

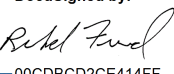
I, Richard Freund accept the offer to become a member of the Request for Proposals (RFP) Evaluation Team for the State of Maine Department of Health and Human Services. I do hereby accept the terms set forth in this agreement AND hereby disclose any affiliation or relationship I may have in connection with a bidder who has submitted a proposal to this RFP.

Neither I nor any member of my immediate family have a personal or financial interest, direct or indirect, in the bidders whose proposals I will be reviewing. "Interest" may include, but is not limited to: current or former ownership in the bidder's company; current or former Board membership; current or former employment with the bidder; current or former personal contractual relationship with the bidder (example: paid consultant); and/or current or former relationship to a bidder's official which could reasonably be construed to constitute a conflict of interest (personal relationships may be perceived by the public as a potential conflict of interest).

I have not advised, consulted with or assisted any bidder in the preparation of any proposal submitted in response to this RFP nor have I submitted a letter of support or similar endorsement.

I understand and agree that the evaluation process is to be conducted in an impartial manner without bias or prejudice. In this regard, I hereby certify that, to the best of my knowledge, there are no circumstances that would reasonably support a good faith charge of bias. I further understand that in the event a good faith charge of bias is made, it will rest with me to decide whether I should be disqualified from participation in the evaluation process.

**I agree to hold confidential all information related to the contents of Requests for Proposals presented during the review process until such time as the Department formally releases the award decision notices for public distribution.**

DocuSigned by:  
  
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**Signature**

Jun-26-2025

**Date**



**STATE OF MAINE  
DEPARTMENT OF HEALTH AND HUMAN  
SERVICES**

**Janet T. Mills  
Governor**

**Sara Gagné-Holmes  
Commissioner**

**AGREEMENT AND DISCLOSURE STATEMENT  
RFP #: 202503039  
RFP TITLE:  
Statewide Substance Use Disorder Learning Community**

I, Kristen King accept the offer to become a member of the Request for Proposals (RFP) Evaluation Team for the State of Maine Department of Health and Human Services. I do hereby accept the terms set forth in this agreement AND hereby disclose any affiliation or relationship I may have in connection with a bidder who has submitted a proposal to this RFP.

Neither I nor any member of my immediate family have a personal or financial interest, direct or indirect, in the bidders whose proposals I will be reviewing. "Interest" may include, but is not limited to: current or former ownership in the bidder's company; current or former Board membership; current or former employment with the bidder; current or former personal contractual relationship with the bidder (example: paid consultant); and/or current or former relationship to a bidder's official which could reasonably be construed to constitute a conflict of interest (personal relationships may be perceived by the public as a potential conflict of interest).

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Signed by:

*Kristen King*

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**Signature**

Jun-26-2025

**Date**



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DEPARTMENT OF HEALTH AND HUMAN  
SERVICES**

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Governor**

**Sara Gagné-Holmes  
Commissioner**

**AGREEMENT AND DISCLOSURE STATEMENT  
RFP #: 202503039  
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Statewide Substance Use Disorder Learning Community**

I, Anna Ko, accept the offer to become a member of the Request for Proposals (RFP) Evaluation Team for the State of Maine Department of Health and Human Services. I do hereby accept the terms set forth in this agreement AND hereby disclose any affiliation or relationship I may have in connection with a bidder who has submitted a proposal to this RFP.

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Signed by:

*Anna Ko*

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**Signature**

Jun-30-2025

**Date**



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**Janet T. Mills  
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Commissioner**

**AGREEMENT AND DISCLOSURE STATEMENT  
RFP #: 202503039  
RFP TITLE:  
Statewide Substance Use Disorder Learning Community**

I, Debra Poulin accept the offer to become a member of the Request for Proposals (RFP) Evaluation Team for the State of Maine Department of Health and Human Services. I do hereby accept the terms set forth in this agreement AND hereby disclose any affiliation or relationship I may have in connection with a bidder who has submitted a proposal to this RFP.

Neither I nor any member of my immediate family have a personal or financial interest, direct or indirect, in the bidders whose proposals I will be reviewing. "Interest" may include, but is not limited to: current or former ownership in the bidder's company; current or former Board membership; current or former employment with the bidder; current or former personal contractual relationship with the bidder (example: paid consultant); and/or current or former relationship to a bidder's official which could reasonably be construed to constitute a conflict of interest (personal relationships may be perceived by the public as a potential conflict of interest).

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Signed by:

*Debra Poulin*

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Jun-30-2025

**Signature**

**Date**



**STATE OF MAINE  
DEPARTMENT OF HEALTH AND HUMAN  
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**AGREEMENT AND DISCLOSURE STATEMENT  
RFP #: 202503039  
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Statewide Substance Use Disorder Learning Community**

I, Allison Weeks accept the offer to become a member of the Request for Proposals (RFP) Evaluation Team for the State of Maine Department of Health and Human Services. I do hereby accept the terms set forth in this agreement AND hereby disclose any affiliation or relationship I may have in connection with a bidder who has submitted a proposal to this RFP.

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Signed by:

*Allison Weeks*  
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**Signature**

Jun-30-2025

**Date**