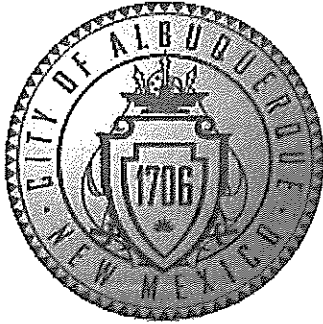


EC-25-313



CITY OF ALBUQUERQUE

Albuquerque, New Mexico

Office of the Mayor

Mayor Timothy M. Keller

INTER-OFFICE MEMORANDUM

1/14/2025

TO: Brook Bassan, President, City Council

FROM: Timothy M. Keller, Mayor



SUBJECT: Mayor's Recommendation of Award for RFP-2024-572-GSD-EV, WE CARE Training

The City of Albuquerque's Community Safety Department in conjunction with the Department of Finance and Administrative Services, Purchasing Division, issued the RFP for WE CARE Training. The RFP will allow the awarded proposer to provide reality-based trainings to ACS's responders and supervisors.

The RFP was posted on the Purchasing public-facing website on August 1, 2024, and advertised in the Albuquerque Journal on August 1, 2024.

The City received three (3) responses to this solicitation. The ad hoc evaluation committee evaluated and scored the proposals received in accordance with the evaluation criteria published in the RFP. After thoroughly reviewing and scoring the proposals, CWORX-LLC scored the highest of the responsive offerors. The ad hoc committee found CWORX-LLC to be both responsive and qualified and recommends an award to the offeror named.

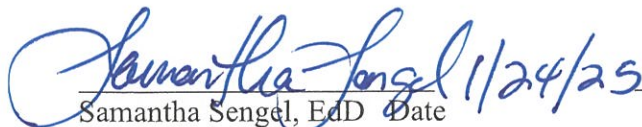
I concur with this recommendation.

The City of Albuquerque's Community Safety Department will manage this contract.

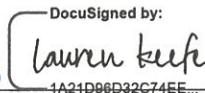
Mayor's Recommendation of Award for RFP-2024-572-GSD-EV, WE CARE Training

Approved:

Approved as to Legal Form:

 1/24/25

Samantha Sengel, EdD
Chief Administrative Officer

DocuSigned by:
 1A21D98D32C74EE...

City Attorney

1/17/2025 | 3:39

Date

DS DS
PM ME
MST

Recommended:

DocuSigned by:


1/15/2025 | 4:06 PM MST

Jodie Esquivel

Date

Director

Cover Analysis

1. What is it?

This is a request for approval of the Mayor's Recommendation of Award for RFP-2024-572-GSD-EV, "WE CARE Training".

2. What will this piece of legislation do?

This legislation will request approval of the Mayor's Recommendation of Award for RFP-2024-572-GSD-EV, "WE CARE Training" and authorize the Community Safety Department, Administrative Division to negotiate and enter into a contract for services outlined in the scope of RFP-2024-572-GSD-EV.

3. Why is this project needed?

This project is needed to provide reality-based training to ACS's responders and supervisors.

4. How much will it cost and what is the funding source?

Annual contract amount of \$240,000. The funding source is ACS's CM-110 hard funding budget.

5. Is there a revenue source associated with this contract? If so, what level of income is projected?

N/A

6. What will happen if the project is not approved?

ACS will be inhibited from fully expanding its academy in support of comprehensive training to new responders and Supervisors. The cost of such training exceeds \$100,000, justifying the procurement. If unapproved critical training will not be provided.

7. Is this service already provided by another entity?

No.

FISCAL IMPACT ANALYSIS

TITLE: WE CARE Training, RFP-2024-572-GSD-EV

R: 24-XX
FUND: 110

O:

DEPT: ACS

1411000

- ☒ No measurable fiscal impact is anticipated, i.e., no impact on fund balance over and above existing appropriations.
- ☐ (If Applicable) The estimated fiscal impact (defined as impact over and above existing appropriations) of this legislation is as follows:

	2025	Fiscal Years 2026	2027	Total
Base Salary/Wages				-
Fringe Benefits at				-
Subtotal Personnel	-	-	-	-
Operating Expenses				-
Property		-	-	-
Indirect Costs	-	-	-	-
Total Expenses	\$ -	\$ -	\$ -	\$ -
☒ Estimated revenues not affected				
☐ Estimated revenue impact				
Revenue from program				0
Amount of Grant				
City Cash Match				
City Inkind Match				
City IDOH	-	-	-	-
Total Revenue	\$ -	\$ -	\$ -	\$ -

These estimates do not include any adjustment for inflation.

* Range if not easily quantifiable.

Number of Positions created

COMMENTS: This FIA is in support of RFP-2024-572-GSD-EV, which procured WeCARE reality based training for ACS's new responders and supervisors.

COMMENTS ON NON-MONETARY IMPACTS TO COMMUNITY/CITY GOVERNMENT:

PREPARED BY:

APPROVED:

DocuSigned by:
Nadine Baca

DocuSigned by:
Jodie Esquivel 1/15/2025 | 4:06 PM MST

FISCAL ANALYST

DIRECTOR

REVIEWED BY:

DocuSigned by:

Kevin E. Noel

DocuSigned by:

Lawrence Davis

Signed by:

Christine Barner

EXECUTIVE BUDGET ANALYST

BUDGET OFFICER

OFFICE ECONOMIST



City of Albuquerque
Department of Finance and Administrative Services

Timothy M. Keller, Mayor

Interoffice Memorandum Date 10/21/2024 | 2:31 PM MDT

TO: Dr. Samantha Sengel, Chief Administrative Officer

FROM: Jodie Esquibel, Director, Community Safety Department

SUBJECT: **Recommendation of Award –**
RFP Number: RFP-2024-572-GSD-EV
RFP Name: WE CARE Training

DS
JE

The Department of Finance and Administrative Services, Purchasing Division, issued the subject solicitation in conjunction with the Community Safety Department for Reality-Based Training.

The solicitation was posted on the Purchasing website and advertised in the Albuquerque Journal. The number of responses received for evaluation were three (3).

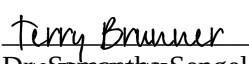
The Ad Hoc Evaluation Committee evaluated and scored the responses in accordance with the evaluation criteria published in the RFP and recommends award of contract to CWORX-LLC.

I concur with this recommendation. Listed below are the composite scores for the top three (3) responses received:

COMPANY NAME	SCORE
CWORX-LLC	912
Scaling Up LLC	733
Mental Rich, LLC	415

The Department that will be managing this contract is the Community Safety Department.

Approved:

DocuSigned by: 10/22/2024 | 8:38 AM MDT


Dr. Samantha Sengel (Date)
Chief Administrative Officer

Attachment: Scoring Summary



RFP-2024-572-GSD-EV - WE CARE Training

Scoring Summary

	Total	A-1 - The Offeror's general approach and plans to meet the requirements of the RFP.	A-2 - The Offeror's detailed plans to meet the objectives of each task, activity, etc. on the required schedule.	A-3 - Experience and qualifications of the Offeror and personnel as shown on staff resumes to perform tasks described in Part 3, Scope of Services.	A-4 - Adequacy of proposed project management and resources to be utilized by the Offeror.	A-5 - The Offeror's past performance on projects of similar scope and size.	A-6 - The overall ability of the Offeror, as judged by the evaluation committee, to successfully complete the project within the proposed schedule. This judgment will be based upon factors such as the project management plan and availability of staff and resources.	B - Cost Proposal
Supplier	/ 1,000.00 pts	/ 100 pts	/ 250 pts	/ 100 pts	/ 100 pts	/ 100 pts	/ 250 pts	/ 100 pts
CWORX-LLC	912	91	226	91	90	89	233	92
Scaling Up LLC	733	75	186	76	68	64	173	92
Mental Rich, LLC	415	38	93	33	35	28	90	100

City of Albuquerque

Request for Proposals

Solicitation Number: RFP-2024-572-GSD-EV

WE CARE Training
8/1/2024



Deadline for Receipt of Proposals: September 3, 2024: 4:00 p.m. (Mountain Time)
The City eProcurement System will not allow Proposals to be submitted after this date and time.

Pre-Proposal Conference: August 13, 2024 at 11:00am MST

City of Albuquerque
Department of Finance and Administrative Services
Purchasing Division
V2024.04.15 JLB

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Part 3 Scope of Services	16
Part 4 Evaluation of Proposals	19
 Appendix A Cost Proposal Form	 Attachment A

INTRODUCTION

Albuquerque Community Safety (ACS) is the first-in-nation behavioral health response department in Albuquerque, NM. ACS is a cabinet-level public safety department, operating independently from and in collaboration with APD and AFR. The Department uses a public health model with a non-law enforcement-led response. The goal is to deliver the right response at the right time and to improve access to the broad range of social services from government and community-based organizations. This procurement supports the reality-based training component of the ACS Academy. The Academy provides training to new and existing team members in support of executing on the Department's mission. Finally, as ACS faces its third birthday and continued growth, the chosen Contractor will become a critical partner in preparing Responders for their responsibilities.

PART 1
INSTRUCTIONS TO OFFERORS

1.1 RFP Number and Title: RFP RFP-2024-572-GSD-EV, "WE CARE Training"

1.2 Proposal Due Date: September 3, 2024 - NLT 4:00 PM (Local Time)

The time and date Proposals are due shall be strictly observed.

1.2.1 Non-Mandatory Pre-Proposal Conference: This is not a mandatory pre-Proposal conference, but highly recommended. Those vendors who choose not to attend shall be solely responsible for obtaining any additional information, clarifications or addenda resulting from this meeting.

Virtual via Zoom:

When: Aug 13, 2024 11:00 AM Mountain Time (US and Canada)

Register in advance for this meeting:

https://cabq.zoom.us/meeting/register/tZcof-ygrDopHNVsDGrr3ztkdJJ8jKu8p_YZ

After registering, you will receive a confirmation email containing information about joining the meeting.

1.2.2 Questions: All questions shall be submitted in written format in the City's eProcurement system prior to the close date for questions and answers.

1.3 Purchasing Division: This Request for Proposals ("RFP") is issued on behalf of the City of Albuquerque by its Purchasing Division, which is the sole point of contact during the entire procurement process.

1.4 Authority: Chapter 5, Article 5 of the Revised Ordinances of the City of Albuquerque, 1994, ("Public Purchases Ordinance"). The City Council, pursuant to Article 1 of the Charter of the City of Albuquerque and Article X, Section 6 of the Constitution of New Mexico, has enacted this Public Purchases Ordinance as authorized by such provisions and for the purpose of providing maximum local self-government. To that end, it is intended that this Public Purchases Ordinance shall govern all purchasing transactions of the City and shall serve to exempt the City from all provisions of the New Mexico Procurement Code, as provided in Section 13-1-98K, NMSA 1978.

1.5 Acceptance of Proposal: Acceptance of Proposal is contingent upon Offeror's certification and agreement by submittal of its Proposal, to comply and act in accordance with all provisions of the following:

1.5.1 City Public Purchases Ordinance

1.5.2 City Purchasing Rules and Regulations: These Rules and Regulations ("Regulations") are written to clarify and implement the provisions of the Public Purchases Ordinance. These Regulations establish policies, procedures, and

guidelines relating to the procurement, management, control, and disposal of goods, services, and construction, as applicable, under the authority of the Ordinance.

1.5.3 Civil Rights Compliance: Acceptance of Proposal is contingent upon the Offeror's certification and agreement by submittal of its Proposal, to comply and act in accordance with all provisions of the Albuquerque Human Rights Ordinance, the New Mexico Human Rights Act, Title VII of the U.S. Civil Rights Act of 1964, as amended, and all federal statutes and executive orders, New Mexico statutes and City of Albuquerque ordinances and resolutions relating to the enforcement of civil rights and affirmative action. Questions regarding civil rights or affirmative action compliance requirements should be directed to the City of Albuquerque Human Rights Office.

1.5.4 Americans with Disabilities Act Compliance: The Offeror certifies and agrees, by submittal of its Proposal, to comply and act in accordance with all applicable provisions of the Americans With Disabilities Act of 1990 and federal regulations promulgated thereunder.

1.5.5 Insurance and Bonding Compliance: Acceptance of Proposal is contingent upon Offeror's ability to comply with the insurance requirements as stated herein. Please include a certificate or statement of compliance in your Proposal and bonds as required.

1.5.6 Ethics:

1.5.6.1 Fair Dealing. The Offeror warrants that its Proposal is submitted and entered into without collusion on the part of the Offeror with any person or firm, without fraud and in good faith. Offeror also warrants that no gratuities, in the form of entertainment, gifts or otherwise, were, or will be offered or given by the Offeror, or any agent or representative of the Offeror to any officer or employee of the City with a view toward securing a recommendation of award or subsequent contract or for securing more favorable treatment with respect to making a recommendation of award.

1.5.6.2 Conflict of Interest. The Offeror warrants that it presently has no interest and shall not acquire any interest, direct or indirect, which would conflict in any manner or degree with the performance of services required under the contract resulting from this RFP. The Offeror also warrants that, to the best of its knowledge, no officer, agent or employee of the City who shall participate in any decision relating to this RFP and the resulting contract, currently has, or will have in the future, a personal or pecuniary interest in the Offeror's business.

1.5.7 Participation/Offeror Preparation: The Offeror may not use the consultation or assistance of any person, firm company who has participated in whole or in part in the writing of these specifications or the Scope of Services, for

the preparation of its Proposal or in the management of its business if awarded the contract resulting from this RFP.

1.5.8 Debarment or Ineligibility Compliance: By submitting its Proposal in response to this RFP, the Offeror certifies that (i) it has not been debarred or otherwise found ineligible to receive funds by any agency of the federal government, the State of New Mexico, any local public body of the State, or any state of the United States; and (ii) should any notice of debarment, suspension, ineligibility or exclusion be received by the Offeror, the Offeror will notify the City immediately.

Any Proposal received from an Offeror that is, at the time of submitting its Proposal or prior to receipt of award of a contract, debarred by or otherwise ineligible to receive funds from any agency of the federal government, the State of New Mexico, any local public body of the State, or any state of the United States, shall be rejected.

Upon receipt of notice of debarment of an Offeror awarded a contract as a result of this RFP ("Contractor"), or other ineligibility of the Contractor to receive funds from any agency of the federal government, the State of New Mexico, any local public body of the State, or any state of the United States, the City shall have the right to cancel the contract with the Contractor resulting from this RFP for cause in accordance with the terms of said contract.

1.5.9 Goods Produced Under Decent Working Conditions: It is the policy of the City not to purchase, lease, or rent goods for use or for resale at City owned enterprises that were produced under sweatshop conditions. The Offeror certifies, by submittal of its Proposal in response to this solicitation, that the goods offered to the City were produced under decent working conditions. The City defines "under decent working conditions" as production in a factory in which child labor and forced labor are not employed; in which adequate wages and benefits are paid to workers; in which workers are not required to work more than 48 hours per week (or less if a shorter workweek applies); in which employees are free from physical, sexual or verbal harassment; and in which employees can speak freely about working conditions and can participate in and form unions. [*Council Bill No. M-8, Enactment No. 9-1998*]

1.5.10 Graffiti Free: When required, the Contractor will be required to furnish equipment, facilities, or other items required to complete these services, that are graffiti-free. Failure of Contractor to comply with this requirement may result in cancellation of the contract resulting from this RFP.

1.6 City Contact: The sole point of contact for this RFP is the City of Albuquerque Purchasing Division. Questions regarding this RFP should be directed to the following Purchasing representative unless otherwise specified in the solicitation. Offerors who fail to abide by this instruction may be deemed nonresponsive.

- Estevan Vargas, Senior Buyer, Department of Finance and Administrative Services, Purchasing Division
- Phone: (505) 768-4945 or E-Mail: efvargas@cabq.gov
- Post Office Box 1293, Albuquerque, New Mexico 87103

1.7 Contract Management: The contract resulting from this RFP will be managed by the Albuquerque Community Safety Department, Administrative Division.

1.8 Clarification: Any explanation desired by an Offeror regarding the meaning or interpretation of this RFP must be requested in writing not less than ten (10) working days prior to the deadline for the receipt of Proposals to allow sufficient time for a reply to reach all Offerors before the submission of their Proposals. No extension of time will be granted based on submission of inquiries subsequent to the required date nor will such inquiries be answered. All inquiries must be directed to the Purchasing Division as stated herein and must be submitted through the City's eProcurement system Bonfire. **The City will not respond to questions that are submitted by any other means than electronically through the City's eProcurement system.** Oral explanations or instructions given before the award of the contract or at any time will not be binding. Purchasing shall prepare answers to questions in the form of Addenda to this RFP and shall post all such Addenda to the online eProcurement System.

1.9 Submission of Proposals. The Offeror's sealed Proposal must be submitted **electronically** through the eProcurement system pursuant to the following requirements:

1.9.1 Electronic Copy. Submit your complete Proposal including all forms, attachments, exhibits, Technical Proposal, Cost Proposal, etc. using the eProcurement System at <https://cabq.bonfirehub.com/portal/?tab=openOpportunities>. Please allow a minimum of two (2) business days to submit your proposal. If you do not have a username and password, please register as this is the only method to submit electronically on the Bonfire portal. Please make sure to register on the system in order to receive notices and submit a response to a solicitation. For assistance, please contact support@gobonfire.com. **Failure to submit your proposal electronically through the City's eProcurement system shall result in your proposal being deemed nonresponsive.**

1.9.2 Format. Each file uploaded to the eProcurement System shall be in single PDF format unless otherwise indicated. The City's preferred format is Optical Character Recognition (OCR) searchable PDF format. Do not encrypt files and do not password protect the documents submitted.

1.9.3 ALL PROPOSALS MUST BE RECEIVED BY THE CITY PURCHASING DIVISION AS SPECIFIED HEREIN. FAILURE TO COMPLY WITH THE SUBMISSION REQUIREMENTS SHALL BE CAUSE FOR THE CITY TO DEEM YOUR PROPOSAL

NONRESPONSIVE.

1.9.4 No other methods of Proposal delivery. Neither telephone, facsimile, nor telegraphic Proposals shall be accepted.

1.9.5 Modification. Proposals may be modified or withdrawn only by written notice, provided such notice is received prior to the Proposal Due Date.

1.9.6 Receipt of Proposals. The only acceptable evidence to establish the time of receipt of Proposals by City Purchasing Office is the time-date stamp of the eProcurement System.

1.9.7 Acknowledgment of Addenda to the Request for Proposals. Receipt of Addenda to this RFP by an Offeror must be acknowledged in the City's eProcurement system. Failure to acknowledge an Addendum may result in your response being deemed non-responsive.

1.10 Modifications to Scope of Services: In the event that sufficient funds do not become available to complete each task in the Scope of Services, the Scope of Services may be amended, based upon the cost breakdown required in the Cost Proposal.

1.11 Required Contract Terms: The Required Contract Terms can be accessed at this link <https://www.cabq.gov/dfa/purchasing-division/vendor-services/terms-and-conditions>, click on "Request for Proposals Required Contract Terms". The Offeror certifies that it accepts the Required Contract Terms, or has uploaded its exceptions to the Required Contract Terms in the City's e-Procurement system, under "Requested Information" "Exceptions to Section 1.11 Required Contract Terms." Any exceptions shall be identified by the RFP Section, Subsection, and must state the specific exception the Offeror has, as well as any alternative language. The City's receipt of exceptions in a response is not an acceptance of any requested changes to the Required Contract Terms. The Required Contract Terms may differ from the terms in the final contract awarded under this RFP.

1.12 Contract Term: The contract resulting from this solicitation is anticipated to have a term of 1 year with possible extensions of three (3) years.

1.13 Evaluation Period: The City reserves the right to analyze, examine and interpret any Proposal for a period of ninety (90) days after the hour and date specified for the receipt of Proposals. The City reserves the right to extend the evaluation period if it feels, in its sole discretion, such an extension would be in the best interest of the City.

1.14 Evaluation Assistance: The City, in evaluating Proposals, reserves the right to use any assistance deemed advisable, including City contractors and consultants.

1.15 Rejection and Waiver: The City reserves the right to reject any or all Proposals and to waive informalities and minor irregularities in Proposals received.

1.16 Award of Contract:

1.16.1 When Award Occurs: Award of contract occurs when a Purchase Order is

issued or other evidence of acceptance by the City is provided to the Offeror. A Recommendation of Award does not constitute award of contract.

1.16.2 Award: If a contract is awarded, it shall be awarded to the responsive and responsible Offeror whose Proposal conforming to this RFP will be most advantageous to the City as set forth in the Evaluation Criteria.

1.17 Cancellation: This RFP may be canceled for any reasons and any and all Proposals may be rejected in whole or in part when it is in the best interests of the City.

1.18 Negotiations: Negotiations may be conducted with the Offeror(s) recommended for award of contract.

1.19 City-Furnished Property: No material, labor, or facilities will be furnished by the City unless otherwise provided for in this RFP.

1.20 Proprietary Data:

1.20.1 The file and any documents relating to this RFP, including the Proposals submitted by Offerors, shall be open to public inspection after the recommendation of award of a contract has been approved by the Mayor, or his designee. An Offeror may designate material as Trade Secrets, Proprietary Data, and/or other Confidential Data by clearly marking that material as "Trade Secret", "Proprietary Data", or "Confidential Data" within the Proposal submitted (uploaded) in response to this RFP. **Pricing and makes and models or catalog numbers of items offered, delivery terms, and terms of payment shall not be so designated. Further, any Proposal in which a majority of pages are designated as Trade Secret, Proprietary Data, or Confidential Data may be deemed nonresponsive.**

1.20.2 The City will endeavor to restrict distribution of material designated as "Trade Secret", "Proprietary Data", or "Confidential Data" and provided separately to only those individuals involved in the review and analysis of the Proposals. However, Offerors are advised that, if a request for inspection of records under the New Mexico Inspection of Public Records Act (Sections 14-2-1 et seq, NMSA 1978) ("Act") is received for such materials, and they are not exempt under the Act, the City is required to disclose those records. The City shall, to the extent possible under the Act, provide the Offeror with notice before any disclosure to allow the Offeror an opportunity, within the Act's fifteen (15) day deadline, to initiate legal action (such as an injunction or other judicial remedy) to prevent the release of Trade Secret, Proprietary Data, or Confidential Data, should the Offeror wish to do so. **Notwithstanding anything to the contrary herein, the City shall not be responsible to the Offeror for any disclosure of records required by the Act or an order of a court or other tribunal with jurisdiction over the City.**

1.21 Procurement Preferences: A Pay Equity Preference as provided in Section 5-5-31

R.O.A. 1994 (as amended by C/S O-17-33) and the State Preferences as provided in 13-1-21 NMSA 1978 are applicable to this solicitation. To request the application of a preference, as applicable, Offeror shall submit with its Proposal a City Pay Equity Preference Form or the New Mexico State Certification for the requested preference.

1.22 Request for Proposals Protest Process:

1.22.1 RFP Documents: If the protest concerns the specifications for the RFP or other matters pertaining to the solicitation documents, the protest must be filed with the Chief Procurement Officer no later than 5:00 p.m., ten (10) business days prior to the deadline for the receipt of Proposals.

1.22.2 Recommendation of Award: If the protest concerns the Recommendation of Award, the protest must be filed with the Chief Procurement Officer no later than 5:00 p.m. of the tenth (10th) business day after the receipt of notice of the Recommendation of Award.

1.22.3 Timely Protests: Protests must be received by the Chief Procurement Officer prior to the appropriate deadline as set out herein, or they will be rejected. The Chief Procurement Officer may waive the deadline for good cause, including a delay caused by the fault of the City. Late delivery by the U.S. Postal Service or other carrier shall not be considered good cause.

1.22.4 How to File a Protest: Any Offeror who is aggrieved in connection with a competitive solicitation or recommendation of award of a contract may protest to the City Chief Procurement Officer. The protest shall be addressed to the Chief Procurement Officer, must be submitted in written form and must be legible. Protests may be electronically delivered via email or mailed. Facsimile, telephonic, telegraphic or any other type of electronic protests will not be accepted.

1.22.5 Required Information: The protest shall contain at a minimum the following:

1.22.5.1 The name and address of the protesting party;

1.22.5.2 The number of the competitive solicitation;

1.22.5.3 A clear statement of the reason(s) for the protest detailing the provisions believed to have been violated;

1.22.5.4 Details concerning the facts, which support the protest;

1.22.5.5 Attachments of any written evidence available to substantiate the claims of the protest; and

1.22.5.6 A statement specifying the ruling requested.

1.22.6 Delivery of Protests:

1.22.6.1 By Mail: Protests may be mailed in an envelope marked "PROTEST"

with the solicitation number. Protests which are mailed should be addressed as follows:

Chief Procurement Officer
City of Albuquerque, Purchasing Division
P.O. Box 1293
Albuquerque, NM 87103
PROTEST, RFP Number

1.22.6.2 By Electronic Mail: Protests may be emailed to:

Jennifer Bradley, Chief Procurement Officer
jbradley@cabq.gov

The message should clearly indicate "PROTEST" and the RFP number in the subject line.

1.22.7 Protest Response by Chief Procurement Officer: The Chief Procurement Officer will, after evaluation of a protest, issue a response. Only the issues outlined in the written protest will be considered by the Chief Procurement Officer.

1.22.8 Protest Hearing: If a hearing is requested, the request must be included in the protest and received within the time limit. Only the issues outlined in the protest will be considered by the Chief Procurement Officer, or may be raised at a protest hearing. The granting of a hearing shall be at the discretion of the Chief Procurement Officer following review of the request.

1.23 Insurance:

1.23.1 General Conditions: The City will require the successful Offeror, referred to as the Contractor, to procure and maintain at its expense during the term of the contract resulting from the RFP, insurance in the kinds and amounts hereinafter provided with insurance companies authorized to do business in the State of New Mexico, covering all operations of the Contractor under the contract. Upon execution of the contract and on the renewal of all coverages, the Contractor shall furnish to the City a certificate or certificates in form satisfactory to the City as well as the rider or endorsement showing that it has complied with these insurance requirements. All certificates of insurance shall provide that thirty (30) days written notice be given to the Risk Manager, Department of Finance and Administrative Services, City of Albuquerque, P.O. Box 470, Albuquerque, New Mexico, 87103, before a policy is canceled, materially changed, or not renewed. Various types of required insurance may be written in one or more policies. With respect to all coverages required other than professional liability or workers' compensation, the City shall be named an additional insured. All coverages afforded shall be primary with respect to operations provided.

1.23.2 Approval of Insurance: Even though the Contractor may have been given
RFP-2024-572-GSD-EV, "WE CARE Training" 11

notice to proceed, it shall not begin any work under the contract resulting from this RFP until the required insurance has been obtained and the proper certificates (or policies) are filed with the City. Neither approval nor failure to disapprove certificates, policies, or the insurance by the City shall relieve the Contractor of full responsibility to maintain the required insurance in full force and effect. If part of the contract is sublet, the Contractor shall include any or all subcontractors in its insurance policies, or require the subcontractor to secure insurance to protect itself against all hazards enumerated herein, which are not covered by the Contractor's insurance policies.

1.23.3 Coverage Required: The kinds and amounts of insurance required are as follows:

1.23.3.1 Commercial General Liability Insurance. A commercial general liability insurance policy with combined limits of liability for bodily injury or property damage as follows:

\$2,000,000	Per Occurrence
\$2,000,000	Policy Aggregate
\$1,000,000	Products Liability/Completed Operations
\$1,000,000	Personal and Advertising Injury
\$ 5,000	Medical Payments

Said policy of insurance must include coverage for all operations performed for the City by the Contractor and contractual liability coverage shall specifically insure the hold harmless provisions of the contract resulting from this RFP.

1.23.3.2 Automobile Liability Insurance. A comprehensive automobile liability insurance policy with liability limits in amounts not less than \$1,000,000 combined single limit of liability for bodily injury, including death, and property damage in any one occurrence. The policy must include coverage for the use of all owned, non-owned, hired automobiles, vehicles and other equipment both on and off work.

1.23.3.3 Workers' Compensation Insurance. Workers' compensation insurance policy for the Contractor's employees, in accordance with the provisions of the Workers' Compensation Act of the State of New Mexico, (the "Act"). If the Contractor employs fewer than three employees and has determined that it is not subject to the Act, it will certify, in a signed statement, that it is not subject to the Act. The Contractor will notify the City and comply with the Act should it employ three or more persons during the term of the contract resulting from this RFP.

1.23.4 Increased Limits: During the life of the contract the City may require the

Contractor to increase the maximum limits of any insurance required herein. In the event that the Contractor is so required to increase the limits of such insurance, an appropriate adjustment in the contract amount will be made.

1.23.5 Additional Insurance: The City may, as a condition of award of a contract, require a successful Offeror to carry additional types of insurance. The type and limit of additional insurance is dependent upon the type of services provided via the contract by the successful Offeror.

1.24 Pay Equity Documentation. All Proposals shall include a Pay Equity Reporting Form that can be accessed at <https://www.cabq.gov/gender-pay-equity-initiative>. Offerors who believe they are exempt because they are an out-of-state contractor (meaning that you have no facilities and no employees working in New Mexico) are not required to report data, but must still submit a Pay Equity Reporting Form with the box verifying the exempt status checked. **Any Proposal that does not include a Pay Equity Reporting Form shall be deemed nonresponsive, as stated in the Public Purchases Ordinance, 5-5-31.** A Pay Equity Reporting Form will be automatically issued within two (2) business days of completing your information at the link above. To ensure you have your form before the deadline for solicitation close, please access the link at least three (3) business days prior to the solicitation deadline. Please contact the “City Contact” identified above in Section 1.6 with any questions about the Pay Equity Reporting Form.

PART 2

PROPOSAL FORMAT

A “Proposal” consists of two distinct sections—a “Technical Proposal” and a “Cost Proposal”—that are submitted separately in Bonfire. **Failure to submit the Technical Proposal and Cost proposal separate, shall result in the City deeming your submission non-responsive.**

2.1 Technical Proposal Format, Section One

2.1.1 Offeror Identification: State name and address of your organization or office and nature of organization (individual, partnership or corporation, private or public, profit or non-profit). Subcontractors, if any, must be identified in a similar manner. Include name, email address and telephone number of person(s) in your organization authorized to execute the contract resulting from this RFP. Submit a statement of compliance with all laws stated herein. Submit a statement of agreement to the Required Contract Terms; state exceptions as directed in Section 1.11. Show receipt of Addenda if applicable. Provide a statement or show ability to carry the insurance specified.

2.1.2 Experience:

2.1.2.1 Current Experience. State relevant experience of the company and person(s) who will be actively engaged in the proposed project, including experience of subcontractors. Submit resumes for the individuals who will be performing the services for the City.

2.1.2.2 Past Experience. Describe a minimum of three (3) to five (5) projects of similar scope and size, which are now complete; state for whom the work was performed, year completed, and a letter of reference for each regarding the work. Highlight what made the projects successful and identify difficulties and challenges that were encountered and how you successfully overcame them. References must be for work performed in the past three to five (3 to 5) years. **DO NOT use City employees or any City elected officials as a reference.** The City will not contact and will not assign any evaluation points for references from City employees or elected officials. State relevant experience with other municipalities or government entities.

2.1.3 Proposed Approach to Tasks: Discuss fully your proposed approach to each of the tasks described in Part 3, Scope of Services. Use charts to illustrate the number of hours dedicated to each task and who will be performing each task [individual(s)/firm(s)]. Reference Appendix A, attached hereto, without stating the price structure. Identify any subcontractors that your firm intends to utilize for the services identified in the RFP and provide a summary of their experience with such training as described herein.

2.1.4 Management Summary: Describe individual staff and subcontractor's responsibilities with lines of authority and interface with the City of Albuquerque staff. Describe resources to be drawn from in order to complete tasks.

2.2 Cost Proposal Format, Section Two

2.2.1 Total Cost: Submit your Cost Proposal (Appendix A) separately from your Technical Proposal (upload Appendix A in the City's eProcurement system). Failure to submit your cost separately from your Technical Proposal shall result in your proposal being deemed non-responsive.

2.2.2 The Cost Proposal should, at a minimum, contain the following information:

- The cost for the entire project broken down by the activities or steps shown on the project schedule.
- Estimated periodic billing to the City based on the cost of the deliverable items.
- Cost or pricing details should be shown by task. This might include, but is not limited to:
 - Hours by category, hourly rates, and total labor broken out by professional and other labor. Rates are to include all overhead and profit.
 - Purchased materials, unit costs, and quantities.
 - Travel, lodging, and other direct expenses.
 - Subcontract costs if applicable, and additional consulting beyond the scope of the described tasks (if requested).

2.2.3 Offerors should show detailed costs by task and number of hours dedicated to each task as listed in the specifications.

2.2.4 All Costs: All costs to be incurred and billed to the City should be described by the Offeror for each item, to allow for a clear evaluation and comparison, relative to other Proposals received. All costs should include any applicable gross receipts taxes. The Offeror should understand that the City will not pay for any amounts not included in the cost Proposal -- for example, insurance or taxes -- and that liability for items not included remains with the Offeror.

2.2.5 An example of the preferred format is attached to this RFP. Your response to this section will be used in performing a cost/price analysis.

PART 3

SCOPE OF SERVICES

3.1 The Contractor shall perform the following scopes of services for ACS.

3.1.1.1 WE CARE Training. The WE CARE Training is a reality-based training provided to all incoming first responders as they participate in our academy. The successful Offeror will shall provide this training and accompanying evaluation. Reality-based scenarios are provided in order to evaluate responders on what they've learned from the curriculum they've been trained on. These trainings are to equip responders with the knowledge and skills to serve our community, while embodying the core values ACS has been built on. Our team strives to provide the right response at the right time.

- a) Administer the reality-based training WE CARE curriculum built on ACS core values. ACS is to provide Albuquerque with a holistic, empathetic, and informed response to behavioral and mental-health related 911 calls. Responses are personalized to the needs of the individual, family, and community so that ACS can bring the right response at the right time. As part of this training, Offerors are expected to:
 - a. Provide de-escalation training and the knowledge and tools for trainees to go out into the field and interact with consumers who may be experiencing a crisis. Trainees are to utilize these techniques in order to stabilize, slow or reduce the intensity of a potentially violent situation, without the use of force.
 - b. Develop and deliver interactive, reality-based training to include live actors who will provide trainees the opportunity to participate in controlled scenarios with the guidance of professionals and instructors. These scenarios will provide encounters often experienced in the field in which trainees can work through in a safe and controlled environment.
 - c. Deliver evaluations of the reality-based scenarios and the trainee's response to the scenarios. Provide an assessment of the trainees and their performance. Identify how the trainees have achieved the goals outlined in the curriculum. Provide trainees with certifications of completion upon review. Evaluations should occur after every training.
 - d. Train on the ability to recognize signs of suicidal ideation, human trafficking, navigating grief, domestic violence, substance abuse, and more as identified while engaging with consumers. Providing trainees with the skills to identify these signs and how to address the situation with resources.

- e. Provide instruction on Public Safety values for both first responders and the consumer. ACS responders are a line of first responders. Trainees will need to know the values and practices required to be first responders and working with consumers when responding to calls for service.
- f. Provide Situational Awareness training as it is imperative to ACS responders' work in the field. Trainees will need in-depth training of how to utilize situational awareness in order to work with consumers directly while ensuring the safety of all parties involved. Trainees will need to know the steps of how to handle situations when the scene is no longer safe, in accordance to the ACS curriculum and safety standards.

3.1.1.2 Supervisor Training. The successful Offeror shall develop and provide training specifically designed for ACS' Behavioral Health Supervisors. These trainings must be built upon ACS core values and build on the Supervisors' skillsets and knowledge while in a Supervisory position. Refresher trainings shall also be provided. Applicants are encouraged to identify how many refresher trainings can be proposed to be provided within this RFP's guidelines.

The training modules and curriculum shall include, but are not limited to the following:

- a) Train on the principles of leadership as a First Responder Supervisor. This includes how to manage, evaluate, and engage with responders in a professional manner. Serve as an oversight to assist with duties, expectations, successes, struggles, and/or concerns experienced in the field. This include communication tools, as Supervisors will be providing feedback and need to do so effectively. Aspects of this training should include:
 - a. Administer tools and skills to effectively multi-task at a high level and to build on process management. Supervisors will be required to manage multiple tasks and priorities at once while providing leadership to responders within the field. Supervisors will need the skillsets to increase teams' performance and the success of projects.
 - b. Train Supervisors on strong verbal and written communication skills to be used for various administrative tasks. Supervisors will need to effectively communicate with their staff as well as with higher administrative staff.
 - c. Offer training on how to build up complex critical thinking skills which allow Supervisors to analyze situations and adjust to them accordingly. As problems and concerns arrive within the field, Supervisors may be requested to take lead on a call and to identify solutions with their teams.
 - d. Provide training on de-escalation within the team is necessary as responders will see this as a demonstration that their leader can handle

difficult situations calmly and effectively. This will instill a higher sense of trust and rapport between responders and their supervisors.

- e. Guide how to identify vicarious trauma as a supervisor. Supervisors will need the tools to be able to identify vicarious trauma within their staff and when to intervene. Supervisors will need to know how to lead staff towards supportive services and resources.
- f. Any and all subcontractors shall be approved by the City before they commence work on the project.

PART 4

EVALUATION OF PROPOSALS

4.1 Selection Process. The Mayor of Albuquerque shall name, for the purpose of evaluating the Proposals, an Ad Hoc Advisory Committee. On the basis of the evaluation criteria established in this RFP, the committee shall submit to the Mayor a list of qualified firms in the order in which they are recommended. Proposal documentation requirements set forth in this RFP are designed to provide guidance to the Offeror concerning the type of documentation that will be used by the Ad Hoc Advisory Committee. Offerors should be prepared to respond to requests by the Purchasing Office on behalf of the Ad Hoc Advisory Committee for oral presentations, facility surveys, demonstrations or other areas deemed necessary to assist in the detailed evaluation process. Offerors are advised that the City, at its option, may award this request on the basis of the initial Proposals.

4.1.1 Selection of Finalist Offerors (If Applicable). The Ad Hoc Advisory Committee may select Finalist Offerors (also known as the “short list”). The Purchasing Office will notify the Finalist Offerors. Only Finalist Offerors will be invited to participate in the subsequent steps of the procurement if this Finalist process is used.

4.1. 2. Oral Presentation or Demonstrations by Finalists (If Applicable). Finalist Offerors may be required to present their proposals to the Ad Hoc Advisory Committee (“Oral Presentation”). The Purchasing Office will schedule the time for each Finalist Offeror’s presentation. All Finalist Offeror Oral Presentations will be held remotely via Zoom unless notified otherwise. Each Oral Presentation will be limited to one (1) hour in duration unless notified otherwise. NOTE: The scores from the initial proposal evaluation will only carry over to the Oral Presentation evaluation in the case of a tie score after Oral Presentations.

4.2 Evaluation Criteria. The following general criteria, not listed in order of significance, will be used by the Ad Hoc Advisory Committee in recommending contract award to the Mayor. The Proposal factors will be rated on a scale of **0-1000** with weight relationships as stated below.

4.2.1 Evaluation Factors:

4.2.1 Evaluation Factors:

100 -- The Offeror’s general approach and plans to meet the requirements of the RFP.

250 --The Offeror's detailed plans to meet the objectives of each task, activity, etc. on the required schedule.

100 -- Experience and qualifications of the Offeror and personnel as shown on staff resumes to perform tasks described in Part 3, Scope of Services.

100 -- Adequacy of proposed project management and resources to be utilized by the Offeror.

100 --The Offeror's past performance on projects of similar scope and size.

250 -- The overall ability of the Offeror, as judged by the evaluation committee, to successfully complete the project within the proposed schedule. This judgment will be based upon factors such as the project management plan and availability of staff and resources.

100 -- Cost Proposal – The costs proposed by the Contractor as described in Section 2.2 of this RFP to perform the tasks listed in Part 3, Scope of Services. The evaluation of this section will occur after the technical evaluation, based on a cost/price analysis.

4.2.2 Cost/Price Factors: The evaluation of cost factors in the selection will be determined by a cost/price analysis using your proposed figures. Please note that the lowest cost is not the sole criterion for recommending contract award.

4.2.3 Cost Evaluation. The cost/price evaluation will be performed by the City Purchasing Division or designee. A preliminary cost review will ensure that each Offeror has complied with all cost instructions and requirements. In addition, Proposals will be examined to ensure that all proposed elements are priced and clearly presented. Cost Proposals that are incomplete or reflect significant inconsistencies or inaccuracies will be scored accordingly or may be rejected by the Ad Hoc Advisory Committee if lacking in information to determine the value/price/cost relative to the services proposed.

APPENDIX A COST PROPOSAL

Identify deliverables of service to be billed under the contract resulting from this RFP. The billing rates should be fully burdened, including overhead, profit, all benefit expenses, training, costs for obtaining insurance, support and administrative services, etc.

The City will only allow for reimbursement costs for travel and travel-related expenses actually incurred during and for the performance of services for the contract awarded under this RFP, and requires that such expenses shall have prior written approval of the City.

Detailed Deliverable to City	Rate	Timeline	Total
TOTAL PROJECT COST			

Include applicable New Mexico gross receipts tax in all rates.

DO NOT INCLUDE THE COST PROPOSAL (OR ANY COSTS) IN THE TECHNICAL PROPOSAL.



RFP-2024-572-GSD-EV

WE CARE Training Technical Proposal (Section One)



Belinda@SonderWorx.com • (914) 50-CWORX

California • Colorado • Minnesota • New Mexico • New York

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2.1.1 Offeror Identification

Contact Information

C-WORX LLC DBA SonderWorx (Single member LLC)

Mailing Address: 500 Westover Dr #13482, Sanford, NC 27330

Business Address: 1127 Trout Creek Circle, Longmont, CO 80504

SonderWorx contact information for personnel authorized to execute the contract:

Belinda Hoole

Founder and President SonderWorx

Belinda@sonderworx.com or Belinda@CWORXtraining.com

(303) 588-6484

Please see appendix at the end of this document for:

1. Statement of Compliance with Laws and Regulations
2. Statement of Agreement to Required Contract Terms
3. Statement of Insurance Compliance
4. Statement of Receipt of Addenda
5. Confidential Contact Information for Subcontractors

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2.1.2 Experience

2.1.2.1. Current Experience

SonderWorx is proud to highlight our extensive experience in designing, implementing, and continually enhancing our immersive training programs, particularly our work with the ACS WE CARE program. We have successfully delivered a wide range of impactful training programs over the years, consistently demonstrating our ability to adapt to the evolving needs of our clients. Notably, our work with the U.S. Department of Justice involved creating an immersive training program for community-based mediators that addressed social conflicts related to race, color, national origin, gender, and religion.

Our strength lies in our ability to provide highly interactive learning experiences that empower trainees to apply the knowledge they gain in realistic, relevant situations through our simulation training. We excel at creating immersive, real-life scenarios that reinforce the practical application of skills, ensuring that trainees are not only learning theory but are also practicing and refining their abilities in a controlled environment. Additionally, by cultivating ongoing relationships with the ACS teams, we are able to be adaptable and rapidly adjust and refine our training programs based on real-time feedback and the evolving needs of the agency. This nimbleness allows us to continually evolve our solutions, ensuring that every training session remains relevant, impactful, and reflective of the latest developments within the agency.

Our multidisciplinary team of trainers, each highly skilled in their respective fields, brings over 30 years of experience in delivering experiential and immersive training across first responder communities nationwide. We possess a deep understanding of the unique challenges faced by first responders. This extensive background enables us to tailor our programs to the specific needs of ACS, ensuring that our solutions are both practical and impactful.

As leaders in the application of neuroscience within the field of emergency response, we understand the critical importance for ACS to cultivate a distinct organizational culture, differentiating it from other first responder agencies. Our approach is grounded in applied neuroscience principles, enhancing both the efficacy and relevance of our training programs. For example, at Lutheran Emergency Medical Center, our programs led to a remarkable 50% reduction in workplace violence over the course of a year.

By leveraging our comprehensive experience and expertise, SonderWorx delivers training solutions that not only address immediate needs but also contribute to the long-term development and success of ACS's workforce.

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Our multidisciplinary team of experts include:

Belinda Hoole

President and Founder of SonderWorx

Local to Albuquerque

Belinda has over 20 years experience developing custom solutions to transform culture and effect behavioral change. After 20 years of building programs for the US Dept of Justice, hospital emergency rooms, law enforcement agencies, jails and high schools across the US, Belinda realized that to effect real change responders need to be able to "reach" people in need. As Founder and President of SonderWorx she assembled a multi-disciplinary team of experts and developed the Signature H.U.M.A.N.S training approach. She is also the co-creation of the SonderWorx Culture Assessment Tool, a resource that quantifies organizational culture to align training programs with the core values and evolving needs of client agencies.

A certified human development trainer since 2003, Belinda leads seminars that nurture one's personal responsibility, compassion, and service to others through the Avatar® course. She is a graduate of the Polyvagal Institute Certificate Program, a certified Police Officers Standards and Training (POST) Instructor, holds a BA in International Business Administration and served as a coach for Seth Godin's altMBA program.

Juli Hendren

SonderWorx Experiential Training Lead

Local to Albuquerque

Juli Hendren leads our experiential training team. She is a teacher, director, facilitator, and performer who has worked in theatre as peacebuilding across the United States, Canada, Europe, Africa, and South America. She is a Lecturer in the Department of Theatre and Dance at the University of New Mexico. She is a facilitator, role-player, and experiential training lead for Sonderworx in New Mexico and Southern Colorado, where she has worked with law enforcement in de-escalation techniques since 1994. Juli is a member of Theatre Without Borders (TWB) and co-created the TWB/Revo symposiums addressing solutions through art for communities in conflict. Juli is a founding member and was the executive director of Tricklock Company, a theatre ensemble based in Albuquerque, New Mexico from 1993-2020. She was the curator of The Revolutions International Theatre Festival, a three-week cultural festival utilizing theatre as diplomacy, where she produced events from over forty different countries around the world. She was the treasurer of the board of directors for the New Mexico Arts and Justice Network and represented District 2 on the City of Albuquerque Public Arts board. Juli was a New Mexico representative with the Theatre Communications Group delegation to Cuba in 2015 and Chile and Spain in 2017. Juli graduated from the University of New Mexico in theatre arts where she attended on the Edwin Snapp Acting Scholarship

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Our Local SonderWorx Team of Professional Role-players

Local to Albuquerque

Our team of talented Role-players consists of 15 professionally trained performers who are proud members of the vibrant Albuquerque community and all experts at portraying community members in crisis. SonderWorx actors undergo training to identify trainees' neurobiological states, biases, and communication techniques as well as any habits, attitudes or communication styles that could form a barrier to communication. They utilize the SonderWorx "sting, reward, and hook" system to guide trainees to success.

Seasoned actors, professionally trained in Western acting styles, bring honesty, presence, and a deep understanding of backstory to their roles. They are all local actors who understand the culture, history, and evolution of Albuquerque and New Mexico. They are citizens in our neighborhoods with their own experiences across Albuquerque. They are deeply invested in the well-being of all people in their communities.

This enriches the immersive experiential training, allowing for genuine emotional engagement while fully improvising with trainees during role-play exercises.

The SonderWorx actor ensemble immerses themselves in the community they portray, gaining insight into the community's challenges. Authentically representing community members in crisis, they simultaneously educate first responders in the art of communication.

Dr. George Thompson MD

SonderWorx Neuroscience Lead

Dr. George Thompson leads our neuroscience and vicarious trauma modules. He is a child psychiatrist and founder of The Listening Parent Community, an online support for parents. He specializes in the residential treatment of traumatized youth and polyvagal-informed crisis response. As Medical Director of crisis services for ReDiscover's psychiatric urgent care center in Kansas City and two psychiatric residential programs in Kansas, he focuses on creating emotionally safe, curious, coherent, and collaborative healthcare cultures. As neuroscience lead for SonderWorx, he trains community responders in trauma-informed care. Additionally, as a certified DDP therapist, Dr. Thompson develops parenting strategies that nurture a child's heart-felt knowledge that their lives matter to their families, community, and future generations, regardless of the challenges they have faced.

Dr. Thompson is the co-author of Polyvagal Theory and the Developing Child as well as Working with Relational Trauma in Children's Residential Care. He is a volunteer Clinical Associate Professor in the Departments of Psychiatry at the University of Missouri-Kansas City School of Medicine, where he teaches compassionate doctor-patient communication, and the University of Kansas School of Medicine, where he supervises adult and child psychiatry residents. Dr. Thompson's research in medical education, particularly on medical professionalism, has been published in Academic Medicine and recognized with awards. He also teaches the Avatar® Course, promoting personal empowerment and compassionate service.

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Sheherezade Jafari PhD

SonderWorx Communications & DBI Lead

Sheherezade Jafari PhD. leads our Advanced Communication, Mediation, Conflict Resolution and Cultural Humility Models. As an educator, facilitator, researcher and trainer she brings an equity lens to building inclusive cultures and to sustainably resolving and transforming conflict within organizations and communities. As Co-Founder of The Ripple Collective, she works with social change organizations to navigate conflicts in ways that foster generative outcomes and advance racial justice. At Georgetown University, she teaches courses within the Program on Justice and Peace on culturally rooted and religious peacebuilding as well as gender-inclusive and decolonial approaches. Her recent publications include Religion and Gender Action Guide (United States Institute of Peace Press, 2023) and co-editing the upcoming volume, Critical Feminist Peace and Conflict Studies: Bridging Critique, Vision and Praxis (Edinburgh University Press, 2025).

Sheherazade's previous work includes serving as Founding Director of the Point of View Retreat and Training Center for Peacebuilding Collaboration at the Carter School for Peace and Conflict Resolution, George Mason University, where she also served as a Diversity Advisor and co-chair of the Diversity, Equity and Inclusion Committee. Her background includes over two decades of practice and scholarship in international conflict resolution, community-driven development and advancing gender justice within Middle East and North African, South Asian, Southeast Asian and North American contexts.

Jessica Hidalgo Holland, LMHC, Counselor

SonderWorx Actor Care Program Lead

Local to Albuquerque

Jessica Hidalgo Holland, LMHC, leads our Sexual Assault Modules and co-facilitates our experiential training sessions, also contributing her expertise in Preventing and Addressing Compassion Fatigue and Surviving Systems as a Helping Professional. With over 18 years of experience in the non-profit sector, Jessica has honed her skills in community relations, program development, and trauma-informed care. She has a profound understanding of grief and trauma, which she has studied and integrated into her practice for over 15 years. Jessica's extensive background includes serving as the Director of the Women's Resource Center at the University of New Mexico, where she provided strategic direction and crisis intervention services to survivors of sexual assault and domestic violence. She has also worked with Albuquerque's Sexual Assault Nurse Examiners (SANE) program, where she focused on outreach and donor relations, advocating for marginalized communities. Jessica holds a Master's in Counseling from Southwestern College and is a licensed mental health counselor with a deep commitment to supporting and empowering survivors of trauma.

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Our Subject Matter Experts include:

Amber Gray, PHD, MPH, LPCC, BC-DMT, NCC

Subject Matter Expert

Local to Santa Fe

Dr. Amber Elizabeth Gray serves as our Subject Matter Expert (SME) for modules and scenario development on human trafficking, vicarious trauma, mental health disorders, compassion fatigue, and working with newcomer immigrant and marginalized communities. A licensed human rights psychotherapist, innovative movement artist, board certified dance/movement therapist, master trainer and educator and Continuum teacher. Dr. Gray brings over 30 years of experience in trauma therapy and public health. She is renowned for her innovative integration of Polyvagal Theory with movement therapies, creating a unique approach that fosters somatic safety and healing in survivors of torture, war, and trauma. Her work has had a profound impact globally, helping survivors of torture, war and trauma by enabling them to experience safety and for their nervous systems to become sufficiently integrated to express love and trust of others.

Detective Ben Melendrez

Subject Matter Expert

Local to Albuquerque

We partner Detective Ben Melendrez at Albuquerque Police Department to provide situational awareness training and co-facilitate role-play scenarios for our programs. Ben brings nearly 20 years of law enforcement experience as a police detective, with a strong focus on crisis intervention, de-escalation, and the intersection of law enforcement and behavioral health. He has delivered over 7,500 hours of instruction to both law enforcement and civilian audiences, developing foundational and advanced curricula in behavioral health and de-escalation.

Ben's deep knowledge of and appreciation for the Albuquerque community further enriches his contributions. His long-standing involvement with local issues and his dedication to understanding community dynamics enhance the relevance and effectiveness of the training he provides. In addition to his role with the Albuquerque Police Department, Ben serves as an adjunct faculty instructor at Central New Mexico Community College and co-owns the Misfits of Oz farm animal sanctuary. His extensive experience and commitment to training make him a key asset in enhancing our programs.

Lisa Aldon

Subject Matter Expert

Local to Albuquerque

Lisa Aldon will bring her extensive expertise to our Supervisor Leadership Training Program. As the founder of Transcendent Leadership, Lisa has over 20 years of experience in leadership consulting, helping organizations evolve and co-create the future of work. Her background includes a successful 20-year career in engineering, where she served as a project manager, New Product Team Leader, and Product Development Manager. Lisa has been a

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sought-after keynote speaker and workshop facilitator, delivering insights on organizational development and leadership to companies across diverse industries.

Currently, Lisa serves as an instructor and consultant at Central New Mexico Community College Ingenuity, where she trains the Albuquerque community in leadership, change management, Supervisory skills, mindfulness, and other organizational development courses. She holds a Bachelor's degree in Engineering and a Master's in Leadership from the University of San Diego. Lisa's groundbreaking leadership model for Transcendent Leadership and the Evolution of Consciousness, first published in 2003, continues to be a cutting-edge reference in leadership theory. In addition to her professional work, Lisa is a published author of a mystery series and has been a licensed Avatar® Master for over 12 years. Her depth of experience and innovative approach will greatly benefit the ACS Supervisor Leadership Training Program.

Mathilde Shisko

Subject Matter Expert

Mathilde Shisko serves as our SME for the Voice for Meetings and Presentations section of our Supervisors. With over 25 years of experience as a leading voice, performance, and speaking coach in Canada, Mathilde integrates Dr. Stephen Porges's Polyvagal Theory and Michael Allison's Play Zone to enhance vocal potential through a blend of science, art, mindfulness, and play. She has coached a diverse range of clients, from prominent politicians to TEDx speakers, helping them develop a confident, resonant voice and effective communication skills for both virtual and in-person settings.

Mathilde's extensive background includes an acting career that began at Australia's NIDA, and she continues to work in Theatre, Film, and Television. She is also an Adjunct Professor at Kwantlen Polytechnic University, a lead voice coach at Vancouver Film School, and an instructor at McIlroy and Associates Acting Studio in Vancouver. Her recent engagements include presentations at the Master Series in Oxford and workshops at the Polyvagal Institute. In her role with SonderWorx, she contributes her expertise to training first responders and consulting groups, focusing on the vital role of voice in fostering safety, connection, and belonging.

Michael Allison

Subject Matter Expert

Michael Allison serves as the SME for the Supervisor Leadership Training Program equipping Supervisors with the skills to recognize and manage physiological responses to stress, fostering a positive, high-achieving environment by enhancing their ability to lead effectively under pressure. Michael Allison is a seasoned Performance Consultant with over two decades of experience working with organizations, teams, business executives, athletes, and professional creatives across the globe. Through his innovative Play Zone Pro© methodology, which integrates Polyvagal Theory to optimize health, resilience, and performance, Michael has certified hundreds of professional consultants and coaches internationally. His approach has garnered endorsements from renowned experts, including Dr. Stephen W. Porges, and has been successfully applied in high-pressure environments such as Major League Baseball

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(MLB), the National Basketball Association (NBA), and the Federation Internationale de Football Association (FIFA). Michael's expertise extends to contributing to platforms like Psychology Today, where he delves into the physiological, psychological, and social paradoxes of performance in competitive, rapidly changing environments.

In addition to his consultancy work, Michael is an esteemed educational partner with the Polyvagal Institute, where he provides accredited certification programs and courses that are highly regarded in the fields of health and wellness coaching. He has authored chapters in forthcoming Norton Professional Series books alongside Dr. Porges and continues to influence the field through his public speaking engagements, including presentations at prestigious events like the Polyvagal Institute's Annual Summits and Oxford University's Master Series. Michael's dedication to advancing performance through the lens of Polyvagal Theory has made him a sought-after expert in both sports and organizational development, particularly in enhancing resilience and well-being in high-stakes scenarios.

Please [see appendix](#) at the end of this document for full resumes for the individuals who will be performing the services for the City.

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2.1.2.1. Past Experience

1. SW Colorado Rural Crisis Intervention Team Training, Durango CO

Linda K. Lute, LAC, MAC

Date of work: From 2001 and still continuing

We mentored **La Plata County Sheriff's Office** to set up their CIT program in 2001 and continue to manage the reality based training portion of their program which is a one week program hosted once a year for 30+ trainees per class. Additionally, we provide innovative sessions throughout the training week designed to bring an applied neuroscience lens to CIT training. The session empowers responders with somatic awareness to manage escalated situations with empathy, safety, and effective communication while simultaneously fostering the trainee's resilience and wellbeing. CIT programs integrating this workshop report improved trainee performance in role-play sessions and a deeper integration of essential skills.

The program's benefits were enhanced by our deep commitment to adaptability and ongoing community research. We promptly integrate scenarios reflecting current events and challenging issues within the co-responder program, departments policies and current events, which kept the training relevant and community-centered. This organic approach, coupled with scientific principles and tailored rubrics, ensures that the training meets the evolving needs of the community. effectiveness in facilitating personal and professional growth. Our HUMANS training model is designed to overcome these difficulties and reach trainees on an individual and personal level

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Linda Lute, LAC, MAC

Life Path, LLC

Box 2023

Durango, CO 81302

970-946-665

August 20, 2024

To Whom It May Concern,

I highly recommend the Sonderworx organization as a leader in the training industry with their signature H.U.M.A.N.S training approach. I am a licensed psychotherapist who has spent a large part of my 40-year career working with law enforcement as a trainer, consultant, clinical director of our local CISD team, and also providing trauma focused psychotherapy with first responders. My relationship with the current Sonderworx organization dates back to 2001 when a group of community partners in SW Colorado set a goal to create a rural 40 hr Crisis Intervention Team Training model, which we believe to have been the first in the country. We brought in key players from this organization to assist in developing the initial interactive reality-based scenario portion of the training program. Our very successful working relationship has consistently continued over the years. I spent 10 years as the CIT Behavioral Health Course Director, another 10 years as the Training Coordinator for the 40 hr training. The past 4 years I have been the lead instructor for an Introduction to CIT 3-day module, as well as a 1 day Intro to Communication module, which I developed and provide for the SW Colorado Law Enforcement Academy which also includes a reality based training experience.

I have consistently been impressed with the high-quality services we have received over the years, from the initial adaptation of the reality-based scenario's taking into consideration the rural nature of our region all the way to the current expansion into incorporating neuroscience and somatic awareness. I have always found their training to be relevant for our regional communities, who also experience a fair amount of tourism, and the ever-changing situations our law enforcement responders face on a day-to-day basis. As our training programs have continued to strive for excellence, the staff and actors from Sonderworx also continue to do the same and are always adaptable in meeting identified needs. The module I developed 4 yrs ago for the LE Academy really flourished as a collaboration between the Sonderworx Experiential Training Lead and myself. This relationship has resulted in an impressive and high quality 4 days of training for the cadets.

The incorporation of somatic awareness coupled with the neuroscience involved has clearly enhanced each individual's ability to actualize the concepts of emotional intelligence, resilience and well-being, not just intellectually learn about them. The mission and goals of Sonderworx steer them toward ongoing excellence, and their ability to stay current with enhancing the quality of skills to be fostered in both law enforcement officers, and now Academy cadets, in the SW Colorado region is unmatched. We have consistently heard over the years that the 40 hour CIT training is the best training officers have ever attended in their career, with the reality based portion as the highlight. We hear the same thing from the cadets at the Academy, as well as command staff at the agencies who have sponsored them. And many past cadets have returned once they have time out on the streets to give us feedback on all of the ways they have immediately used the skills as soon as they began their FTO training. You will find no higher quality training experience, and you are welcome to contact me with any questions you might have. I may be reached at 970-259-2751 or linda@lifepathdurango.com.

Respectfully,
Linda Lute, LAC, MAC



2. Southwest Regional Law Enforcement Academy Mancos, CO.

Doug Parker, MS

Director, Southwest Regional Law Enforcement Academy

Date of work: From 2019 and still continuing

We teach a 3-day block of the Southwest Regional Law Enforcement Academy twice a year to approximately 15 trainees. The block includes neuroscience informed communication skills, somatic awareness, and diversity and cultural considerations.

The success of this segment has largely been due to its deep impact on trainees, who often experienced a rapid shift in attitude within just 24 hours of training. This effectiveness stems from the depth of the work taught and the relationship building activities that we lead in the classroom. We were able to quickly address individual challenges and promote an understanding of the trainee's roles as first responders. trainees learned to embrace the multifaceted nature of their roles and became more comfortable dealing with discomfort and highly emotional situations.

We encountered challenges with trainees adapting to the evolving role of law enforcement and shifting public perceptions. Resistance was evident in their difficulty accepting new communication strategies and bias awareness content. Building effective relationships and managing discomfort with unfamiliar situations proved challenging due to changing expectations. Additionally, some participants struggled with entrenched habits and were slow to adopt new methods, reflecting broader difficulties within the field as it adapts to societal changes.

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Southwest Regional Law Enforcement Academy
33057 Highway 160
Mancos CO 81328

August 22, 2024

To Whom it may concern:

It has been my pleasure to work with the folks at SonderWorx over the past three years.

I am a public safety officer with over 44 years in the profession. I have served in many training capacities during my career, including my position here. As academy Director, I oversee the presentation of the state-mandated P.O.S.T. curriculum. My goal throughout my tenure has been to present the best and most up-to-date training to our cadets. SonderWorx meets my expectations.

Communication is a critical, essential skill for law enforcement officers. I approached the folks at SonderWorx to present fundamental Crisis Intervention Training (CIT) to my cadet classes. They outlined the training they could provide to academy cadets, tailoring it to the needs of new officers. I was impressed that they had such a positive, nuanced understanding of the training requirements for modern law enforcement. Their proposed training greatly exceeded the standards set by Colorado P.O.S.T. I quickly signed them up to work with our academy.

Here is an overview of their work. Early in each semester, the cadets engage in a self-awareness block of instruction from SonderWorx. This sets the tone for developing relationships with fellow cadets, reduces their anxiety about dealing with emotional situations, and creates an atmosphere in which they can learn and grow their communication skills as a lead-in to CIT training. In every class there are skeptics who resist this type of training, cadets whose attitudes are rooted in out-of-date ideas about communications training for officers; "touchy-feely", "social work stuff" and other ideas. The skill and engagement of the SonderWorx instructors breaks down these barriers and creates a dynamic, positive mindset which cadets take forward through the academy. In every class, I see cadets who are reluctant to engage. The training offered by SonderWorx is truly transforming. These same cadets become confident and positive in their communication skills.

SonderWorx uses professionally trained actors as role players. They give a level of realism to the training which has a major impact. Cadets tell me afterwards that they felt they were in a "real" situation". The quality of this training is exceptional.

During the course of each semester, cadets from past classes visit to offer their insights into life at the academy as well as the skills they acquired here and are now applying in their daily work. Without exception, they tell the cadets to be serious about CIT.

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Southwest Regional Law Enforcement Academy

33057 Highway 160

Mancos CO 81328

They use CIT skills every day. Recently, a former cadet visited to share his experiences during a serious incident with a mentally ill subject. He was confident that without the CIT training he received here, the incident would likely have resulted in using lethal force. This is just one of many anecdotes about the value of this training and the quality of the SonderWorx instruction for our cadets.

I am impressed with the continual movement in SonderWorx to provide the latest, most relevant training. Every semester they have new ideas and new methods which they propose. I believe this approach makes them the premier training organization in CIT and related communication topics.

I regularly speak with former cadets who are now serving line officers in local agencies. When I ask "What was the best training you took from the academy?" they tell me "CIT. I use CIT every day". The results speak for themselves.

In summary, I am pleased to be associated with SonderWorx, and highly recommend them to any organization.

Kind regards,

Doug Parker
Director

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3. Alamogordo Police Department, Alamogordo NM

Jeanette Borunda LCSW, CCTP

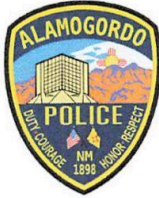
Date of work: From 2020 and still continuing

We manage the reality-based training component of the Alamogordo Police Department's Crisis Intervention Team (CIT) Training program. This intensive one-week course, conducted three to four times annually, serves over 30 trainees per class. The program is designed to equip law enforcement officers with the skills necessary to effectively handle crisis situations, particularly those involving individuals with mental health issues.

One of the significant challenges we encountered involved a new Alamogordo Police Department role-play facilitator who unexpectedly altered the dynamics and relationships within a scenario by playing a second character in the scenario without prior notice. Such changes have the potential to disrupt the learning experience and confuse the trainees. However, our experienced actors were able to make real-time adjustments, ensuring the continuity of the scenario and maintaining the integrity of the trainees' learning experience. Their ability to adapt on the fly and refocus the scenario on the trainees' educational needs was crucial in overcoming this challenge.

The scenario-based portions of the CIT training have consistently received high praise from participants. These realistic and immersive scenarios are so impactful that many trainees recall them years later, crediting the training with helping them successfully navigate similar real-life situations. One former trainee remarked, "I met someone exactly like the character in the role-play and was successful with the intervention because of what I learned in the class." This kind of feedback underscores the long-lasting effect of our training approach, demonstrating its effectiveness in preparing officers for the complexities of crisis intervention.

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ALAMOGORDO POLICE DEPARTMENT

700 Virginia Avenue
Alamogordo, New Mexico 88310
(575) 439-4300



August 22, 2024

To Whom It May Concern,

On behalf of the Alamogordo Police Department and the Mobile Crisis Response Team CIT Program, I am delighted to provide this letter of support for SonderWorx. The CIT Program has worked with the SonderWorx program for approximately 4 years. SonderWorx provides actors for the role-play scenario portion of our first responder de-escalation training. Their customer service is top notch. The company consistently follows up with my team during the training to make adjustments when needed in the moments and there is always a debriefing at the conclusion of the training. I also receive an email and/or phone from the President of the company following every training to discuss the training for quality. They are always willing to adapt to the changing needs of our training environment.

Participants in our training regularly comment that the scenarios are their favorite part of the entire training. They discuss how realistic the situations are and that they commonly forget they're in a training environment. Comments from the evaluations of our most recent training included, "The scenarios were very cool and was a great practice for "real" scenarios", "these actors are amazing!!!", and "even though it is training, I didn't expect it to bring up past emotions."

We (my co-facilitators and I) are grateful for our work with SonderWorx. Our program would not provide the excellent learning opportunity we have without them. As facilitators we see "the click" that happens with our participants when they are engaged in the hands-on learning. We continue to look forward to many years working with SonderWorx as they have proven they are a quality company.

Please do not hesitate to contact me should you have any questions.

Sincerely,

Jeanette Borunda, MSW, LCSW
CIT Clinical Director
575-439-4300

jborunda@ci.alamogordo.nm.us



2.1.3 Proposed Approach to Tasks

SonderWorx is dedicated to supporting ACS in sustaining and enhancing its innovative first-response model, which prioritizes a public health approach and operates independently from, yet in collaboration with, APD and AFR. ACS stands out by deploying community responders with expertise in behavioral and mental health, as well as social services, to respond to non-violent and non-medical calls—ensuring the right response is provided at the right time, with expanded access to social services from both government and community organizations.

At SonderWorx we realize that community responders move toward uncertainty or danger to protect and save lives, much like firefighters run into burning buildings. For responders to handle emotionally intense situations, they must be mentally prepared. How do we prepare them for this demanding work? By combining embodied neuroscience and immersive learning methodologies, we enhance their professional capabilities and ensure their well-being and longevity in the field.

Our signature H.U.M.A.N.S* training approach equips responders with skills to develop emotional intelligence, resilience, and well-being. This training approach includes grounding and centering exercises, didactics, “hot practice” role plays, team building, and self-reflection. These activities help build the neural circuits responders need in their work.

Our team of local contributors understand and respect the specific uniqueness of Albuquerque's diverse communities and the challenges they face. We teach our signature H.U.M.A.N.S training approach in a manner that allows trainees to apply techniques in an authentic way for Albuquerque.

Our training focuses on building cultures of care where key principles enhance training, policy, and practice synergistically. Our multi-disciplinary team of experts help responders recognize their own and others' emotional states, developing emotional self-regulation and the ability to co-regulate others' states. Our team is invested year-round, not just during our intensive training, to an ongoing relationship with ACS that supports ACS in the evolution of their training needs.

The principal goal of crisis response is to transform “a stranger in distress” into “a friend we can help.” Recognizing that those we assist are often in fight-or-flight or freeze-shutdown states, we emphasize the importance of establishing safe, trusting relationships. This foundation allows for collaborative efforts to discover new possibilities within and beyond the crisis.

*For more about the [SonderWorx H.U.M.A.N.S approach](#), see the appendix.

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Program Discovery Phase:

Given ACS's unique first-response culture, it's essential that we avoid introducing outdated first-response mindsets into ACS's innovative approach. To ensure our existing training content is fully aligned with the ACS environment, we will initiate a comprehensive discovery phase. During this phase, we will gather data and specific examples to develop customized ACS scenarios and work projects. These will be used to facilitate "hot practice" sessions in both the Supervisors and WE CARE trainings, as well as hands-on work projects in the Supervisor Leadership Training Program, making the content highly relevant and directly applicable to the ACS context.

Discovery Phase Steps:

1. Kick off Meeting

The kick-off meeting for this project is designed to establish a clear understanding of the project goals, timelines, and key deliverables. This session will set expectations for all parties and ensure alignment with ACS's core values. We will also lay the groundwork for effective collaboration throughout the project.

Meeting Agenda:

- a. **Project Overview:**
 - i. Discuss project goals, timelines, and key deliverables.
 - ii. Set clear expectations for all involved parties.
- b. **RFP Proposal Review:**
 - i. Review the content and direction of the proposed trainings.
 - ii. Secure preliminary agreement on the approach.
- c. **Team Introductions and Roles:**
 - i. Introduce the project team.
 - ii. Clarify roles and responsibilities.
- d. **Discovery Phase Discussion:**
 - i. Outline the comprehensive discovery phase.
 - ii. Discuss data gathering methods and stakeholder interviews.
- e. **Alignment with ACS Core Values:**
 - i. Ensure the training content supports ACS's unique first-response model.
- f. **Communication Protocols:**
 - i. Establish communication protocols.
 - ii. Set a schedule for regular updates to ensure smooth project execution.

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2. Culture Assessment

To maintain and strengthen its forward-thinking model, the Albuquerque Community Safety (ACS) department must continue fostering an internal culture that genuinely reflects its core values—Well-being and Safety, Empathy, Community at the Center, Accountability, and Respect and Dignity—in every aspect of its operations. Culture, often described as "the way we do things around here," goes beyond values displayed on a wall; it's about how these values are lived and practiced daily. To launch a successful management training program, it is crucial first to assess the current organizational culture.

The Culture Assessment tool we offer is a powerful resource designed to do just that. It supports and enhances ACS's unique culture by identifying departments that are already excelling in embodying these core values, allowing us to learn from their successes. Our approach is collaborative, focusing not on exposing weaknesses but on amplifying strengths, providing a roadmap for replicating positive outcomes across all teams. By understanding how well the ACS culture is currently being embodied, we can tailor the Supervisors' training content to focus on practical management skills and strategies that reinforce best practices, align leadership with core values, and ensure every employee feels valued and empowered. This comprehensive approach ensures that ACS continues to build a cohesive, resilient culture that drives the organization forward in its mission to serve the community effectively and compassionately.

For detailed examples of the SonderWorx Culture Assessment deliverables refer to the Appendix. [Click here for a short video about the assessment.](#)

Culture Assessment Process

1. Administer SonderWorx Culture Assessment for up to 200 users
2. Conduct in-depth interviews with up to 15 formal and informal leaders within ACS.

Culture Assessment Deliverables:

1. Develop a comprehensive Culture Assessment Report that presents the findings of the assessment. This report will serve as a foundation for meaningful implementation of Value-Based Leadership in this evolving organization.

3. Project Data Gathering

1. Meeting with Supervisors
2. Meeting with field responders
3. Ride alongs to get a refreshed understanding of the current calls for service and to gather material for scenario development.

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4. Audit of applicable ACS Academy training blocks to ensure that our experiential portion of the WE CARE weeks aligns with the subject matter being taught in the academy.
 5. Gather learning objectives from the above trainings to ensure that our scenarios are designed to reinforce the learning objectives of the other trainers.
 6. Review ACS safety standards and SOP's to ensure that our experiential portion of the WE CARE weeks aligned with the ACS SOP's.

4. Project Data Assimilation

1. Draft a proposal for the number and content of scenarios needed for Week 2 of ACS training, building on the 47 characters we currently use in Week 1 of the training.
2. Draft a proposal for the number and content of scenarios needed for the Supervisor Leadership Training Program.
3. Draft a proposal for the number and content of scenarios needed for the Refresher training.

5. Sign off from ACS leadership team

1. Review and sign off on proposal for the number and content of scenarios needed for Week 2 of ACS training, building on the 47 characters we currently use in Week 1 of the training..
2. Review and sign off on proposal for the number and content of scenarios needed for the Supervisor Leadership Training Program.
3. Review and sign off on proposal for the topic areas for refresher training. (this needs to be signed off on before we begin point 4 below)
4. Review and sign off on proposal for the number and content of scenarios needed for the Refresher training.
5. Review and sign off on proposed dates for:
 - a. ACS Trainings
 - b. Supervisor Leadership Training Program
 - c. Refresher Trainings

Program Development Phase:

The development phase of the ACS WE CARE and Supervisor Leadership Training Programs involved several key steps to ensure that the training materials were tailored to meet the specific needs of the Albuquerque Community Safety (ACS) team. The focus was on creating custom scenarios, activities, grading rubrics, and evaluation forms that align with the training objectives and support the development of both front-line responders and supervisors.

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1. Custom Scenario Development for ACS We CARE training

1. Consult with subject matter experts on scenario content and learning objectives.
2. Write scenarios for WE CARE training.
3. Draft student grading rubric for ACS week 1 and week 2 training
4. Draft Class Evaluation form for ACS week 1 and week 2 training.

2. Custom Scenario and Activity Development for ACS Supervisor Leadership Training Program

1. Consult with subject matter experts on scenario content and learning objectives.
2. Write scenarios for Supervisor Leadership Training Program.
3. Write activities for Supervisor Leadership Training Program.
4. Draft student grading rubric for each module of the Supervisor Leadership Training Program.
5. Draft Class Evaluation form for each module of the Supervisor Leadership Training Program.

3. Custom Scenario Development & activities for refresher training

1. Consult with subject matter experts on scenario content and learning objectives.
2. Write scenarios for Refresher Trainings
3. Write activities for Refresher Trainings
4. Draft student grading rubric for refresher training.
5. Draft Class Evaluation form refresher training.

4. Sign off on scenarios, activities, grading rubrics and class evaluation forms by ACS leadership team

1. Review and sign off on scenarios, learning objectives, grading rubrics and class evaluation forms for WE CARE training.
2. Review and sign off on scenarios, learning objectives, activities, grading rubrics and class evaluation forms for Supervisor Leadership Training Program.
3. Review and sign off on scenarios, learning objectives, activities grading rubrics and class evaluation forms for refresher training.

5. Train actors in new material

1. Assemble Actor Team
2. Assign Roles
3. Train actors on:
 - a. New material from prior 8 weeks of the ACS academy
 - b. New Supervisor Leadership Training material

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- c. New Refresher training material
 - d. Ride-alongs to ensure that the actors stay connected with ACS employees' experiences to support trainees in the scenarios.
 - e. Review of new ongoing research on issues and impact in the community
 - f. Review new scenarios and learning objectives with actors
4. Actor rehearsals

Program Delivery Phase:

1. Deliver ACS WE CARE 2-week Training

1. Deliver week 1 of training
2. Conduct daily debrief with SonderWorx team at the end of each day of training
 - a. Review trainee roleplay grading rubric
 - b. Assign trainees to next days scenarios
 - c. Update student summary reports
3. Meet 1:1 with each student at the end of week 1 to check in on how they are doing and if they need anything else from the last week of the class.
4. Deliver week 2 of training
5. Circulate all Class Evaluation Forms to the students and have them fill them out.
6. Collect all Class Evaluation Forms from the students
7. Conduct daily debrief with SonderWorx team at the end of each day of training
 - a. Review trainee roleplay grading rubric
 - b. Assign trainees to next days scenarios
 - c. Update student summary reports
8. Complete summary reports of each trainee's progress for ACS Leadership debrief
9. Compile and summarize all student class evaluation forms

2. Deliver Supervisor Leadership Training Program

1. Deliver Supervisor Leadership Training Program one module every week for modules 0 - 11.
2. Conduct daily debrief with SonderWorx team at the end of each training module
 - a. Review trainee roleplay and activity evaluations
 - b. Update student summary reports
3. Complete summary reports of each trainee's progress at the end of each module for ACS Leadership debrief
4. Meet 1:1 with each student at the end of Module 2, 5 and 8 to check in on how they are doing and if they need anything else for the remainder of the modules.

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3. Deliver Refresher Training Program

1. Deliver Refresher Training Program one training every 2 months.
2. Conduct daily debrief with SonderWorx team at the end of each training
 - a. Review trainee roleplay and activity evaluations
 - b. Update student summary reports
3. Complete summary reports of each trainee's progress at the end of each module for ACS Leadership debrief

Debriefing Phase:

1. Debrief ACS WE CARE 2-week Training

1. Debrief with ACS leadership team
 - a. Review each student's grading rubrics
 - b. Decide if they passed the class
 - c. Confirm which students will receive a of certificate of completion
2. Review Class Evaluation forms from Students
3. Agree on any changes to the next class.

2. Deliver Supervisor Leadership Training Program

1. Debrief with ACS leadership team following Module 2,5,8 and 11 of the Supervisor Leadership Training Program
 - a. Review each student's grading rubrics
 - b. Decide if they passed the Modules
 - c. At the end of the last Module confirm which students will receive a of certificate of completion
2. Review Class Evaluation forms from students
3. Agree on any changes to the next class.

3. Deliver Refresher Training Program

1. Debrief with ACS leadership team
 - a. Review each student's grading rubrics
 - b. Decide if they passed the class
 - c. Confirm which students will receive a of certificate of completion
2. Review Class Evaluation forms from Students
3. Agree on any changes to the next class.

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Evaluation and Assessment

We strongly advocate for Training Evaluation as an essential tool for gathering comprehensive feedback on the effectiveness of achieving training objectives. This process enables us to better understand and identify skill gaps, ensuring that training programs meet their desired outcomes and allowing us to redirect resources to areas of greater need. Our approach to Training Evaluation and assessment involves all stakeholders, as outlined below:

Assessment Methods

Trainee Assessment	Knowledge Assessments: Utilizing pre- and post-training quizzes, tests, or surveys to measure participants' understanding of key concepts and determine knowledge retention. Skill Demonstrations: Incorporating practical exercises, role-plays, to allow participants to showcase their newly acquired skills in realistic scenarios, enabling trainers to assess their performance and decision-making abilities. Self-Assessment and Reflection: Providing participants with self-assessment tools or reflective activities to encourage them to evaluate their progress, identify strengths and areas for improvement, and set personal growth goals. Feedback and Evaluation Surveys: Collecting post-training feedback through surveys or evaluations to assess participants' satisfaction with the training content, delivery, and overall effectiveness.
SonderWorx Staff Debriefing	Daily debrief: to assess real time needs that may result in changes and course correct issues as they arise. Post-training debrief: to gather learning experiences from the training and identify opportunities for improvement.
Assessment with ACS Leadership Team & Supervisors	Gap analysis to establish objectives, needs and requirements. Ride-alongs to identify real life situations that can be incorporated into the scenario development work. Quarterly meetings with ACS supervisors to identify any difficulties, successes, changes in community, call types, ACS culture etc. Quarterly ride-alongs with responders Observations and Performance Monitoring: ACS supervisors and Field Training staff to conduct workplace observations and shadowing, to observe participants' on-the-job performance and assess their application of acquired skills.

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KPI's	Collaborating with the City to identify KPI's that are relevant and important to the success of the training. It is critical that the City's training objectives are met and KPIs provide a quantifiable measure of performance over time for each specific objective. We have identified several data sources such as satisfaction surveys, training evaluation results, risk assessment, etc. that can be used as input for data gathering. Once the KPI's are measured, we will analyze the data and use the results to determine the degree in which Objectives are met and to make recommendations regarding the opportunities for improvement identified. Furthermore KPI's should be revised over time as training programs' needs and requirements change.
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By carefully selecting and combining these assessment methods, the project team can gather comprehensive data on the effectiveness and impact of the training programs, allowing for meaningful evaluation and continuous improvement throughout the project's lifecycle.

Continuous Improvement Phase:

1. Proactive Improvements:

1. Gather updated information
 - a. Quarterly meeting with supervisors to hear any difficulties, successes, changes in community, call types, ACS culture etc.
 - b. Quarterly ride-alongs with responders

2. Reactive Improvements:

1. Gather all updates from debriefing sessions with ACS and Sonderworx team.

3. Update all materials.

1. Update presentations
2. Update trainee training materials
3. Update scenarios
4. Update learning objectives
5. Update evaluation rubrics

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Risk Assessment Matrix

The following is a Risk Assessment Matrix designed to identify, evaluate, and mitigate potential risks throughout the project. This matrix will serve as a critical tool to systematically assess the likelihood and impact of various risks that may arise during the development of the customized pieces of the training and the implementation of the training program. By categorizing risks into different levels of severity, we can prioritize mitigation strategies and allocate resources effectively to address potential issues before they escalate. The Risk Assessment Matrix will be continuously updated throughout the project lifecycle, ensuring that the training program remains adaptive and resilient in the face of unforeseen challenges, ultimately safeguarding the successful delivery of the program's objectives.

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RISK ASSESSMENT MATRIX

PROCESS	RISK DESCRIPTION	PROBABILITY	IMPACT	RISK RATING	RESPONSIBLE	RISK MITIGATION PLAN
PLANNING	Failure to identify needs and requirements	Very Low	High	Moderate	Project Manager	Sign offs and approval on training and scenario learning Objectives.
	Communication delays	Medium	Medium	Moderate	Both Parties	Ongoing communications via Gantt chart, progress reports, meetings, assignments, email, etc.
	Sign-offs and approvals delays	Medium	High	Severe	ACS Management	Proposal, Budget, Contract and deadlines approvals.
	Missing pertinent Information	Very Low	Medium	Sustainable	ACS Management	Meetings, data collection, interviews, ride-alongs, inquiries, reviews and feedback.
	Scope creep beyond budget	Low	High	Moderate	Both Parties	Prioritized objectives, Project manager monitoring budget.
	Unclear Objectives	Medium	High	Severe	Both Parties	Sign offs and approval on Objectives and scenarios.
DELIVERY OF TRAINING	Natural disaster	Very Low	Very High	Severe	Nature	Weather forecast, alternative location, ability to reschedule
	Training Facilities Inadequate	Very Low	High	Moderate	ACS Management	ACS Management to reserve ACS training room and additional training room for scenarios when weather is inclement.
	Personnel sickness / physical injury	Low	Low	Sustainable	Project Manager	Key material is video recorded, personnel backups available
	Equipment mal function	Low	Low	Sustainable	Both Parties	Testing, rehearsals, backup equipment is available
	Logistical issues (temperature, smell, noise, etc.)	Low	Low	Sustainable	Training Support Staff	Site inspection, testing, rehearsals, agenda review, sign offs, Gantt chart, etc.

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RISK ASSESSMENT MATRIX

PROCESS	RISK DESCRIPTION	PROBABILITY	IMPACT	RISK RATING	RESPONSIBLE	RISK MITIGATION PLAN
DELIVERY OF TRAINING	Violation of regulatory compliance	Low	High	Moderate	Both Parties	ACS Management to provide SOP's and Experienced SonderWorx SMEs to bring industry standards
	Insufficient new hires to run the training	Low	High	Moderate	ACS Management	Confirm the tentative training date at the beginning of the 8 week academy.
	Low Trainee engagement	Low	High	Moderate	ACS Management	Experienced SMEs, relevant scenarios, ACS Management to appraise SonderWorx of new academy content that may be duplicated in the WE CARE training before the 8-week academy begins.
	Training quality assurance failures	Low	Medium	Sustainable	Project Manager	Approvals and sign-offs by ACS Management
	Facing pushback from students re ACS cultural values	Low	Medium	Sustainable	Experiential Trainer/ Actors	Experienced SMEs, ACS management to notify SonderWorx of class participants, their positions and any special considerations at the beginning of the 8-week academy. SonderWorx training staff to meet with ACS management during training delivery to problem solve.
	Training time mismanagement	Low	Medium	Sustainable	Experiential Trainer/ Actors	Agenda, Training planner, Calendar, supervision.
DEBRIEFING	Low participation	Very Low	Very Low	Sustainable	Both Parties	Testing to pass the class administered as part of the training academy grades.
	Unsatisfactory feedback	Medium	Very Low	Sustainable	Experiential Trainer/ Actors	1:1 check-ins with students during the training to make necessary adjustments

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RISK ASSESSMENT MATRIX

ASSESSMENT & EVALUATION	Ineffective Evaluation Tool	Very Low	Medium	Sustainable	Project Manager	Evaluation tools sign off by ACS management team
	Data collection obstacles	Very Low	Medium	Sustainable	Project Manager	Allocate time during the training for students to complete evaluation
	Unsatisfactory Evaluation Results	Medium	Medium	Moderate	Project Manager	Training content is aligned with Learning Objectives. Feedback from previous classes incorporated into the following classes. Review KPI's
	Low evaluation completion rate	Low	Medium	Sustainable	Project Manager	Evaluations are included as part of the training.
PROJECT COMPLETION	Objectives were not met	Very Low	High	Moderate	Project Manager	Training contents are aligned with Objectives. Daily debrief process to gain feedback
	Low Satisfaction level	Very Low	High	Moderate	Project Manager	WE CARE is a training program custom-designed to fulfil ACS's specific needs and requirements. ACS signoffs on proposed methods, scenarios, logistics, etc. Our H.U.M.A.N.S approach looks after the individual throughout the training. Ongoing improvement initiatives further refine our programs based on performance evaluation results and feedback.

RISK TREATMENT

Risk is often defined as the uncertainty that could affect the outcome. We understand the importance of managing risks to deliver a successful Training program. The action plan we have put in place aims to mitigate the potential root causes and minimize occurrence and impact. Based on the "Risk Rating" for this Project our known risks range from "**Sustainable to Severe**" and the following guidelines define how we will treat each risk type:

- **Sustainable Risk:** actions to mitigate are in place and any issues that may arise will be resolved daily.
- **Moderate Risk:** requires a preventive action plan and monitoring.
- **Severe Risk:** requires an action plan, points of control, close monitoring and frequent evaluation.
- **Critical Risk:** requires a preventive and corrective action plan as well as making alternative plans.

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Program Gantt Chart

The Gantt chart below serves as the cornerstone of our project management approach. The Gantt chart outlines all individual tasks necessary to fulfill the requirements of the RFP, providing a clear and structured timeline for project execution. Each task is carefully mapped out to ensure it aligns with the project objectives, demonstrating the sequence and effort needed to deliver a successful outcome.

While the Gantt chart lays out the full scope of work, specific dates are not included at this stage. These dates will be finalized once the project commencement and training schedules are confirmed by the ACS leadership team. This approach allows for flexibility and ensures that our plan is fully adaptable to the needs and timelines of the ACS.

Our budget, as detailed in the corresponding section of the proposal, is directly linked to the tasks in the Gantt chart. For ease of reference, the budget sections mirror the headings used in the Gantt chart, providing a clear connection between the financial aspects and the project activities. This alignment ensures that every phase of the project is backed by appropriate resources and personnel, with costs transparently itemized to reflect labor hours, materials, travel, and other direct expenses. Information about any Subject Matter Experts we plan to engage is included in the Current Experience and Appendix section of this document, outlining their relevant experience to underscore their contributions to the project's success.

This integrated approach between the Gantt chart and the budget ensures that our project plan is comprehensive, well-structured, and ready for seamless execution once the project timeline is finalized. The chart not only guides the workflow but also provides a transparent overview of how resources will be allocated to meet the RFP's objectives, setting the foundation for a successful partnership with ACS.

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Project: ACS IMMERSIVE TRAINING PROGRAM GANTT

Project start date: 10/1/24

Milestone marker:

1



October

Milestone description		Assigned to	Progress %	Duration (Hours)	Start Date	Days	2	3	4	5	6	7
							W	T	F	S	S	
1	Signed Contract	Project Lead	0%	0								
2	Program Initiation Phase											
2.1	Kickoff Prep	Project Lead	0%	4								
2.2	Kickoff meeting	Project Lead	0%	2								
PROGRAM DISCOVERY PHASE												
3	Culture Assessment											
3.1	Administer SonderWorx Culture Assessment for up to 200 users (2 weeks)	Project Lead	0%	2								
3.2	Conduct in-depth interviews with up to 15 formal and informal leaders within ACS. (interview plus analysis of data)	Trainer Lead	0%	8								
3.3	Data analysis	Project Lead	0%	2								
3.4	Culture Assessment Report	Trainer Lead	0%	8								
4	Project Data Gathering											
4.1	Meeting with Supervisors	Trainer Lead & Experiential Training Lead	0%	2								
4.2	Meeting with field responders	Trainer Lead & Experiential Training Lead	0%	2								
4.3	Ride alongs to get a refreshed understanding of the current calls for service and to gather material for scenario development.	Experiential Training Lead & Role-players & ACS Leadership	0%	6								
4.4	Audit of applicable ACS Academy training blocks to ensure that our experiential portion of the WE CARE weeks aligns with the subject matter being taught in the academy.	Trainer Lead & Experiential Training Lead & ACS Leadership	0%	10								
4.5	Gather learning objectives from the above trainings to ensure that our scenarios are designed to reinforce the learning objectives of the other trainers.	Training Lead & ACS Leadership	0%	2								
4.6	Review ACS safety standards and SOP's with ACS Leadership to ensure that our experiential portion of the WE CARE weeks aligned with the ACS SOP's.	Trainer Lead & Experiential Training Lead & ACS Leadership	0%	2								
5	Project Data Assimilation											
5.1	Draft a proposal for the number and content of scenarios needed for Week 2 of ACS training, building on the 47 characters we currently use in Week 1 of the training.	Trainer Lead & Experiential Training Lead & SME's	0%	5								
5.2	Draft a proposal for the number and content of scenarios needed for the Supervisor Leadership Training Program.	Trainer Lead & Experiential Training Lead & SME's	0%	5								
5.3	Draft a proposal for the number and content of scenarios needed for the Refresher training.	Trainer Lead & Experiential Training Lead & SME's	0%	2								
6	Project Sign off from ACS leadership team											
6.1	Review and sign off on proposal for the number and content of scenarios needed for Week 2 of ACS training, building on the 47 characters we currently use in Week 1 of the training.	Trainer Lead & ACS Leadership	0%	2								
6.2	Review and sign off on proposal for the number and content of scenarios needed for the Supervisor Leadership Training Program.	Trainer Lead & ACS Leadership	0%	2								
6.3	Review and sign off on proposal for the topic areas for refresher training. (this needs to be signed off on before we begin point 4 below)	Trainer Lead & ACS Leadership	0%	2								
6.4	Review and sign off on proposal for the number and content of scenarios needed for the Refresher training.	Trainer Lead & ACS Leadership	0%	0.8								
6.5	Sign off on proposed dates for: ACS Trainings, Supervisor Leadership Training Program and Refresher Trainings	Trainer Lead & ACS Leadership	0%	0.2								

Milestone marker:

1



October

Milestone description	Assigned to	Progress %	Duration (Hours)	Start Date	Days	2	3	4	5	6	7
						W	T	F	S	S	S
PROGRAM DEVELOPMENT PHASE											
Custom Scenario Development for ACS We CARE training											
Consult with subject matter experts on scenario content and learning objectives.	Trainer Lead & Experiential Training Lead & SME's	0%	15								
Write scenarios for WE CARE training.	Trainer Lead & Experiential Training Lead & Role-players	0%	35								
Draft student grading rubric for ACS week 1 and week 2 training	Trainer Lead & Experiential Training Lead & SME's	0%	5								
Draft Class Evaluation form for ACS week 1 and week 2 training.	Trainer Lead	0%	1								
Custom Scenario and Activity Development for ACS Supervisor Leadership Training Program											
Consult with subject matter experts on scenario content and learning objectives.	Trainer Lead & Experiential Training Lead & SME's	0%	15								
Write scenarios for Supervisor Leadership Training Program.	Trainer Lead & Experiential Training Lead & Role-players	0%	35								
Write activities for Supervisor Leadership Training Program.	Trainer Lead & Experiential Training Lead & SME's	0%	15								
Draft student grading rubric for each module of the Supervisor Leadership Training Program.	Trainer Lead & Experiential Training Lead & SME's	0%	5								
Draft Class Evaluation form for each module of the Supervisor Leadership Training Program.	Trainer Lead & SME	0%	3								
Custom Scenario Development & activities for refresher training											
Consult with subject matter experts on scenario content and learning objectives.	Trainer Lead & Experiential Training Lead & SME's	0%	10								
Write scenarios for Refresher Trainings	Trainer Lead & Experiential Training Lead & Role-players	0%	15								
Write activities for Refresher Trainings	Trainer Lead & Experiential Training Lead & SME's	0%	10								
Draft student grading rubric for refresher training.	Trainer Lead & Experiential Training Lead & SME's	0%	3								
Draft Class Evaluation form refresher training.	Trainer Lead & SME	0%	1								
Sign off on scenarios, activities, grading rubrics and class evaluation forms by ACS leadership team											
Review and sign off on scenarios, learning objectives, grading rubrics and class evaluation forms for WE CARE training.	Trainer Lead & ACS Leadership	0%	1								
Review and sign off on scenarios, learning objectives, activities, grading rubrics and class evaluation forms for Supervisor Leadership Training Program.	Trainer Lead & ACS Leadership	0%	1								
Review and sign off on scenarios, learning objectives, activities grading rubrics and class evaluation forms for refresher training.	Trainer Lead & ACS Leadership	0%	1								
Train actors in new material											
Assemble Actor Team	Trainer Lead & Experiential Training Lead	0%	2								
Assign Roles	Trainer Lead & Experiential Training Lead	0%	2								
Train actors on:											
New material from prior 8 weeks of the ACS academy	Trainer Lead & Experiential Training Lead & SME's & Actors	0%	10								
New Supervisor Leadership Training material	Trainer Lead & Experiential Training Lead & SME's & Actors	0%	10								
New Refresher training material	Trainer Lead & Experiential Training Lead & SME's & Actors	0%	10								
Ride-alongs to ensure that the actors stay connected with ACS employees' experiences to support trainees in the scenarios.	Experiential Training Lead & ACS Leadership & Actors	0%	4								
Review of new ongoing research on issues and impact in the community	Training Lead & Experiential Training Lead & ACS Leadership & Actors	0%	4								
Review new scenarios and learning objectives with actors	Training Lead & Experiential Training Lead & Actors	0%	3								
Actor rehearsals	Training Lead & Experiential Training Lead & Actors	0%	10								
PROGRAM DELIVERY PHASE											

Milestone marker:

1



October

	Milestone description	Assigned to	Progress %	Duration (Hours)	Start Date	Days	2	3	4	5	6	7
							W	T	F	S	S	
12	Deliver ACS WE CARE 2-week Training											
12.1	Deliver week 1 of training	Sonderworx Team	0%	56								
12.2	Role-play	Actors & Facilitators & SME's	0%	55								
12.3	Conduct daily debrief with SonderWorx team at the end of each day of training	Sonderworx Team	0%	20								
12.4	Review trainee roleplay grading rubric (included)	Sonderworx Team	0%	0								
12.5	Assign trainees to next days scenarios (included)	Sonderworx Team	0%	0								
12.6	Update student summary reports	Training Lead	0%	5								
12.7	Meet 1:1 with each student at the end of week 1 to check in on how they are doing and if they need anything else from the last week of the Deliver week 2 of training	Sonderworx Team	0%	0								
12.8		Sonderworx Team	0%	49								
12.9	Role-play	Actors & Facilitators & SME's	0%	50								
12.10	Circulate all Class Evaluation Forms to the students and have them fill them out. (included)	Training Lead and Trainees	0%	0								
12.11	Collect all Class Evaluation Forms from the students (included)	Training Lead	0%	0								
12.12	Conduct daily debrief with SonderWorx team at the end of each day of training	Sonderworx Team	0%	20								
12.13	Review trainee roleplay grading rubric (included)	Sonderworx Team	0%	0								
12.14	Assign trainees to next days scenarios (included)	Sonderworx Team	0%	0								
12.15	Update student summary reports	Training Lead	0%	5								
12.16	Complete summary reports of each trainee’s progress for ACS Leadership debrief	Training Lead	0%	2								
12.17	Compile and summarize all student class evaluation forms	Training Lead	0%	2								
13	Deliver Supervisor Leadership Training Program (80 hours of training)											
13.1	Deliver Supervisor Leadership Training Program one module a week - Module 0 Part 1	Sonderworx Team - Allison	0%	16								
13.2	Deliver Supervisor Leadership Training Program one module a week - Modules 0 Part 2	Sonderworx Team - Hoole	0%	8								
13.3	Deliver Supervisor Leadership Training Program one module a week - Module 1	Sonderworx Team - Aldon	0%	10								
13.4	Deliver Supervisor Leadership Training Program one module a week - Module 2	Sonderworx Team - Jafari	0%	10								
13.5	Deliver Supervisor Leadership Training Program one module a week - Module 3	Sonderworx Team - Aldon	0%	10								
13.6	Deliver Supervisor Leadership Training Program one module a week - Modules 4 Part 1	Sonderworx Team - Jafari	0%	10								
13.7	Deliver Supervisor Leadership Training Program one module every week for Module 4 Part 2	Sonderworx Team - Jafari	0%	10								
13.8	Deliver Supervisor Leadership Training Program one module a week - Modules 5 Part 1	Sonderworx Team - Aldon	0%	10								
13.9	Deliver Supervisor Leadership Training Program one module a week - Modules 5 Part 2	Sonderworx Team - Hoole	0%	10								
13.10	Deliver Supervisor Leadership Training Program one module a week - Module 6	Sonderworx Team - Aldon	0%	10								
13.11	Deliver Supervisor Leadership Training Program one module a week - Module 7	Sonderworx Team - Thompson	0%	10								
13.12	Deliver Supervisor Leadership Training Program one module a week - Module 8	Sonderworx Team - Aldon	0%	10								
13.13	Deliver Supervisor Leadership Training Program one module a week - Module 9	Sonderworx Team - Aldon	0%	12								
13.14	Deliver Supervisor Leadership Training Program one module a week - Module 10 Part 1	Sonderworx Team - Shisko	0%	5								
13.15	Deliver Supervisor Leadership Training Program one module a week - Module 10 Part 2 (including individual recorded feedback on each Role-play for all sessions)	Sonderworx Team - Aldon & Shisko	0%	25								
13.16		Actors & Facilitators & SME's	0%	42								
13.17	Conduct daily debrief with SonderWorx team at the end of each training module	Training Lead	0%	30								
13.18	Review trainee roleplay and activity evaluations (included)	Training Lead	0%	0								
13.19	Update student summary reports (included)	Training Lead	0%	0								
13.20	Complete summary reports of each trainee’s progress at the end of each module for ACS Leadership debrief	Training Lead	0%	15								
13.21	Meet 1:1 with each student at the end of Module 2, 5 and 8 to check in on how they are doing and if they need anything else for the remainder of the modules. (included)	Sonderworx Team	0%	0								
14	Deliver Refresher Training Program											
14.1	Deliver Refresher Training Program one training 3 per year in year 1	Sonderworx Team	0%	12								

						2	3	4	5	6	7
Milestone description		Assigned to	Progress %	Duration (Hours)	Start Date	Days	W	T	F	S	S
14.2	Role-play	Actors & Facilitators & SME's	0%	15							
14.3	Conduct daily debrief with SonderWorx team at the end of each training	Sonderworx Team	0%	2							
14.4	Review trainee roleplay and activity evaluations (included)	Sonderworx Team	0%	0							
14.5	Update student summary reports (included)	Training Lead	0%	0							
14.6	Complete summary reports of each trainee's progress at the end of each module for ACS Leadership debrief	Training Lead	0%	3							
DEBRIEFING PHASE											
15	Debrief ACS WE CARE 2-week Training		0%								
15.1	Debrief with ACS leadership team	Training Lead & ACS Leadership	0%	3							
15.2	Review each student's grading rubrics (included)	Training Lead & ACS Leadership	0%	0							
15.3	Decide if they passed the class (included)	Training Lead & ACS Leadership	0%	0							
15.4	Confirm which students will receive a of certificate of completion (included)	Training Lead & ACS Leadership	0%	0							
15.5	Review Class Evaluation forms from Students (included)	Training Lead & ACS Leadership	0%	0							
15.6	Agree on any changes to the next class. (included)	Training Lead & ACS Leadership	0%	0							
16	2. Debrief Supervisor Leadership Training Program										
16.1	Debrief with ACS leadership team following Module 2,5,8 and 11 of the Supervisor Leadership Training Program	Training Lead & ACS Leadership	0%	5							
16.2	Review each student's grading rubrics (included)	Training Lead & ACS Leadership	0%	0							
16.3	Decide if they passed the Modules (included)	Training Lead & ACS Leadership	0%	0							
16.4	At the end of the last Module confirm which students will receive a of certificate of completion (included)	Training Lead & ACS Leadership	0%	0							
16.5	Review Class Evaluation forms from students (included)	Training Lead & ACS Leadership	0%	0							
16.6	Agree on any changes to the next class. (included)	Training Lead & ACS Leadership	0%	0							
17	3. Debrief Refresher Training Program										
17.1	Debrief with ACS leadership team	Training Lead & ACS Leadership	0%	4							
17.2	Review each student's grading rubrics (included)	Training Lead & ACS Leadership	0%	0							
17.3	Decide if they passed the Modules (included)	Training Lead & ACS Leadership	0%	0							
17.4	Confirm which students will receive a of certificate of completion (included)	Training Lead & ACS Leadership	0%	0							
17.5	Review Class Evaluation forms from students (included)	Training Lead & ACS Leadership	0%	0							
17.6	Agree on any changes to the next class. (included)	Training Lead & ACS Leadership	0%	0							
CONTINUOUS IMPROVEMENT PHASE											
18	Proactive Improvements										
18.1	Gather updated information	Training Lead	0%	2							
18.2	Quarterly meeting with supervisors to hear any difficulties , successes, changes in community, call types, ACS culture etc.	Trainer Lead & Experiential Training Lead	0%	4							
18.3	Quarterly ride-alongs with responders	Trainer Lead & Experiential Training Lead & Role-players	0%	8							
19	Reactive Improvements										
19.1	Gather all updates from debriefing sessions with ACS and Sonderworx team (included in delivery Phase)	Training Lead	0%	0							
20	Update all scenarios and materials based on changing department, community and training needs (Yearly)										
20.1	Update presentations	Training Lead & SME's	0%	9							
20.2	Update trainee training materials	Training Lead	0%	5							
20.3	Update scenarios	Trainer Lead & Experiential Training Lead & Role-players	0%	9							

Milestone marker:

1

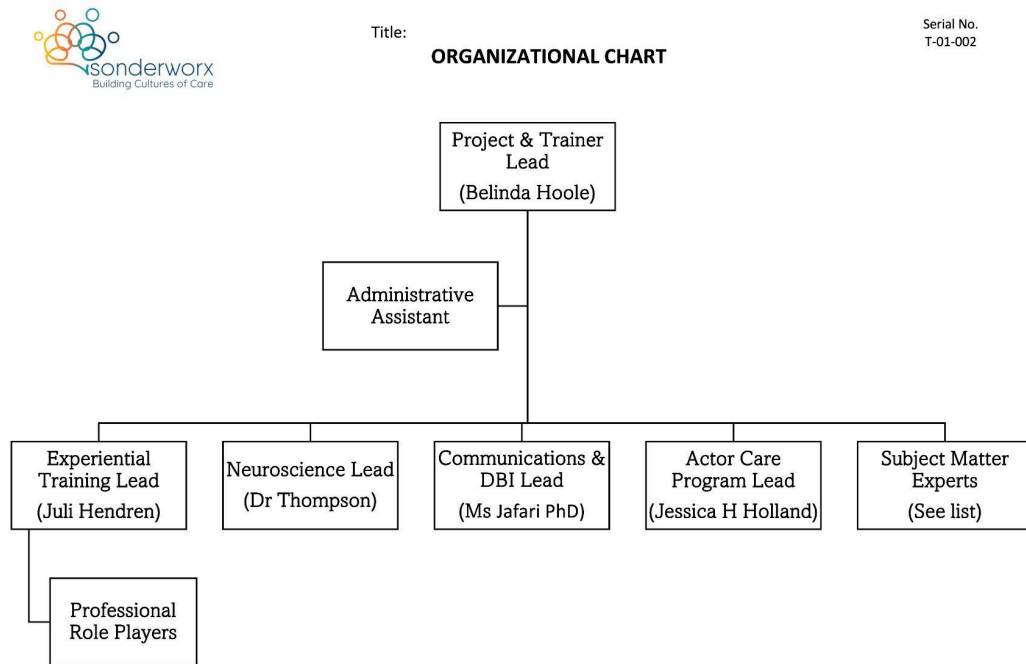


October

							2	3	4	5	6	7
Milestone description							Assigned to	Progress %	Duration (Hours)	Start Date	Days	
20.4	Update learning objectives						Trainer Lead & Experiential Training Lead	0%	4			
20.5	Update evaluation rubrics						Training Lead	0%	2			
									899			

2.1.4 Management Summary

Individual Staff and Subcontractor Responsibilities and Lines of Authority



Issued Date: 02/ 24/2024

Approved by: *Belinda A. Hoole*

Pag. 1

1. Project and Trainer Lead (Belinda Hoole):

- **Responsibilities:** Oversees the entire project, manages timelines, coordinates with team members, and ensures deliverables meet quality standards. Designs and delivers training content, adapts materials based on feedback, and assesses the effectiveness of training sessions. Acts as the main point of contact with the City of Albuquerque.
- **Lines of Authority:** Reports directly to the senior management team of SonderWorx. Coordinates with City staff to align project goals, address any issues, and tailor training materials to the City's specific needs.

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- 
- **Interface with City Staff:** Provides regular updates on project progress, manages project-related queries, and ensures compliance with City requirements.

2. Experiential Training Lead (Juli Hendren):

- **Responsibilities:** Works closely with the Lead Trainer to ensure role-plays align with the training material. Attends meetings with the ACS management team and participates in ride-alongs with ACS responders to ensure that training scenarios accurately reflect the experiences of ACS responders and the Albuquerque community. Coordinates with Community Groups and City staff to tailor training materials and gather feedback to refine the training.
- **Lines of Authority:** Reports to the Project Manager and Lead Trainer. Engages directly with the City staff and ACS responders for scenario development and feedback.
- **Interface with City Staff:** Collaborates with City staff to ensure training scenarios are accurate and relevant. Participates in discussions to integrate feedback into the training program.

3. Training Support Staff:

- **Responsibilities:** Assist with logistical arrangements, handle administrative tasks, and provides support during training sessions.
- **Lines of Authority:** Reports to the Project Manager and Lead Trainer.
- **Interface with City Staff:** Does not interact directly with City staff; coordinates with the Project Manager for logistical and administrative support.

4. Subcontractors (e.g., Actors for Role-Play, Subject Matter Experts):

- **Responsibilities:** Deliver specific components of the training, such as role-play scenarios or additional content development.
- **Lines of Authority:** Collaborate with the Experiential Training Lead, Project Manager and Lead Trainer to ensure alignment with the overall training objectives.
- **Interface with City Staff:** Participate in ride-alongs with ACS responders, and ensure that the training scenarios reflect the experiences of ACS responders and the Albuquerque community.

Resources to be drawn from:

1. Internal Expertise (See list of SME's in this proposal):

- **Description:** Leverage the collective experience and knowledge of SonderWorx staff and SMEs, including their extensive background in behavioral health training and community response.
- **Application:** Utilize this expertise to develop and adapt training materials, ensuring they are relevant and effective for the City of Albuquerque's needs.

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2. Research and Best practices:

- **Description:** Access ACS SOP's and safety protocols as well as research, industry standards, and best practices in behavioral health and crisis intervention.
- **Application:** Apply this information to enhance the training program, ensuring it reflects the latest developments and evidence-based approaches.

3. Community and City Resources:

- **Description:** Engage with local community resources, including city departments and community organizations, to align the training with current local issues and needs.
- **Application:** Integrate insights and feedback from these resources to ensure the training is tailored to the specific context of Albuquerque.

This structured approach ensures clear lines of authority, effective collaboration, and the use of appropriate resources to meet the training needs of the City of Albuquerque.

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3. Statement of Work

3.1.1.1. WE CARE Training

Current 1-week WE CARE training:

SonderWorx is proud to have co-designed, implemented, and continually enhanced the ACS WE CARE week of experiential training for the past three years. The current one-week program has successfully provided trainees with the opportunity to apply key elements of their academy theoretical training in real-world contexts, equipping them with the de-escalation techniques, situational awareness, and public safety values essential for responding to consumers in crisis. Through interactive, reality-based scenarios with live actors, trainees have been able to practice and refine their skills in a controlled environment, receiving 1-on-1 feedback and evaluations.

We have intentionally supported ACS in developing inter-departmental collaborations and helped activate ongoing partnerships with the Albuquerque Police Department and the Department of Arts and Culture. Looking ahead, we see additional opportunities to enrich the ACS WE CARE program by supporting the cultivation of collaborations with other city departments responsible for many of the city's free public services currently experiencing increasing challenges that would be supported by ACS services. These could include Transit Department's bus services, Youth and Family Services and Senior Affairs overseeing community and senior centers, the Department of Health, Housing, & Homelessness, managing city shelters, and further collaboration with the Department of Arts & Culture overseeing public libraries.

To better support trainees in applying the expanding curriculum of the onboarding academy, we propose adding an additional week of ACS WE CARE training. We've identified gaps in how some of the academy's teachings are being implemented during the current ACS WE CARE training. This proposed second week will provide the necessary time to engage more deeply with the broader range of topics now covered in the academy and to reinforce the critical skills needed to meet the growing demands on ACS responders. We will discuss the details of this proposed extension further in the following sections of the proposal.

The current WE CARE week of training meets the requirements in section 2.1.3.1. of RFP-2024-572-GSD-EV WE CARE Training in the following ways:

A. De-escalation Training:

Our deescalation training takes a multidisciplinary approach. We use an understanding of the nervous system, bias awareness, conflict resolution and verbal de-escalation skills and techniques to equip the trainees with the skills and knowledge they need to stabilize, slow or reduce the intensity of a potentially violent situation, without the use of force. We then guide the trainees to apply these skills, as well as other techniques they learn in their academy class (for example motivational interviewing) in hands-on "hot practice"

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scenarios where they receive 1-on-1 feedback from experienced facilitators. It's important to our team to walk our talk, so we take care to do the research necessary and practice cultural humility and make our training content culturally appropriate for the Albuquerque community.

B. Interactive, reality-based training:

SonderWorx "hot practice" technique partners our team of subject matter experts with our local team of highly skilled actors who portray community members in crisis. Our actor / facilitator teams guide trainees through the learning experience.

SonderWorx actors undergo training to identify trainees' neurobiological states, biases, and communication techniques, attitude etc, which may be causing communication barriers. They utilize the SonderWorx "sting, reward, and hook" system to guide trainees to success.

Our seasoned actors, professionally trained in Western acting styles, bring honesty, presence, and a deep understanding of backstory to their roles. This enriches the immersive experiential training, allowing for genuine emotional engagement while fully improvising with trainees during role-play exercises.

C. Evaluation:

Please see the Evaluation and Assessment section for a detailed summary of our approach to evaluation. In summary, our evaluation process has evolved to include a comprehensive and multifaceted approach that ensures the training programs we deliver are both effective and aligned with the specific needs of the participants and the ACS. We currently employ a variety of evaluation methods to measure knowledge retention, skill application, and overall training impact. This includes post-training assessments to gauge participants' understanding, practical exercises and role-plays to assess skill demonstration, and self-assessment tools to encourage participants to reflect on their progress. We also collect detailed feedback through post-training surveys to measure participants' satisfaction with the content, delivery, and overall effectiveness of the training.

In addition to evaluating individual trainees, we conduct daily debriefs with our team to assess real-time needs and course-correct as necessary. Post-training, we engage in debrief sessions to capture learning experiences and identify opportunities for improvement. Moving forward, we propose performing gap analyses and reintroducing our participation in ride-alongs to observe real-life situations that can be integrated into future scenarios. We also propose collaborating with the ACS leadership to establish Key Performance Indicators (KPIs), ensuring that training objectives are met and providing quantifiable measures of success. We propose regularly reviewing these KPI's and adjusting them to reflect evolving needs, ensuring the continued relevance and impact of our training programs.

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At the completion of each training class we meet with the client's leadership team to provide a SWOT analysis of the overall training and a summary of each trainee's performance. We can also provide a certificate of completion for each trainee.

Our 1-week training is pending approval for CE credits for LCSW, LPCC, LEP, and LMFT license renewal by an approved sponsor of CE by the American Psychological Association. When approved trainees will be able to receive CE credits for the class for an nominal additional fee.

D. Recognizing Signs:

Our current program teaches ACS responders to recognize signs of suicidal ideation, navigating grief, domestic violence, substance abuse, and other critical issues as they engage with consumers. We equip trainees with the skills necessary to identify these signs and provide appropriate resources. To further deepen the application of these essential skills, we propose adding additional "hot practice" content to a second week of training. This expanded training will allow for more in-depth exploration and practical application of the material presented in the trainee academy including recognizing signs of human trafficking and other critical issues. A full list of the additional content we propose is provided below.

E. Public Safety Values and practices:

SonderWorx is dedicated to providing tailored instruction on Public Safety values that align uniquely with ACS's mission and community-focused approach. Recognizing ACS responders as frontline first responders, we work closely with ACS leadership to ensure our training reflects the organization's core values of Well-being and Safety, Empathy, Community at the Center, Accountability, and Respect and Dignity. Our programs do not borrow from other response models but are instead informed by ACS's evolving culture and the deep expertise of our subject matter experts and an understanding of the specific safety issues in Albuquerque.. During training, these values are thoroughly modeled and promoted, and trainees actively demonstrate their understanding and application of these principles through "hot practice" segments. This ensures that ACS responders are well-equipped to embody and uphold these essential values when interacting with consumers and responding to calls for service.

F. Situational Awareness and Disengagement:

Our subject matter experts with law enforcement experience lead the scene safety segments of our training. In partnership with ACS Leadership we use "hot practice" to ensure that trainees understand how to handle situations when the scene is no longer safe, in accordance with the ACS curriculum and safety standards. For the extended two week training, we suggest the addition of scenarios where scenes do become unsafe in order for responders to practice disengagement.

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WE CARE Training Week 2

As outlined above, we recommend extending the WE CARE training by adding an additional week of "hot practice" sessions. This expansion will further deepen the application of the content covered in the trainee academy, ensuring that Responders are well-prepared and safe as they transition into on-the-job field training. The additional week will provide a more comprehensive exploration and practical application of essential topics, such as recognizing signs of human trafficking and other critical issues.

As mentioned above, to enhance the effectiveness of the WE CARE training and address some of the gaps we've observed in the application of academy teachings, we recommend adding an additional week of "hot practice" sessions. While trainees receive seven weeks of comprehensive instruction, we've noticed that the skills and knowledge acquired in the academy are not consistently demonstrated during the current "hot practice" sections. This suggests a need for more hands-on, practical application to ensure that trainees are fully prepared and confident as they transition into on-the-job field training.

Given the expanded scope of the academy, it's essential that the WE CARE training grows accordingly. By adding this additional week, we can offer more in-depth exploration and practice of critical issues, such as the application of motivational interviewing, recognizing signs of human trafficking etc. ensuring that trainees can effectively apply what they've learned in real-world scenarios. We will work closely with the ACS leadership to align this extended training with the department's most urgent priorities, ensuring that Responders are equipped with the skills and confidence they need to succeed. Below is a detailed list of the additional content we propose for this extra week of training.

Proposed Topics for WE CARE Training Week 2

1. **Animal Welfare:** Scenarios where trainees recognize signs of animal mistreatment, determine when to alert law enforcement, and manage the transition.
2. **City Collaboration:** Supporting city staff in other departments e.g. Transit Department's bus services, Youth and Family Services and Senior Affairs overseeing community and senior centers, the Department of Health, Housing, & Homelessness, managing city shelters, and Arts & Culture employees overseeing public libraries.
3. **Child Abuse:** Role-plays focused on identifying indicators of child abuse, determining the need for law enforcement intervention, and effectively managing the transition with the family while connecting them to necessary resources.
4. **Cultural Humility:** Simulations addressing how to respectfully interact with diverse populations for example Indigenous and Afghan communities.
5. **Developmental Disabilities:** Scenarios that require trainees to recognize and respond appropriately to developmental disabilities.
6. **Domestic Violence and Sexual Assault:** Role-plays designed to help trainees identify signs of domestic violence or sexual assault, determine when law enforcement should be

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- involved, and facilitate the transition while providing support and resource referrals to the victims.
7. **Elder Abuse:** Scenarios where trainees must identify signs of elder abuse, coordinate with law enforcement when necessary, and manage the transition with the elderly individual and their caregivers, ensuring they are connected to appropriate resources.
 8. **Graceful Disengagement:** Training exercises that focus on recognizing when law enforcement or other agencies need to take over, and how to step back gracefully while maintaining support for the consumer during the transition.
 9. **Hidden Disabilities:** Scenarios that challenge trainees to identify and accommodate hidden disabilities, such as autism, ADHD, or chronic illnesses that are not immediately visible. Trainees will practice adapting their approach to meet the unique needs of individuals with these conditions, ensuring that their responses are inclusive, supportive, and tailored to the specific circumstances.
 10. **Language Access:** Role-plays that simulate situations where language barriers complicate communication.
 11. **LGBTQ+ (Sensitivity & Anti-Oppression):** Scenarios designed to enhance trainees' sensitivity to issues related to LGBTQ+ communities.
 12. **More Mental Health Scenarios:** Additional scenarios specifically focused on recognizing mental health crises typically encountered by ACS responders in the community.
 13. **Motivational Interviewing:** Role-play exercises that help trainees practice motivational interviewing to support behavior change in clients.
 14. **Notifications of Death:** Simulations where trainees must work with law enforcement to deliver difficult news, such as death notifications, managing the transition with empathy and supporting the affected individuals with additional resources.
 15. **Resources:** Scenarios that emphasize recognizing when additional resources or law enforcement are needed in complex situations, and managing the transition to ensure a smooth handoff and continued support for the consumer.
 16. **Scenarios About Addressing Situations with Partners:** Exercises that focus on navigating challenges that arise from working closely with partners, especially in confined spaces like cars and cubicles.
 17. **Transgender sensitivity:** Role-plays that enhance understanding and sensitivity when interacting with transgender individuals, especially in situations where law enforcement may need to be involved, ensuring a respectful and smooth transition.
 18. **Using Question, Persuade, and Refer (QPR) Training:** Scenarios that involve applying QPR techniques to identify and intervene in situations where individuals may be at risk of suicide, helping to guide them toward appropriate support and resources.
 19. **Vicarious Trauma and Compassion Fatigue:** Scenarios focused on identifying and acknowledging signs of vicarious trauma and compassion fatigue in oneself and colleagues, and learning strategies to support each other effectively.
 20. **Victims of Sexual Assault and Human Trafficking:** Scenarios designed to help trainees recognize signs of sexual assault and human trafficking, understand when intervention is required, and manage the transition to ensure the individual receives appropriate care and resources.

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3.1.1.2. Supervisor Leadership Training Program

The proposed Supervisor Leadership Training Program consists of 12 comprehensive modules designed to meet the objectives outlined in the RFP by focusing on developing and enhancing the skill sets and knowledge of ACS Behavioral Health Supervisors. This interactive training is designed to improve Supervisors' abilities to manage, evaluate, and engage with responders professionally, provide feedback effectively, multitask efficiently, and apply strong critical thinking and de-escalation skills.

All modules in the Supervisor Leadership Training Program incorporate experiential components to reinforce learning through practical application. These include role-play exercises where trainees apply newly acquired skills in simulated environments, allowing them to practice and refine their techniques in real-world scenarios. Other modules feature working sessions in which Supervisors engage in activities directly related to their actual work responsibilities. These exercises provide Supervisors with hands-on opportunities to apply the skills they are learning in the classroom, under the guidance of experienced instructors. Each activity is structured to ensure that Supervisor can seamlessly integrate new techniques and strategies into their daily routines, enhancing their effectiveness and confidence in their roles.

Module 0: Leadership Context

At SonderWorx, every training program begins with a neuroscience-informed foundation. In our Supervisor Leadership Training Program, we first establish the context of the environment in which Supervisors are leading. Part one focuses on the neuroscience of performance under pressure, equipping leaders with an understanding of how to manage and optimize their team's performance in high-stress situations. Part two addresses the dynamic culture of the organization, guiding Supervisors on how to shape and cultivate it as they and their teams grow.

Part 1: From Pressure to Performance

Aligning with our physiology to optimize our collective potential
(6 hours)

Our performance under pressure, individually and collectively, hinges on how we relate to the reflexive, adaptive physiological shifts that occur in the face of challenge, evaluation, competition, and uncertainty. The stress and pressures to perform play out through predictable patterns of physiological reactions, initially beneath our conscious control. Some of us fight back. Some of us run and hide. Some of us give up, withdraw, or disappear altogether. These aren't conscious or deliberate decisions as much as they are adaptive survival responses.

Our physiological state (i.e., autonomic control of heart rate, breathing, metabolic output, access to higher brain structures, etc.) shifts in response to our environment, influencing how

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we experience the world, act, react, interact, think, make decisions, coordinate movements, and perform. Although reflexive and survival-based, we can learn to recognize, respect and regain control of our physiology to foster confidence in our ability to navigate the many complex and challenging conditions we face as first responders.

- Through a series of images, videos, demos, role play & integrative practices, including real-life examples from professional sports and performing arts, we will explore:
- How our bodies adaptively and reflexively respond to challenges
- How we can become aware of our bodily reactions, and their impacts on our thinking, emotions, behaviors, focus, vision, hearing, sociality, and performance
- How we can prepare for, buffer, relate to and ultimately manage our bodily responses with awareness, intention and skill when under pressures to perform

The materials, methods and concepts covered in this presentation and workshop are science-backed, and grounded in Polyvagal Theory by Stephen W. Porges, Ph.D. We will integrate a variety of practical strategies, resources, routines, and ways of relating to our bodily reactions to optimize problem-solving, adaptability, leadership, collaboration, resilience, recovery and performance amidst challenge, stress, and uncertainty.

Part 2: Culture as Context

(3 hour working session)

Part 2: Building on the understanding of the neuroscience of performance, we will explore how these principles manifest within the unique ACS culture. This segment of the Supervisor Leadership Training Program will focus on recognizing and shaping the distinct culture that ACS has carefully cultivated, differentiating itself from other branches of emergency response. In this working session, Supervisors will gain a deeper understanding of the recent culture assessment findings and their pivotal role in modeling and influencing the culture at ACS. We will engage in practical exercises that apply these insights to the daily tasks and responsibilities of ACS Supervisors. This module is designed to reinforce the core values of Community at the Center and Respect.

Learning Objectives:

- Analyze the ACS Culture
- Develop an action plan to intentionally shape and model the ACS culture through daily Supervisory practices.
- Bridge Neuroscience and Culture in Day-to-Day Operations

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Module 1: Building Value-Based Leadership in an Evolving Organization

(6 hours)

This module addresses the principles of leadership specific to First Responder Supervisors by focusing on building culture and relationships based on trust and ACS core values. It will help Supervisors understand their role in managing, evaluating, and engaging with responders in a professional manner, fostering a supportive environment. This approach aligns with **Well-being and Safety**, **Empathy**, and **Respect and Dignity**.

Learning Objectives:

- Discover and discuss ACS values as they relate to leadership and building a supportive culture.
- Self-assess leadership impact and identify areas for development in managing and engaging with responders.
- Understand the evolving nature of organizations and how to lead effectively within these changes.
- Build trust and increase engagement through values-based leadership, aligning with Supervisory duties and expectations.

Module 2. Effective Communication

(6 hours)

This module will enhance Supervisors' verbal and written communication skills necessary for various administrative tasks. It will include training on providing effective feedback, using communication tools, and improving interaction with both staff and higher administrative levels. This module supports **Empathy**, **Respect and Dignity**, and **Accountability**.

Learning Objectives:

- Identify and apply effective verbal and nonverbal communication techniques.
- Utilize a Behavior Style model to tailor communication and feedback.
- Develop strategies for clear and impactful communication with responders and administrative staff.

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Module 3. Effective Goal Setting

(6 hours)

Effective goal setting is essential for Supervisors to manage multiple tasks and priorities while enhancing team performance. This training will help Supervisors align personal and organizational goals, thus supporting their leadership roles and improving process management. This module emphasizes **Community at the Center**, **Accountability**, and **Well-being and Safety**.

Learning Objectives:

- Define and implement goal-setting techniques relevant to Supervisors.
- Align personal and team goals with organizational objectives.
- Reflect on and plan for goal integration and alignment with leadership duties.

Module 4. Productive Conflict

Part 1: Managing and Resolving Conflicts

(6 hours)

Training on productive conflict will help Supervisors manage and resolve conflicts effectively, promoting healthy communication and problem-solving within their teams. This part of the module focuses on essential conflict management skills while incorporating the ACS values of **Respect and Dignity** and **Empathy**.

Learning Objectives:

- Explore and apply productive conflict behaviors to manage team disputes.
- Use the DiSC Productive Conflict model to improve conflict resolution skills.
- Implement effective communication strategies in conflict situations.
- Manage correction and discipline effectively.
- Remain neutral in employee disputes and manipulative situations.
- Prioritize employee mental health, including managing field positions due to personal mental health issues.

Part 2: Advanced Communication and Mediation

(6 hours)

Building on the concepts learned in Part 1, this segment will enhance Supervisors' mastery of communication skills through the application of the SonderWorx SIMPLE communication model in formal and informal mediation scenarios.

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Learning Objectives:

- Apply informal mediation skills to mediate between community members and employees.
- Understand the impact of unions in the workplace, incorporating role-play segments with guidance from a Subject Matter Expert (SME).

Module 5. Effective Performance Appraisals and Creating a Coaching Environment

Part 1: Performance Appraisals and Coaching

(6 hours)

This module will train Supervisors on conducting performance appraisals and providing feedback that builds trust and enhances performance. It will also cover coaching techniques and managing risk, aligning with their responsibilities to support and guide responders effectively. This training supports **Respect and Dignity, Empathy, and Accountability**.

Learning Objectives:

- Differentiate between coaching and feedback, focusing on trust-building.
- Understand and apply risk management techniques in performance appraisals.
- Enhance skills in delivering constructive feedback and coaching.

Part 2: Coaching

(Two 3-hour scenario sessions during the ACS WE CARE training)

This module will see Supervisors demonstrating their ability to apply the skills learned in part 1 of Module 5, during the live role-plays of the ACS WE CARE training. This will also give Supervisors the opportunity to build relationship with the new trainees in the WE CARE Program. This training supports **Respect and Dignity, Empathy, Community at the Center, Well-being and Safety** and **Accountability**.

Learning Objectives:

- Successfully co-facilitate at least 2 sessions of role-play during an ACS WE CARE Program demonstrating the understanding of the principles taught in part 1 of Module 5.

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Module 6. Building Effective Teams

(6 hours)

Supervisors will learn methods to build and lead high-performing teams, addressing how to improve team performance and manage multiple priorities. This training supports Supervisors in fostering teamwork and achieving organizational success. This module emphasizes **Community at the Center**, **Well-being and Safety**, and **Respect and Dignity**.

Learning Objectives:

- Understand team dynamics and development stages.
- Apply tools and strategies to build and maintain effective teams.
- Implement techniques for enhancing team performance and cohesion.

Module 7. Vicarious Trauma

(6 hours)

This module focuses on understanding and addressing vicarious trauma, a critical issue for first responders who are frequently exposed to distressing situations. It provides Supervisors with essential knowledge and practical strategies for identifying vicarious trauma in their staff and supporting their well-being. By enhancing awareness and offering actionable tools, this training ensures that Supervisors can effectively manage and mitigate the impact of vicarious trauma, fostering a healthier and more resilient workforce. This module emphasizes the ACS values of **Well-being**, **Safety** and **Empathy**.

Learning Objectives:

- Identify Vicarious Trauma: Recognize signs and symptoms of vicarious trauma and its impact on mental health.
- Develop Support Strategies: Implement strategies and interventions to support staff affected by vicarious trauma.
- Promote a Healthy Work Environment: Foster a supportive environment for open discussions about trauma and staff well-being.
- Integrate Self-Care practices: Use self-care techniques to manage exposure to vicarious trauma and model healthy practices.
- Utilize Resources and Referrals: Identify and access mental health resources and support networks for staff.

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Module 8. Creative Decision Making & Problem Solving

(6 hours)

This module will enhance Supervisors' critical thinking skills, helping them analyze situations and make informed decisions. It will focus on developing creative problem-solving techniques applicable in high-pressure situations. This training supports **Empathy**, **Accountability**, and **Community at the Center**.

Learning Objectives:

- Apply creative problem-solving techniques to real-world scenarios.
- Develop strategies for effective decision-making and resource management.
- Analyze and implement problem-solving approaches in team settings.

Module 9. Leading Change in a Value-Based Organization

(6 hours)

Training on leading change will help Supervisors manage and communicate organizational changes effectively, using ACS values as a guiding force. This will support Supervisors in leading their teams through transitions smoothly. This module integrates **Community at the Center**, **Well-being and Safety**, and **Respect and Dignity**.

Learning Objectives:

- Understand the nature of change and its drivers.
- Develop strategies for communicating and implementing change.
- Manage resistance and ensure successful change management.

Module 10. Capstone Presentations

Part 1: Voice for Meetings and Presentations

(Two 2- hours experiential sessions - one near the beginning of the Supervisor Leadership Training Program training and one near the end)

This part of the capstone project will focus on enhancing Supervisors' communication skills, crucial for various administrative tasks. It aims to build confidence and effectiveness in both virtual and in-person settings, which is essential for engaging with staff and administrative personnel. This training aligns with **Empathy**, **Respect and Dignity**, and **Well-being and Safety**.

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Learning Objectives:

- Build a confident, resonant, and articulate voice capable of connecting with diverse audiences.
- Develop gravitas and presence to enhance engagement during presentations.
- Connect deeply to messages and communicate authentically.
- Engage listeners through storytelling and navigate both scripted and unscripted moments effectively.
- Understand the impact of listening and non-verbal communication on message delivery.
- Overcome fear and develop pacing and the power of pause.
- practice eliminating vocal habits and improve breath control for vocal and physical liberation.

Part 2: Capstone Project

(3 hours)

This part will provide Supervisors with an opportunity to reflect on their learning and demonstrate how they plan to apply new skills and knowledge in their roles. This section will ensure that Supervisors are equipped to communicate effectively with both their staff and higher administrative levels, aligning with **Respect and Dignity, Empathy, and Accountability.**

Learning Objectives:

- Summarize key learnings and present a personal development plan.
- Demonstrate the application of new leadership and communication skills.
- Outline strategies for ongoing growth, ensuring alignment with ACS values.

By integrating these elements, the proposed course material ensures that Supervisors are prepared to meet the training requirements, particularly in enhancing verbal and written communication skills necessary for effective supervision and administrative tasks.

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Refresher Training

Refresher / Wellness Training Structure

Our proposed refresher training program for ACS' Behavioral Health Supervisors is thoughtfully crafted to align with ACS core values, including Respect and Dignity, Community at the Center, and Well-being and Safety. This innovative one-day training merges wellness and education, offering a dynamic and engaging experience. We propose hosting 3 Refresher / Wellness programs under this contract. The program incorporates the following key elements:

- **Interactive Wellness Session:** Start with somatic exercises to ground and embody participants, promoting self-awareness and presence (aligns with Well-being and Safety).
- **Debriefing of Recent Experiences:** Reflect on interactions with the public and employees since the last training, highlighting successes and areas for growth (aligns with Community at the Center).
- **Interactive Learning Techniques:** We will utilize a range of interactive methods, including scenario reenactments, playback theater, and other engaging activities tailored to the subject matter to workshop the situations identified in the debrief. These techniques facilitate group problem-solving and exploration of alternative resolutions, building on the skills acquired in previous training (aligns with Respect and Dignity).
- **Focused Didactic Training:** Deep dive into a specific topic such as working with neurodiverse populations, providing detailed instruction and insights (aligns with Respect and Dignity).
- **Practical Application:** Apply learned skills in scenario-based exercises, integrating objectives from the didactic session into real-life situations (aligns with Well-being and Safety).
- **Reflective Debrief:** Conclude with a discussion of lessons learned, key takeaways, and areas for future improvement. Solicit input on future training topics and needs (aligns with Community at the Center).

This comprehensive approach ensures that refresher training remains relevant, engaging, and deeply rooted in ACS' core values, fostering continuous development and effective supervision.

Refresher Training Topics

In our refresher training program, we are committed to staying current with relevant topics identified by the trainees to ensure the training remains highly applicable and responsive to their evolving needs. We will include a range of core topics while also being flexible to address emerging issues and interests raised by participants. Here is a selection of topic areas we could cover:

- **Advanced Performance Appraisal and Coaching:** Building on the foundational skills introduced in the Supervisor Leadership Training Program training, this advanced

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coaching refresher session deepens Supervisors' expertise in providing effective performance appraisals and coaching. Participants will revisit key concepts such as the distinction between coaching and feedback, with a heightened focus on advanced techniques that foster trust, enhance performance, and manage risk. The training will involve interactive scenarios and role-plays that challenge Supervisors to apply these refined skills in more complex situations, ensuring they are equipped to support and guide responders with increased confidence and effectiveness. This session aligns with the core ACS values of Respect and Dignity, Empathy, Community at the Center, Well-being and Safety, and Accountability.

- **Neurodivergent Disorders:** Refresh understanding of neurodivergent conditions such as autism spectrum disorder (including what was formerly Asperger's), ADHD, Tourette's Syndrome, and various intellectual disabilities. Explore how these conditions can sometimes be mistaken for substance use, and emphasize the importance of recognizing the value and dignity of individuals with these conditions despite challenging interactions (aligns with Respect and Dignity).
- **Preventing and Addressing Compassion Fatigue:** Focus on advanced strategies for recognizing and mitigating compassion fatigue, emphasizing the importance of maintaining personal well-being while supporting others. The session could incorporate a culturally enriched perspective utilizing a circle discussion of practitioners from indigenous and other communities who shared their traditional approaches to treating trauma and grief, as well as their personal practices for self-care, providing participants with a holistic understanding of well-being. The training aligns with ACS's core value of Well-being, Safety and Community at the Center ensuring that Supervisors are equipped to sustain their health and resilience while effectively supporting their teams.
- **Holding Hope While Learning to Let Go:** Techniques for maintaining hope and optimism in the face of challenging cases, while also learning to let go of cases that may be beyond one's control (aligns with Respect and Dignity).
- **Respecting Individual's Autonomy:** Best practices for respecting the autonomy of individuals in various scenarios, ensuring that their rights and decisions are honored (aligns with Respect and Dignity).
- **Building on Bias Awareness – LGBTQIA+ Focus:** Advanced strategies for understanding and addressing biases, with a focus on being an effective ally to the LGBTQIA+ community (aligns with Respect and Dignity).
- **Postvention – After a Critical Incident:** Approaches to support and recovery following a critical incident, including strategies for both immediate and long-term support (aligns with Well-being and Safety).
- **Surviving Systems as a Helping Professional:** Insights into navigating and thriving within complex systems while maintaining personal well-being and professional effectiveness (aligns with Well-being and Safety).
- **Techniques for Personal and Professional Growth:** Skills to enhance self-realization, including understanding and accepting responsibility for decisions, fostering a non-judgmental environment, turning perceived weaknesses into strengths, and removing self-imposed limitations. This topic also covers adapting to a changing environment, focusing on goals with flexibility, and managing and resolving conflicts by

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reducing resistance and maintaining focus on objectives (aligns with Respect and Dignity, Well-being and Safety).

Subsequent Training Years

In this year's contract, we have allocated funds in the first year specifically for the development of custom scenarios tailored to the Supervisors Leadership Training Program and the second week of the WE CARE Training. These foundational efforts are essential for creating a robust and effective training program that meets the unique needs of ACS supervisors and new staff.

As we move into subsequent years, with the core scenarios and program structure already established, we anticipate reallocating these initial development funds to focus on refresher/wellness training for ACS staff. These refresher/wellness sessions will be particularly valuable for staff who have previously completed the ACS WE CARE training but have not received substantial follow-up training. Our approach to refresher training is holistic, incorporating wellness segments designed to build resilience, foster well-being, and enhance team cohesion—key elements that are critical in supporting community responders.

By reallocating these funds in the future, we ensure that the investment made in the first year continues to yield benefits over the course of the contract, with a sustained focus on the ongoing development and support of ACS staff.

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4. Appendix

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H.U.M.A.N.S. SIGNATURE APPROACH

Building Cultures of Care

SonderWorx's signature H.U.M.A.N.S. approach incorporates applied neurobiology, communication science, and immersive experiential training methodology. Our multi-disciplinary team of experts assists responders in developing a deeper understanding of human behavior and its application in public service. Responders learn to better reach people in need while simultaneously building their own emotional intelligence, resilience, well-being and other neural capacities, enabling them to continue doing the work that matters most to them and the communities they serve.



HOME: Neurobiology tells us that we have to feel safe in order to learn, take risks and be creative. Our multi-disciplinary team of experts establishes a safe and secure classroom community that serves as home base for each training cohort. In this supportive environment, participants are empowered to explore, experiment, and master challenging new skills together. Strategies for creating safety include a nonjudgmental approach, grounding and self-regulation activities, curated conversation, purposeful play and immersive individual and group exercises.



UNDERSTAND: Our work is grounded in the science of how people actually work. Using the latest developments in embodied neurobiology, conflict resolution and bias awareness, our multidisciplinary team helps responders understand the behavior they are seeing in others and experiencing in themselves. This understanding develops empathy, emotional intelligence and critical thinking skills to not only manage dangerous situations but also to foster responder resilience and well-being.



METHOD: Our training method strategically incorporates engaging games, interactive discussions, and realistic scenarios with professional actors to provide responders with essential neural exercise. These activities help develop and strengthen the neural pathways crucial for their work, building resilience, and expanding their ability to handle challenging interactions effectively.



APPLY: We take the show on the road by providing customized scenarios relevant to the responders work environment. Scenarios utilize professional role-players and subject matter experts who provide 1:1 feedback as responders apply, practice and master the new skills they are learning in the class before applying them in real-life work situations. This "hot practice" further builds the nervous system capacities required to build connection in high stress, high stakes situations.



NOTICE: During role-play time outs, debriefs, embodied reflection and peer discussions our multi-disciplinary team provides 1-on-1 feedback to help responders notice, recognize and manage their own and others' emotional states. This process enhances emotional self-regulation and the ability to co-regulate others' emotional states. Responders immediately apply this feedback in role-plays, strengthening their communication, critical thinking, and observation skills.



SELF: Our daily debriefs and "personal user manual" exercise encourage students to reflect on their class experiences, helping them integrate their learning into their unique work and personal environments. This process fosters a deeper understanding of human behavior, both for self-regulation and co-regulation of others. By honoring the humanity of themselves and those they serve, responders enhance their ability to connect meaningfully with others.

Sample data included in the Culture Assessment Report:

Value Trait	% Rank	Score	Description
 Performance	90%	2.79	The company rewards results through compensation, informal recognition, and promotions, and deals effectively with underperforming employees.
 Collaboration	83%	4.10	Employees work well together within their team and across different parts of the organization.
 Respect	81%	2.40	Employees demonstrate consideration and courtesy for others, treat each other with dignity.
 Belonging	79%	2.83	Employees have a felt-sense that their voice is unique, welcomed, and integral to organizational success.
 Agility	71%	1.41	Employees can respond quickly and effectively to changes in the marketplace and seize new opportunities.
 Integrity	71%	1.34	Employees consistently act in an honest and ethical manner.
 Customer	70%	1.99	Employees put customers at the center of everything they do, listening to them and prioritizing their needs.
 Execution	66%	2.01	Employees are empowered to act, have the resources they need, adhere to process discipline, and are held accountable for results.
 Diversity	61%	1.71	Company promotes a diverse and inclusive workplace where no one is disadvantaged because of their gender, race, ethnicity, sexual orientation, religion, or nationality.
 Innovation	34%	-0.88	Company pioneers novel products, services, technologies, or ways of working.

Figure 1: Sample of the 10 Culture Traits by percentile ranking for a fictitious organization.

Response Stage	Agility	Belonging	Collabor..	Customer	Diversity	Execution	Innovati..	Integrity	Perform..	Respect	Avg. Sum (Data-16413..
interview	1.009	1.293	1.245	0.989	0.981	0.844	-0.225	0.629	1.171	1.089	 -0.494 1.293
onboarding	0.464	0.969	1.155	0.872	0.796	0.658	-0.351	0.699	1.063	0.973	
doing_the_work	0.524	1.000	1.077	0.872	0.600	0.602	-0.299	0.412	1.038	0.888	
performance	0.619	1.078	1.044	0.630	0.596	0.805	-0.494	0.506	0.848	0.910	
help	0.441	0.953	1.023	0.696	0.780	0.755	-0.410	0.680	0.938	0.944	

Average of Sum (Data-1641378542506.Csv) broken down by Value Trait (Data-1641378542506.Csv) vs. Response Stage.
Color shows average of Sum (Data-1641378542506.Csv). The marks are labeled by average of Sum (Data-1641378542506.Csv).

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Figure 2 shows the score by culture trait across each stage in the employee journey. In general, there are no significant differences in the culture trait scores across the employee journey stages. It is worth mentioning that for many of the longer standing employees, the interview and onboarding process was quite some time ago (4 to 5 years in many cases) and was either not conducted or quite informal.

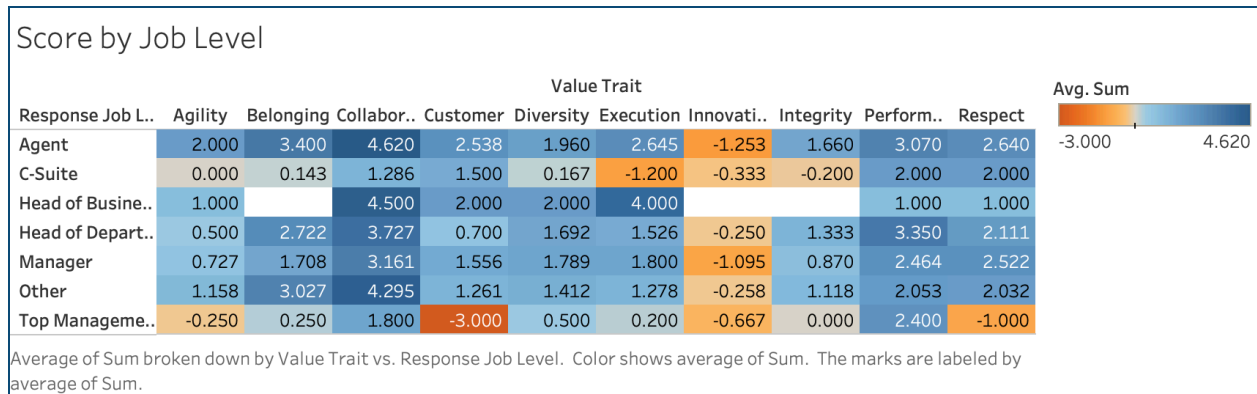


Figure 3 shows the overall score for each culture trait across job levels. More senior employees have lower scores than average across all culture traits, with the exception of innovation. This may be due to senior people having more visibility of the challenges the organization faces and possibly higher expectations of what is possible.

Agent level employees have higher than average scores for all culture traits, with the exception of innovation. This is a common trend in assessment responses - more junior people are (correctly) shielded from the challenges going on in other departments and levels.

Of some concern is that C-Suite respondents view Execution quite negatively and integrity somewhat negatively. This may be an indication that they see this area as a challenge in the business - one they are possibly struggling with themselves. Likewise, Top Management had a very negative view of Customer focus, a negative view of Respect and slightly negative view of Agility. It is clear from these results that these levels of employees are experiencing struggle in regards to these culture traits.

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Statement of Compliance with laws and regulations

By submitting this Proposal, SonderWorx certifies and agrees to comply with all applicable laws, ordinances, regulations, and requirements as outlined in Section 13-1-98K, NMSA 1978, and as detailed below:

1. **City Public Purchases Ordinance:**
 - SonderWorx agrees to adhere to the provisions of the City Public Purchases Ordinance.
2. **City Purchasing Rules and Regulations:**
 - SonderWorx commits to complying with the City Purchasing Rules and Regulations, which govern the procurement, management, control, and disposal of goods, services, and construction.
3. **Civil Rights Compliance:**
 - SonderWorx certifies that it will act in accordance with the Albuquerque Human Rights Ordinance, the New Mexico Human Rights Act, Title VII of the U.S. Civil Rights Act of 1964, and all related federal, state, and local statutes and executive orders related to civil rights and affirmative action.
4. **Americans with Disabilities Act Compliance:**
 - SonderWorx agrees to comply with all applicable provisions of the Americans With Disabilities Act of 1990 and related federal regulations.
5. **Insurance and Bonding Compliance:**
 - SonderWorx will meet all insurance and bonding requirements as specified and will provide a certificate or statement of compliance in the Proposal.
6. **Ethics:**
 - **Fair Dealing:** SonderWorx warrants that the Proposal is submitted in good faith without collusion or fraud and that no gratuities have been or will be offered to secure favorable treatment.
 - **Conflict of Interest:** SonderWorx declares that there are no conflicts of interest in the performance of the services required and that no City officer, agent, or employee involved in the decision-making process has any personal or pecuniary interest in SonderWorx's business.
7. **Participation/Offeror Preparation:**
 - SonderWorx will not utilize the services of any individual or firm involved in writing the specifications or Scope of Services for the preparation of its Proposal or contract management.
8. **Debarment or Ineligibility Compliance:**
 - SonderWorx certifies that it is not debarred or ineligible to receive funds from any federal, state, or local public body and will notify the City immediately if any debarment or ineligibility status changes.
9. **Goods Produced Under Decent Working Conditions:**
 - SonderWorx certifies that the goods offered were produced under decent working conditions as defined by the City, including the prohibition of child labor and forced labor, fair wages, and freedom from harassment.
10. **Graffiti-Free:**

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- 
- SonderWorx agrees that any equipment, facilities, or items required will be graffiti-free as per the contract requirements.

SonderWorx acknowledges and agrees to abide by all the above-stated requirements as part of the Proposal submission and contract execution process.

Statement of Agreement to Required Contract Terms

By submitting this Proposal, SonderWorx agrees to the contract terms as outlined in the RFP. We acknowledge and accept the Required Contract Terms specified in the RFP, except for the exceptions noted below.

Exceptions:

SonderWorx has filed exceptions to the Required Contract Terms as directed in Section 1.11 of the RFP. The exceptions have been documented and submitted for consideration. The file detailing these exceptions has been uploaded to the Bonfire portal.

File Name: Exceptions to Section 1.11 Required Contract Terms

We request that the City review the exceptions provided in the uploaded file and consider them during the evaluation process.

Statement of Insurance Compliance

SonderWorx acknowledges the insurance requirements as specified in the RFP and is committed to adhering to these requirements. We have requested modifications to the insurance specifications, which have been filed as part of the "Exceptions to Section 1.11 Required Contract Terms" document.

We understand that our proposed modifications are subject to review and approval by the City. SonderWorx will comply with the insurance requirements as ultimately determined by the City and will make any necessary adjustments to meet these requirements.

Statement of Receipt of Addenda

We acknowledge receipt of the following addenda related to this RFP:

1. Addendum 1: Addendum #1 Issued August 23, 2024

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We confirm that we have reviewed and incorporated the information provided in these addenda into our proposal submission.

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Confidential SonderWorx Subcontractor Information

All contractors are covered under the SonerWorx Insurance Policy

Subcontractors with a Business Structure

Name of Organization	Nature of Organization	Organization Address
Inspire and Empower PA	LLC with S Corp election	5000 Clinton Pkwy, Apt 1211 Lawrence KS 66047
Transcendent Leadership	Sole Proprietorship	13 Sandia Heights Dr NEAlbuquerque, NM 87122, USA
My Voice Coach Voice/Performance Coaching and Consulting	Sole Proprietorship	5410 4A Ave Delta BC V4M 1H7
Smarter Coaching LLC	LLC with S Corp election	620 Rockwood Drive Santa Barbara, CA 93103

Subcontractors operating as Sole Proprietors

Last Name	First Name	Address
Andrade	Matt	1759 Band Saw Pl NW, Albuquerque, NM 87104
Ballejos	Frank	Po box 374 Mountainair NM 87036
Comstock	Marc	5004 Bogart Street NW ALBUQUERQUE NM 87120
Farmin	Katie	621 Alvarado Drive Northeast Albuquerque NM 87108
Grossberg	Mindy	1801 Gold Ave SE Albuquerque NM 87106

Grey	Amber	707 Don Gaspar Avenue Santa Fe NM 87505
Hendren	Juli	808 Lead Avenue Southwest Albuquerque NM 87102
Hidalgo Holland	Jessica	5329 Lucille Drive, Albuquerque NM 87111
Holland	Caedmon	1832 Gretta Street Northeast Albuquerque NM 87112
Isaacson	Jenette	4820 Goodrich Avenue Northeast Albuquerque NM 87110
Jafari	Sheherazade R	5901 7th Street Northwest Washington, DC 20011
Jones	Colin	2511 Rio Grande Blvd NW Albuquerque NM 87104
Martinez	Miguel	413 Valencia Drive Northeast Albuquerque NM 87108
Mina	Sreedevi	6101 Imperata St NE, Apt 3022 Albuquerque NM 87111
Searles	Clarence	705 La Charles Drive Northeast Albuquerque NM 87123
Sharot	Scott	2115 Aspen Avenue Northwest Albuquerque NM 87104
Tailor	Troy	8016 Dumas Drive Northeast Albuquerque NM 87109

Resumes for the individuals who will be performing services for the City

Our Local SonderWorx Team of Professional Role-players



Our team of talented Role-players consists of 15 professionally trained performers who are proud members of the vibrant Albuquerque community and all experts at portraying community members in crisis. SonderWorx actors undergo training to identify trainees' neurobiological states, biases, and communication techniques as well as any habits, attitudes or communication styles

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that could form a barrier to communication. They utilize the SonderWorx "sting, reward, and hook" system to guide trainees to success.

Seasoned actors, professionally trained in Western acting styles, bring honesty, presence, and a deep understanding of backstory to their roles. They are all local actors who understand the culture, history, and evolution of Albuquerque and New Mexico. They are citizens in our neighborhoods with their own experiences across Albuquerque. They are deeply invested in the well-being of all people in their communities.

This enriches the immersive experiential training, allowing for genuine emotional engagement while fully improvising with trainees during role-play exercises. The SonderWorx actor ensemble immerses themselves in the community they portray, gaining insight into the community's challenges. Authentically representing community members in crisis, they simultaneously educate first responders in the art of communication.

- See list of contractor names in the confidential section below.

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Amber Elizabeth Lynn Gray, MA, MPH, LPC/C, BC-DMT, NCC, Ph.D.

Professional Summary:

Amber Elizabeth Lynn Gray is an internationally recognized trauma and mental health expert with over 30 years of experience working with survivors of torture, war, and mass trauma. Her expertise spans public health, somatic psychology, and dance movement therapy, emphasizing culturally congruent, trauma-informed care. Amber holds a Ph.D. in Education and Social Change from the Western Institute for Social Research, a Master's degree in Somatic Psychology/Dance Movement Therapy from Naropa University, and a Master's in Public Health from Columbia University. Her work is distinguished by a deep commitment to integrating local cultural practices with modern therapeutic approaches, particularly in complex humanitarian emergencies.

Selected Professional Experience:

Founder & Executive Director, Restorative Resources International Training & Consulting, LLC (May 2003-Present)

Amber leads a consultancy dedicated to training, supervision, and research for organizations and individuals working with trauma survivors. Her work emphasizes community-based mental health programs, staff support, and secondary trauma mitigation. She has provided consulting and training services to NGOs, government agencies, and community organizations globally, focusing on integrating creative arts therapies with traditional healing practices to address complex trauma.

Clinical Advisor, The Center for Victims of Torture, Minneapolis, MN (June 2014-June 2016)

Amber served as the primary mental health advisor for the Center's Partners in Trauma Healing Program, where she provided clinical supervision, training, and consultation to partners in ten countries, including Moldova, Ethiopia, and Lebanon. She was instrumental in developing and implementing a group treatment model tailored to the unique needs of torture survivors.

Lead MHPSS Consultant, UNICEF Migration Division, New York, NY (March 2021-Present)

In this role, Amber has led the development and delivery of mental health and psychosocial support (MHPSS) programs for shelters at the US/Mexico border, serving families and children in detention. She has designed and implemented staff care and psychological first aid training for shelter staff, ensuring culturally sensitive support for asylum seekers and refugees.

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MHPSS and Staff Care Consultant, UNICEF/Humanitarian Development Partnerships Initiative (HDPI) (December 2021-Present)

Amber provides technical assistance and training on MHPSS and staff care to programs in marginalized and underserved communities, including the Navajo Nation and Brooklyn, NY. Her work includes qualitative research design, cross-cultural adaptation of materials, and strategic planning for mental health and psychosocial support services.

Consultant, State of New Mexico, Refugee Health Program/Department of Health Public Health Division (March 2016-Present)

Amber has developed and coordinated a statewide mental health and public health screening and assessment program for incoming refugees. She provides training and consultation on refugee mental health, torture treatment, and trauma-informed care, working to build capacity among health care providers and ensuring comprehensive care for refugees across New Mexico.

Education:

Bachelor of Arts in International Business Administration

Maharishi International University, Fairfield, IA

- Minor in Art and Spanish
-

Continuing Education:

- Member, International Society for Traumatic Stress Studies
- Member, American Dance Therapy Association (BC-DMT 2918)
- Nationally Certified Counselor (#64933), Licensed Professional Counselor (LPC #2918, NM; LPCC #0091071, CO)
- Board Member, TEWA Women United (2011-Present)
- Former Board President, Torture Abolition Survivors Support Coalition (2003-2008)
- Former Western Region Member at Large, Board of Directors, American Dance Therapy Association (2013-2017)
- Visiting Faculty, New York University Trauma Studies Program (2000-2002)
- Adjunct Faculty, Southwestern College (2006-2010)

Belinda Hoole - Co-Founder and President

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Professional Summary:

As Co-Founder and President of SonderWorx, I bring over two decades of experience in designing and implementing experiential training programs that merge cutting-edge neurobiological research with immersive learning techniques. My expertise lies in designing programs that equip first responders with the necessary skills to navigate high-pressure situations while fostering resilience, emotional intelligence, and well-being. I have successfully developed and delivered award-winning training programs across various sectors, including law enforcement, healthcare, education and community services. Additionally, I co-created the SonderWorx Culture Assessment Tool, which quantifies organizational culture through rigorous analysis of employee experiences, further enhancing my ability to tailor training solutions that drive significant improvements in both individual performance and organizational outcomes.

Professional Experience:

SonderWorx | Co-Founder and President (2021 - Present)

- Founded and lead an immersive training company committed to Building Cultures of Care in communities across America.
- Developed the H.U.M.A.N.S approach, an innovative training methodology that integrates neurobiology, de-escalation strategies, and immersive learning to effectively manage volatile situations, safeguard responders, and support public well-being.
- Co-created the SonderWorx Culture Assessment Tool, which leverages MIT-Sloan research to quantify organizational culture based on key employee touchpoints, enabling precise alignment of training programs with the core values and evolving needs of client agencies.
- Delivered impactful training solutions that not only address immediate operational needs but also contribute to the long-term development and success of client organizations.

CWORX Training | President (2002 - 2021)

- Led a company specializing in experiential training in communication, mediation, and crisis intervention for community responders.

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- 
- Recruited, trained, and managed a multidisciplinary team of 60 professional role-players, delivering over 40 scenario-based training programs annually with consistently high client satisfaction.
 - Developed an innovative training program for an Emergency Medical center which contributed to a 50% reduction in workplace violence within one year.
 - Developed a School Violence Prevention program which was named Most Innovative New Program of the year by the Colorado Chiefs of Police Association.
 - Created an immersive training program for the U.S. Department of Justice community-based mediators addressing social conflicts related to race, color, national origin, gender, and religion, receiving high acclaim from participants.
 - Designed an interactive training exercise for over 500 city employees, including law enforcement, sheriff's deputies, court personnel, city attorneys, medical professionals, HAZMAT specialists, and other emergency responders, significantly enhancing their ability to collaborate and coordinate their emergency response efforts.

Personal Development Course Facilitator | The Avatar® Course (2003 - Present)

- Facilitate the Avatar® Course, a nine-day self-empowerment training program focused on non-judgment, responsibility, conflict resolution, and adaptability.
- Empowered thousands of individuals to overcome self-imposed limitations, navigate change effectively, and resolve interpersonal conflicts, enabling them to maintain focus on achieving their objectives.

Coach | Seth Godin's altMBA (2019 - 2023)

- Served as a coach for Seth Godin's altMBA, an intensive online leadership and management workshop led by renowned entrepreneur and author Seth Godin, who is celebrated for his contributions to marketing and business.
 - Provided guidance and coaching to participants in a transformative learning experience that emphasized teamwork, personalized feedback, and curated readings. The altMBA, with a 96% completion rate, accelerated participants' personal and professional development, preparing them to become key influencers within their organizations.
-

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Education:

Bachelor of Arts in International Business Administration

Maharishi International University, Fairfield, IA

- Minor in Art and Spanish
-

Continuing Education:

- **The 5-day Somatic Trauma Healing Immersion** | ERGOS Institute of Somatic Education and The Embody Lab | 2024
An intensive program focused on somatic approaches to trauma healing, integrating cutting-edge practices in somatic education to enhance understanding and application of body-based trauma recovery methods.
- **The Polyvagal Certificate Course: Safety, Connection, and the Human Experience** | Polyvagal Institute | 2023 - 2024
Completed a comprehensive course focused on the application of Polyvagal Theory to enhance safety, connection, and well-being, integrating this framework into therapeutic and professional practices.
- **Seth Godin's altMBA** | 2019
An intensive online leadership and management workshop focusing on teamwork, personalized feedback, coaching, and practical applications of leadership principles.
- **Police Officers Standards and Training (POST) Instructor Certification** | 2006
Certification for instructors providing training in law enforcement techniques, ensuring adherence to state and national standards for police training programs. Certified to develop and deliver training modules for law enforcement personnel on various topics, including crisis intervention, de-escalation techniques, and legal procedures.
- **Colorado Professional Speakers Association "Fast Track" Program** | 2005
An accelerated program designed to enhance public speaking skills, focusing on effective communication, presentation techniques, audience engagement, and professional development as a speaker. This program provided intensive training and practical experience in delivering impactful speeches and presentations.

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Detective Ben Melendrez

Summary

Ben Melendrez is a Police Detective with nearly 20 years of dedicated law enforcement experience in Albuquerque. Extensive background in crisis intervention, de-escalation, and the intersection between law enforcement and behavioral health. Over 7,500 hours of instructional experience, delivering foundational and advanced training to both law enforcement officers and civilian entities. Proven expertise in creating and implementing curriculum focused on behavioral health and de-escalation techniques.

Experience

Police Detective

City of Albuquerque

Aug 2003 - Present

- Serve as a Crisis Intervention Detective and Trainer for the Albuquerque Police Department.
- Develop and deliver training programs focused on crisis intervention, de-escalation, and the integration of behavioral health strategies into law enforcement practices.
- Provided over 7,500 hours of instruction to law enforcement officers and civilian personnel.
- Collaborate with multiple agencies to ensure best practices in crisis response and community safety.

Adjunct Faculty Instructor

Central New Mexico Community College

Aug 2019 - Present

- Part-time instructor teaching courses related to law enforcement, crisis intervention, and de-escalation.
- Contribute to curriculum development aimed at preparing students for careers in law enforcement and public safety.

Co-Owner

Misfits of Oz

Jul 2021 - Present

- Co-own and operate a farm animal sanctuary in Edgewood, New Mexico.

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- 
- Manage daily operations, animal care, and community outreach efforts.
-

Education

Cibola High School

High School Diploma, High School Curriculum

Aug 1996 - May 2000

Licenses & Certifications

- **Mental Health First Instructor**
National Council for Mental Wellbeing
Issued May 2018
 - **New Mexico Peace Officers Certification**
State of New Mexico
Issued Aug 2003
 - **Master Police Instructor**
State of New Mexico
-

Skills

- Crisis Intervention
 - De-escalation Techniques
 - Behavioral Health Integration
 - Curriculum Development & Instruction
 - Law Enforcement Training
 - Public Safety & Community Relations
-

Additional Information

- Extensive experience working at the intersection of law enforcement and behavioral health, focusing on improving community safety and police-community relations.
- Active participant in community safety initiatives and law enforcement professional development.

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Professional Summary

Dr. George S. Thompson, Jr. is a board-certified psychiatrist specializing in child and adolescent psychiatry with over 30 years of experience. His extensive career spans various clinical and leadership roles, including Medical Director positions at multiple institutions and a robust academic background in psychiatry education. Dr. Thompson has a demonstrated history of developing and leading crisis intervention services, psychiatric evaluation, and trauma-informed care programs. He is adept at guiding teams in high-pressure environments, ensuring effective mental health services for vulnerable populations.

Professional Experience

Medical Director, Crisis Services | ReDiscover, Raytown, MO

March 2023 - Present

- Lead the crisis services department, overseeing the development and implementation of mental health strategies to manage acute psychiatric emergencies.

Medical Director, Lakemary Center | Paola, KS

January 2023 - Present

- Manage psychiatric services for residential programs focusing on developmental trauma and behavioral health for children and adolescents.

Medical Director, Residential Services | St. Francis Ministries, Inc., Salina, KS

May 2020 - Present

- Oversee residential mental health services, providing leadership in treatment planning and crisis management.

Consulting Psychiatrist | Lawrence Memorial Hospital, Lawrence, KS

June 2011 - March 2024

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- 
- Provided psychiatric consultations, including interim leadership as Medical Director of Crisis Services.

Executive Director and Medical Director | Treatment and Recovery Center, Lawrence, KS

November 2021 - November 2022

- Directed an urgent psychiatric clinic with observation and stabilization beds, focusing on acute mental health crises.

Chief Medical Officer | KidsTLC, Inc., Olathe, KS

April 2014 - August 2020

- Led psychiatric services in a residential treatment program, integrating trauma-informed care approaches.

Academic Positions

- **Associate Professor, Dept. of Psychiatry | UMKC School of Medicine**
June 2003 - Present
- **Volunteer Affiliate Clinical Associate Professor, Dept. of Psychiatry | KU School of Medicine**
October 2017 - Present

Education & Certifications

- **M.D., University of Texas, Southwestern Medical School, Dallas, TX**
 - **B.S., Davidson College, Davidson, NC**
 - **Residency in Psychiatry | Karl Menninger School of Psychiatry, Topeka, KS**
 - **Fellowship in Child & Adolescent Psychiatry | Karl Menninger School of Psychiatry, Topeka, KS**
 - **Board Certified in Child and Adolescent Psychiatry | American Board of Psychiatry and Neurology**
 - **Board Certified in Psychiatry | American Board of Psychiatry and Neurology**
-

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Medical Licenses

- Kansas | Missouri | Texas | Arkansas | Nebraska | New Mexico | North Carolina
-

Major Publications

- **The Polyvagal Parent: How Attuned Listening Supports Your Child's Development** (Forthcoming, 2026)
 - **"Polyvagal Theory"** in Gomez, A. & Hosey, J. (Eds.), *Handbook of Complex Trauma and Dissociation in Childhood*, Routledge, (Forthcoming, 2025)
 - **Working with Relational Trauma in Children's Residential Care: A Guide to Using Dyadic Developmental Practice** (with Grant, E. M., & Golding, K. S.), Jessica Kingsley Publisher, May 21, 2024
 - **Polyvagal Theory and the Developing Child: Systems of Care for Strengthening Kids, Families, and Communities** (with Sanders, M. R.), W.W. Norton & Co., Inc., November 16, 2021
 - **"Brain Empowered Collaborators: Polyvagal Perspectives on the Doctor-Patient Relationship"** in Porges, S. & Dana, D. (Eds.), *Clinical Applications of the Polyvagal Theory: The Emergence of Polyvagal-Informed Therapies*, W.W. Norton & Co., Inc., 2018
 - **"Defining and Nurturing Professionalism"** (with Arnold, L.), in Spandorfer, Pohl, Rattner, and Nasca (Eds.), *Professionalism in Medicine: The Case-based Guide for Medical Students*, (Chapter 2), Cambridge University Press, 2010
 - **"What Students Learn About Professionalism from Faculty Stories: An 'Appreciative Inquiry' Approach"** (with Quaintance, J.L., & Arnold, L.), *Academic Medicine*, 85(1), 118-23, 2010
 - **"Development of an Instrument to Measure the Climate of Professionalism in a Clinical Teaching Environment"** (with Quaintance, J. L., & Arnold, L.), *Academic Medicine*, 83(10, supplement), S5-S8, 2008
-

Key Presentations

- **Polyvagal Theory in Infant Mental Health**, Keynote, Kansas Association of Infant Mental Health Annual Conference (2022)

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- 
- **The Neurobiology of Safety and Threat: Applications to a Mobile Crisis Team,**
4-hour training for Albuquerque Community Safety Dept., Albuquerque, NM
(2021)
-

Leadership & Community Involvement

- **Chairman, Board of Directors | Polyvagal Institute**
June 2024 - Present
 - **Treasurer, Board of Directors | Kansas National Alliance for Mental Illness Chapter**
August 2021 - Present
 - **Member/Treasurer, Board of Directors | Dyadic Developmental Psychotherapy Institute**
April 2015 - January 2022
-

Awards & Honors

- **Louise E. Arnold, PhD Excellence in Medical Education Research Award | UMKC School of Medicine**
2018
- **Nominee, Elmer F. Pierson Teaching Award | UMKC School of Medicine**
2015
- **Inductee, Gold Humanism Honor Society | UMKC School of Medicine**
August 2014

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Professional Summary

Jessica Hidalgo Holland is a seasoned professional with over 18 years of experience in the non-profit sector, specializing in community relations, fundraising, and program development. With more than 14 years of dedicated service in New Mexico, she has built a reputation as a resource generator, social connector, activist, and service provider. Jessica's expertise includes overseeing grantmaking programs and developing strategic initiatives that drive meaningful, sustainable outcomes. Her work is rooted in a strong belief in collaboration, community engagement, and leadership to ensure that resources and support reach those who need them most.

Work Experience

Therapist

Umoja Behavioral Health PC, Albuquerque, NM

02/2024 - Present

- Provides 1:1 counseling to individuals using Belief Systems Analysis, an Afrocentric framework.

Associate Director, NM Customer and Community Success

Unite Us, New York, NY/Remote

2/2022 - 11/2023

- Supervised a local team responsible for strategy and partnership development with community organizations and FQHCs in 10 New Mexico counties.
- Oversaw the building of closed-loop referral networks to meet social care needs, from early engagement to long-term adoption/support.
- Served as the primary contact and advocate for New Mexico-based contracts, ensuring alignment between client goals and company services.
- Account manager for Doña Ana County and Northern NM Economic Development District, with oversight of Santa Fe County/City and Presbyterian Health Plan.
- Promoted to Associate Director for New Mexico in March 2023, taking ownership of government accounts.

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Director

WOMEN'S RESOURCE CENTER, University of New Mexico, Albuquerque, NM

2/2017 - 3/2022

- Provided strategic direction for one of the first campus women's centers in the country, overseeing budgetary processes and administrative staff.
- Increased budget by 62%, tripled professional staff, and co-authored the campus's first Office on Violence Against Women grant.
- Secured long-term funding for a counseling internship program providing over 2500 hours of free sessions annually.
- Project Director of OVW Campus Grant, providing crisis intervention and advocacy services.
- Supervised professional staff responsible for student-led programs and conducted assessments to create sustainable, responsive programs.

Outreach and Donor Relations

SANE ALBUQUERQUE, Albuquerque, NM

9/2012 - 2/2017

- Led outreach efforts for Albuquerque's Sexual Assault Nurse Examiners, focusing on community events and grassroots outreach.
- Built and maintained relationships with community partners, particularly those serving marginalized at-risk populations.
- Coordinated SANE's first fundraiser, 25th-anniversary celebration, and first multi-county public education campaign.

Research Assistant

UNIVERSITY NORTH CAROLINA, Albuquerque, NM

3/2015 - 5/2018

- Conducted assessments for a national research study examining chronic pain in survivors of sexual assault.

Founder, Corazón Therapies

Personal Practice, Albuquerque, NM

3/2010 - 5/2016

- Provided personal and professional coaching, trauma touch therapy, natural therapeutics, bodywork, and doula support.

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Development Manager (Contract)

GUIDE DOGS OF THE DESERT, Palm Springs, CA

8/2008 - 6/2009

- Created infrastructure for corporate, individual, and tribal donor recruitment and engagement programs.
- Managed public relations and presented to service clubs and corporations throughout southern California.

Special Events (Contract)

HOPE THROUGH HOUSING FOUNDATION, Rancho Cucamonga, CA

5/2006 - 5/2007

- Created infrastructure for an Individual Giving and Donor Relations program.
- Coordinated and staffed major fundraising events, exceeding the fundraising goal by 22%.

Associate Director

THIRD WAVE FOUNDATION, New York, NY

3/2004 - 6/2005

- Managed major donor programs, including prospecting, cultivating, renewing, and upgrading major gifts.
- Responsible for general operating support requests, reporting to foundations, and coordinating special events.

Philanthropic Services Coordinator

TIDES FOUNDATION, New York, NY

10/2001 - 3/2004

- Coordinated administrative support for the NY Office and its 26 funds, and maintained communication systems with the National Office.
- Represented Tides in the philanthropic community with a focus on young donor organizing.

Board Experience & Activities

- **Trainer for First Responders** - CWORX, 2022-present
- **Board of Directors** - Albuquerque SANE Collaborative, 2017-2023
- **Board Member** - Feminist Research Institute, 2017-2023

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- 
- **Board of Directors** - Third Wave Foundation, 2007-2010
-

Education

University of New Mexico

- Master's in Business Administration (In Progress)

Southwestern College

- Master's in Counseling, 2021
- Grief, Loss, and Trauma Certificate

New York University, College of Arts and Science

- Major: Metropolitan Studies, Minor: Photography, 2001

Colorado School of Healing Arts

- Trauma Touch Therapy Program, 2013

DONA International

- Doula Training Program, 2011

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Professional Summary

Juli Hendren is a seasoned educator, director, facilitator, and performer with extensive experience in theatre and education across multiple continents, including the United States, Canada, Europe, Africa, and South America. As a Lecturer in the Department of Theatre and Dance at the University of New Mexico, Juli has dedicated her career to fostering artistic expression and education. She has been a leading facilitator and experiential training lead with C-Worx and Sonderworx in New Mexico and Southern Colorado since 1994, specializing in de-escalation techniques with law enforcement. A founding member and former executive director of Tricklock Company, Juli curated The Revolutions International Theatre Festival, promoting cultural diplomacy through theatre. Her contributions extend to global arts advocacy, having served as the Dr. Kerry English Global Connectivity Manager for the Theatre Communications Group in New York and holding leadership roles in various arts and justice organizations. Juli's dedication to community and peace-building through the arts is underscored by her belief in the transformative power of arts education.

Professional Experience

Lecturer II, Theatre & Dance

The University of New Mexico

2008 - Present

- Instructor for various theatre courses including Acting I, Intermediate Acting, Devised Theatre, Movement for the Stage, Ensemble Incubator, Producing, Intro to Theatre, and Entering the Profession.
- Production Manager for UNM exchange programs with The Central Academy of Drama in Beijing, China in 2009 and 2024.

Co-director

Revo Inc

2020 - Present

- Co-director of an international arts organization based in New Mexico, USA.

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- 
- Responsible for producing, directing, and teaching in international artistic exchange projects and advocacy initiatives.

Experiential Training Lead

Soundworx & CWorx

New Mexico and Southwest Colorado

1995 - Present

- Trainer and facilitator for Sonderworx, specializing in somatic awareness and reality-based training for crisis intervention.
- Developed training programs, trained actors, wrote scenarios, and created curriculum focused on peaceful conflict resolution, neurobiology of safety, communication, mediation, and mental health awareness.

Dr. Kerry English Global Connectivity Manager

Theatre Communications Group

2021 - 2022

- Managed global theatre initiatives, connecting artists and theatres worldwide.
- Assisted with International Theatre Institute (ITI) conferences and World Theatre Day activities.

Founding Member and Artistic Director

Tricklock Company

1994 - 2020

- Led a professional touring ensemble in acting, directing, writing, and teaching.
- Managed the Board of Directors, fundraising, grant writing, and international relations.
- Produced and organized international and national tours, and oversaw technical aspects of Tricklock's performance spaces.

Curator & Production Manager

The Revolutions International Theatre Festival

2001 - 2020

- Directed and managed a three-week international theatre festival, including budgeting, staffing, and production schedules.
- Facilitated travel, international exchanges, visa management, and technical production requirements.

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Production Manager

The California International Theatre Festival

2011

- Managed production for a 400-seat venue at the Los Angeles Theatre Center, coordinating international productions.

Visiting Professor

Colorado College

2018

- Co-taught devised theatre and writing with Idris Goodwin.
-

Education and Training

Bachelor of University Studies

The University of New Mexico, Albuquerque, NM

1990 - 1994, 2002 - 2003

- Focus: International performance and production
- Edwin Snapp Acting Scholarship (1990-1994)

Gardzienice Centre for Theatre Practices, Poland

1999 - 2000

- Studied physical theatre and traditional Eastern European song.

Dell 'Arte International School of Physical Theatre, Blue Lake, CA

2000, 2001, 2020

- Focus on corporeal mime and Grand Guignol.

Manitoulin Conservatory for Creation and Performance, Ontario, Canada

2006, 2016, 2021

- Focus on Neo-Bouffon, Baby Clown, and Clown for the Teacher.

Double Edge Theatre, Ashfield, MA

1997

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- 
- Physical theatre training.

The Shaliko Company, New York, NY
1996

- Acting training.

Extended Workshops:

- Nemcatacao Teatro, Bogota, Colombia: Stilts, juggling, acrobatics, and movement.
 - Shenoah Allen, Albuquerque, NM: Mask, clown, puppetry, and comedy.
 - EVOE, Koln, Germany: Traditional Ukrainian song.
 - Lucho Guzman, Bogota, Colombia: Clown techniques for children.
-

Recent Projects

Mother of Exiles

2015 - Present

- Directed a global theatrical investigation into displacement and belonging with artists from multiple countries.

Dialogue and Difference

2020 - Present

- Directed and taught for an international theatre diplomacy project promoting human rights, social inclusion, and empowerment.

Obuntu Hospitality

2013 - Present

- Co-conceived and directed an ongoing educational and performance exchange focusing on endangered indigenous civilizations.

The Dely Project

2019 - Present

- Produced a cross-continental devised piece utilizing various communication platforms and a creation residency.

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Theatre Without Borders/Revolutions Symposium

2015

- Co-created and produced a symposium featuring international artists in panels and workshops.
-

Devised Productions

- Gunpowder Mouth (2001)
 - Inbetween (2000-2001)
 - Love & Beauty: A Comic Massacre (2002-2006)
 - The Glorious Bloodthirsty Billy the Kid (2004-2007)
 - Finger Mouth (2011-2015)
 - Her Murder Ballad (2016)
-

Full Length Solo Shows (Writer and Performer)

- Dolly Parton Says Adieu
 - Why Can't Ophelia Swim?
 - Uppity Women and The Dumb Shit They Do
 - ROT
 - Waste Her
-

Scripted Acting Highlights

- The Seagull
 - A Lie of the Mind
 - The Beard & The Sermons of Jean Harlow & The Curses of Billy the Kid
 - Cymbeline
 - COAX
 - Shut-in
 - Much Ado About Nothing
 - Blood Wedding
 - The Big Funk
-

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Symposiums and Conferences

- **Theatre Communications Group National Conferences** (2013-2019)
 - **International Theatre Institute (ITI) World Theatre Congress** (2017)
 - **Santiago a Mil Festival** (2017)
 - **Encuentro Nacional de Danza** (2017)
 - **Theatre Without Borders: Theatre in the Age of Climate Change** (2017)
-

Boards

- **New Mexico Arts and Justice Network** - Board Member/Treasurer (2018-2024)
- **Public Arts Board, City of Albuquerque District 2** - Board Member (2018-2020)

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Professional Summary:

Lisa Aldon is an experienced organizational development and leadership consultant with over two decades of expertise in designing and facilitating transformative leadership programs. As the Founder of Transcendent Leadership, she has developed and delivered numerous training courses in leadership, strategic planning, communication, and resilience, empowering individuals and organizations to navigate complex challenges and foster innovation. Lisa's work spans across multiple industries, including education, engineering, and non-profit sectors, with a strong emphasis on creating and leading programs that support sustainable growth and development.

Education:

Central New Mexico Community College

Certificate, Online Curriculum Designer and Instructor, 2015

Certificate, DiSC Training, 2024

University of San Diego

Master of Arts in Leadership Studies - December, 1998

Area of Emphasis – Organizational Development, Leadership Development

University of California, San Diego

Business Management, UCSD Extension - May, 1995

Arizona State University

Bachelor of Science - May, 1983

College of Engineering and Applied Sciences, Division of Mechanical Engineering Technology. Completed graduate courses in Solar Energy System Analysis.

Professional Experience:

Founder, Transcendent Leadership | Organizational Development and Leadership Consultant

1997 - Present

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- Developed and facilitated a wide range of training courses, including Transcendent Leadership, Transformational Leadership, Strategic Planning, Interpersonal Communication, Teaming, Project Management, and more.
- Specialized in Leadership Development, Coaching, and Supervision for various industries, empowering organizations to navigate complex challenges and foster innovation.
- Authored the book "Transcendent Leadership and the Evolution of Consciousness" (2004).
- Website: www.transcendentleadership.com

Product Development Manager | Agilis Engineering | San Diego, California

April 2015 - Present

- Led the creation and development of a new product in vibrational monitoring for industrial gas turbine engines.
- Managed the entire product development process, from concept through to production, and established two new offices for Agilis in San Diego, while coordinating with the main office in Palm Beach Gardens, Florida.

Instructor, Consultant, Curriculum Developer | CNM Ingenuity, Central New Mexico Community College | Albuquerque, NM

January 2021 - Present

- Provided contracted instruction and consulting services supporting accelerated educational and training opportunities in key workforce areas.
- Delivered training programs in Leadership Development, Supervision, Project Management, and more for various sectors, including government agencies, indigenous communities, and non-profits.

Program Coordinator and Developer | Central New Mexico Community College | Albuquerque, NM

January 2007 - March 2015

- Coordinated the design and delivery of continuing education, open enrollment, and contract training programs in multiple disciplines.
- Led initiatives in program development and distance learning, collaborated with industry representatives, and secured a grant for the Solar Centers of Excellence.

Part Time Faculty, Distance Learning | Central New Mexico Community College | Albuquerque, NM

September 2010 - March 2015

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- 
- Taught courses in the Project Management Certificate program and Business Management program, focusing on Interpersonal Communications.
 - Redesigned online Project Management courses to enhance curriculum delivery.

Program Coordinator, Applied Technologies/BIT | Central New Mexico Community College | Albuquerque, NM

January 2006 - January 2007

- Successfully managed programs with Eclipse Aviation and developed new offerings for the film industry in Voice Talents, Sound Production, and the Photovoltaic Academy.

Program Educator | Talking Talons Youth Leadership | Albuquerque, NM

October 2002 - May 2004

- Delivered science and leadership-based curriculum to students, utilizing non-releasable wild animals to foster a deeper connection to the environment.
- Engaged in funding development, including grant writing and promotional material creation.

Director of High School, Teacher, Resource Development | Nizhoni School for Global Consciousness | Galisteo, NM

September 1999 - December 2001

- Taught pre-Calculus, Physics, and Leadership courses.
- Designed and developed marketing materials for the school and led the capital fundraising campaign.

New Product Introduction Team Leader | Solar Turbines Incorporated | San Diego, CA

November 1996 - August 1999

- Led the creation and implementation of a new business venture for the company, including developing a business plan and managing a cross-functional team.
- Assisted in designing and building new facilities and developing company-wide processes that contributed to Solar's Malcolm Baldrige Award recognition in 1998.

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Group Manager, Development Test Engineering | Solar Turbines Incorporated | San Diego, CA

April 1992 - November 1996

- Provided technical leadership for the Development Test Engineering group, ensuring high-quality performance and achieving test program objectives.
- Facilitated continuous improvements and managed human resources tasks including evaluations, staffing, and customer complaints.

Senior Development Test Engineer | Solar Turbines Incorporated | San Diego, CA

June 1989 - April 1992

- Planned, conducted, and documented multiple tests to support new designs and improvements to existing products.
- Worked closely with departments to achieve technical results within project schedules and budgetary constraints.

Development Engineer | Garrett Engine Division (Honeywell) | Phoenix, AZ

July 1986 - June 1989

- Responsible for advanced controls and accessories planning, design, fabrication, and testing for advanced engines.
- Coordinated flight test operations for the T46 Air Force Trainer and provided technical program planning, cost/schedule control, and proposal preparation.

Publications:

- **Transcendent Leadership and the Evolution of Consciousness** (1998), University of San Diego
- **Transcendent Leadership and the Evolution of Consciousness** (2004), Authorhouse
- **Riddle of the Haunted Hoard** (December, 2021), The Sager Group

Professional Societies and Presentations:

- **International Leadership Association** – Presented a paper on Transcendent Leadership at the ILA conference in Boston, 2010.
- **TEDxABQ Future of Work Salon** – Presentation: "Creating the Future of Work"
- **City of Santa Fe** – Presenter on the Mondragon Cooperatives
- **Albuquerque Quality Council** – Presenter on the Evolution of Future of Work: Personal Responsibility

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Professional Summary

Mathilde Shisko is an accomplished Voice and Performance Coach with over 25 years of experience in empowering individuals across various fields—including TEDx speakers, artists, politicians, sports coaches, healthcare providers, and students—to connect with and elevate their voices. By combining science, art, mindfulness, and play, Mathilde helps her clients communicate their messages with clarity, confidence, and gravitas, regardless of the environment. She brings her expertise to Albuquerque Community Safety, offering specialized training that integrates her deep understanding of vocal performance, polyvagal-informed coaching, and effective communication strategies essential for high-pressure behavioral health first response settings.

Professional Experience

Owner | My Voice Coach | Vancouver, BC

April 2023 – Present

- Provides international voice coaching and workshop facilitation, specializing in enhancing vocal presence and performance for professionals across various industries.

Adjunct Professor | Kwantlen Polytechnic University | Surrey, BC

January 2022 – Present

- Teaches "Acting for Stage and Screen 1120," guiding students in developing their vocal and performance skills to excel in both stage and screen acting.

Associate Instructor | Polyvagal Institute | Remote

September 2022 – Present

- Facilitates courses such as "Safety, Connection, and the Human Experience" and "The Play Zone Pro," applying polyvagal theory to wellness and performance coaching.

Senior Instructor and Part-time Instructor | Vancouver Film School (VFS) | Vancouver, BC

October 2002 – April 2023

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-
- Served as a Senior Instructor and International Ambassador, instructing students in voice and performance techniques, and representing VFS globally in the arts education sector.

Voice Instructor | Andrew McIlroy and Associates | Vancouver, BC

2008 – Present

- Provides voice coaching for aspiring actors, contributing to the development of internationally recognized performers.

Speaker Coach | TEDxSFU | Burnaby and Vancouver, BC

July 2022 – November 2022

- Coached eight speakers for TEDx conferences at Simon Fraser University, helping them refine their presentation skills and effectively deliver impactful messages.

Owner | Shisko Studios | Surrey, BC

2000 – 2006

- Founded and operated a boutique acting school for kids and teens, offering training in acting fundamentals, scene study, and audition techniques.

Education

National Institute of Dramatic Art | Sydney, Australia

- **BFA in Acting | 1990**

Professional Development & Certifications

- **Polyvagal Informed Wellness and Performance Coaching | 2022**
- **The Art and Science of Polyvagal Theory | Polyvagal Institute, Colorado, USA | 2021**
- **Respect in the Workplace (KPU) | 2023**
- **Occupational Health and Safety (KPU) | 2023**
- **Bystander Intervention Training | Vancouver Film School (VFS) | 2022**
- **Safe and Inclusive Artistic Educational Practices Seminar | VFS | 2022**
- **Teaching Neurodiverse Students Seminar | VFS | 2022**

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- 
- **Canadian National Voice Intensive | 1997**
-

Additional Roles & Contributions

Adjudicator | Artist 2 Artist | Vancouver, BC

2019 – Present

- Serves as an adjudicator for an online acting audition competition, providing feedback to aspiring actors and connecting them with casting directors and agents.

Board of Directors | Jericho Arts Centre | Vancouver, BC

2019 – 2020

- Directed communications for a non-profit arts center, supporting the Vancouver Theatre Company and other artistic organizations.
-

Skills & Expertise

- Vocal Performance & Coaching
- Polyvagal-Informed Coaching
- Public Speaking & Presentation Skills
- Mindfulness & Play in Communication
- Curriculum Development for Arts Education
- Leadership in Arts Organizations

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Professional Summary

Michael Allison is a seasoned Health & Performance Consultant with over two decades of experience working with organizations, teams, executives, and professional creatives across various industries, including sports, business, and healthcare. His expertise in applying Polyvagal Theory to optimize health, resilience, and performance in high-pressure environments has made him a key resource for enhancing leadership and team dynamics. Michael has collaborated with leading sports organizations, such as Major League Baseball (MLB), the National Basketball Association (NBA), the Association of Professional Tennis Players (ATP), and the Federation Internationale de Football Association (FIFA), to improve the performance and well-being of athletes and coaches.

As an educational partner with the Polyvagal Institute, Michael develops and delivers advanced training and certification programs that emphasize the practical application of neuroscience in performance management. His work is recognized for its scientific rigor and practical impact, making him a highly sought-after consultant and speaker in the fields of team building, resilience, and performance under pressure.

Professional Experience

Performance Consultant | Various Sports & Organizations

2020 - Present

- Provided consultancy services for NBA, MLB, ATP, WTA, FIFA, USATF, ITF, AVCA, and NCAA, applying The Play Zone Methodology to enhance performance, resilience, and team dynamics.
- Worked with the Memphis Grizzlies Basketball Team, training the Director of Mental Performance & Wellness in Polyvagal Theory and The Play Zone Methodology.

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- 
- Provided performance consulting to Oklahoma State University and the University of California, Santa Barbara, focusing on the application of The Play Zone Methodology to optimize performance among coaches, staff, and athletes.

Keynote Presenter

- The Master Series, Oxford University, UK (2023, 2024)
- Lithuanian National Human Resources Convention (2024)
- Global Exchange Conference (2024)
- Psychological Safety Day (2024)

CEO | SMARTER Coaching LLC

2016 - Present

- Led the development of coaching strategies and programs focusing on behavior change and performance enhancement through neuroscience principles.

Managing Partner | Allison Brothers Real Estate, LLC

2011 - Present

- Managed business operations and client relations, ensuring strategic growth and profitability.

CEO | Physical Focus Inc.

1999 - 2023

- Established and grew a wellness center specializing in health coaching, personal training, and post-rehabilitation services, integrating innovative health and performance strategies.

Mentor / Expert Advisor | PivotPlanet

2014 - Present

- Provided mentorship and expert advice in performance optimization and professional development.

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Education & Professional Certifications

- **Developer of The Play Zone ©** - A Neurophysiological Approach to Optimizing Health, Wellness & Performance
 - **Educational Partner** - Polyvagal Institute, PVI
 - **Polyvagal Informed Therapy Master Class** - PESI
 - **Professional Training in Positive Neuroplasticity** - Rick Hanson, Ph.D.
 - **Advanced Oxygen Advantage Instructor Certificate** - Patrick McKeown
 - **Certified Personal Trainer** - American Council on Exercise (ACE)
 - **Medical Exercise Specialist** - American Academy of Health & Fitness Professionals (AAHFP)
 - **Post Rehab Specialist** - AAHFP
 - **Certified Professional Ski Instructor** - PSIA National Alpine Level 3
 - **Electrical Engineering (Honors)** - The Pennsylvania State University
-

Relevant Publications

- **The Pressure Paradox** (March 2024 - Present) - Exploring the physiological, psychological, social, and emotional paradoxes of the modern world; Psychology Today.
- **Empathy to Compassion - A Two-Step Physiological Process** (2024) - Co-authored with Stephen W. Porges, Ph.D.; Chapter for Polyvagal Perspectives; Norton Professional Series.
- **Turning Competition into Co-Regulation** (2024) - Chapter for The Science of Embodiment - Trauma, Body, and Relationship; Norton Professional Series.
- **Polyvagal-informed Certificate for Health & Wellness Coaches** (2022) - Approved as an 18-Hour Continuing Education Course by the NBHWC.
- **How Our Feelings of Safety Guide Our Behavior** (2022) - Psychology Today.
- **The Play Zone: A Neurophysiological Approach to Optimize Performance** (2021 - Present) - Polyvagal Institute.

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Professional Summary

Dr. Sheherazade R. Jafari is an accomplished trainer, facilitator, and researcher with over a decade of experience in inclusive conflict transformation, gender-inclusive peacebuilding, and decolonial approaches. She has a strong background in designing and implementing effective processes for collaboration, decision-making, and conflict resolution across diverse communities and sectors. Dr. Jafari is the Co-Founder and Lead Consultant at The Ripple Collective, where she supports social change organizations in navigating conflicts to foster positive outcomes and advance racial justice. She has extensive experience working with non-profits, private companies, government agencies, and civil society organizations in the Middle East, South Asia, and Southeast Asia.

Education

PhD in International Relations

American University | 2015

- Dissertation: *Deconstructing Religious-Secular Divides: Women's Rights Advocacy in Muslim-Majority Societies* (with distinction)

MA in International Affairs

The George Washington University | 2004

BA in Sociology and Women's Studies

University of Wisconsin-Madison | 2000

Professional Experience

Trainer, Facilitator, and Researcher of Inclusive Conflict Transformation

Independent Consultant | 2012-Present

- Designed inclusive processes for effective collaboration, decision-making, and transforming conflict dynamics for a diverse range of clients.

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- 
- Provided training and research on inclusive conflict transformation, gender-inclusive peacebuilding, and decolonial approaches.
 - Worked with non-profits, private companies, government-funded agencies, and civil society organizations in the Middle East, South Asia, and Southeast Asia.

Co-Founder and Lead Consultant

The Ripple Collective | 2023-Present

- Supported social change organizations in navigating conflicts to foster generative outcomes and advance racial justice.

Communications and DBI Lead

SonderWorx | 2021-Present

- Led trainings on conflict management and resolution, implicit bias, and cultural humility.

Adjunct Lecturer

Georgetown University, Program on Justice and Peace | 2016-Present

- Courses Taught:
 - Decolonizing Justice and Peace
 - Religion in Conflict and Peacebuilding

Founding Director, Point of View International Retreat and Research Center

George Mason University, Carter School for Peace and Conflict Resolution | 2016-2021

- Oversaw the development and growth of the center, including mission-driven programming, partnerships, and community outreach.
- Facilitated conflict resolution workshops, trainings, and dialogues for diverse clients.
- Developed multidisciplinary research agendas with students and faculty; supervised graduate students.

Co-Diversity Advisor

George Mason University, Carter School for Peace and Conflict Resolution | 2020-2021

- Advised on anti-racism and inclusive excellence; served as a point of contact on DEI issues.

Lead Organizer, Interfaith Youth Summit with the Dalai Lama

United States Institute of Peace | 2015-2016

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- 
- Planned and executed an international summit on youth resilience and interfaith dialogue with the Dalai Lama.

Independent Consultant

Tanenbaum Center for Interreligious Understanding | 2013

- Led research and analysis of Islamic peace education practices in various regions.

Independent Consultant

United States Institute of Peace | 2012

- Led assessment and recommendations for creating an interfaith dialogue center with the Iraq Council of Representatives' Religious Affairs Committee.

Adjunct Lecturer

University of California-Berkeley | 2010-2011

- Taught courses on leadership, conflict resolution, and international development.

Teaching and Research Fellow

American University, School for International Service | 2008-2011

- Co-developed and co-taught courses on spirituality and global politics, peace paradigms, and localizing peace.

Independent Consultant

Religions for Peace | 2010-2011

- Developed case studies on women as agents of peace in response to conflict and gender-based violence.

Assistant Director, Religion and Conflict Resolution Program

Tanenbaum Center for Interreligious Understanding | 2005–2008

- Oversaw the Peacemakers in Action program and launched the Women's Peace Initiative.

Program Researcher

Hamyaran Local Development CSO, Tehran, Iran | 2004–2005

- Led research on local governance and sustainable development in Iran.

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Project Manager

National Iranian American Council | 2002–2004

- Managed IraNexus, an online network for Iranian-American nonprofits.

Program Assistant

Elliott School of International Affairs, The George Washington University | 2002–2003

- Researched and contributed to reports on aid effectiveness and global public goods.

Project Assistant and Conference Organizer

SAFE KIDS Worldwide | 2000–2002

- Assisted with the creation and launch of international programs; organized the first annual conference.

Publications

- *Critical Feminist Peace and Conflict Studies: Bridging Critique, Vision and Praxis*, co-edited with Lisa McLean, Julie Marie Hyde, and Jodi Dueck-Read. Edinburgh University Press, 2025 (upcoming).
- *Religion and Gender Action Guide*. Washington, DC: United States Institute of Peace (USIP) Press, 2022.
- *The Gendered Frontlines: Perpetuated Inequalities or a Re-Imagined Future*. In *Conflict Resolution after the Pandemic: Building Peace, Pursuing Justice*, edited by Richard E. Rubenstein and Solon Simmons. New York: Routledge, 2021.
- *Islam and Peacemaking*, co-authored with Abdul Aziz Said. In *Peacemaking: A Comprehensive Theory and Practice Reference*, edited by Susan Allen Nan, et al. Santa Barbara: Praeger Security International, 2012.

For a complete list of publications, please contact Sheherazade.

Service and Leadership

- **Board Chair** | One Common Unity | 2021–2023
- **Board Member and Gender and Sexuality Committee Chair** | Peace and Justice Studies Association | 2012–2023

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- 
- **Diversity, Equity, and Inclusion Committee Co-Chair** | Carter School, George Mason University | 2019-2021
-

Grants and Fellowships

- **US Agency for International Development** | \$330,000 | 2020-2024
 - Co-principal investigator on project, "Burma Leadership Activity."
 - **Carnegie Corporation of New York** | \$100,000 | 2018-2021
 - Principal investigator on the project, "Healing the Wounds of the Civil War."
-

Additional Training and Certification

- *Uprooting White Supremacy Training* | AORTA | 2022
- *Fly By Light Facilitation Training* | 2021
- *Decolonizing Knowledge Workshop* | Point of View, George Mason University | 2020

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RFP-2024-572-GSD-EV

WE CARE Training Cost Proposal (Section Two)



Belinda@SonderWorx.com • (914) 50-CWORX

California • Colorado • Minnesota • New Mexico • New York



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2.2 Cost Proposal

Explanation of costs

In the attached budget, our rates reflect the highly interactive and transformative nature of our training programs. Our team possesses extensive experience and specialized expertise, which are integral to delivering the impactful results we strive for. We have designed our proposal with a fully burdened blended rate approach, optimizing the use of our highly capable team members for less complex tasks, while ensuring that specialized expertise is strategically applied where it will have the greatest impact.

You may notice that the number of training hours does not always directly align with the hours listed in the budget. This difference arises from two key factors: first, the inclusion of trainer preparation time, and second, the need for a substantial on-site presence during certain training days. For instance, during the ACS training, we may deploy as many as six role-players, two facilitators, and two subject matter experts simultaneously. This robust staffing ensures that the experiential components of the role-play sessions are executed with precision, guaranteeing that trainees are well-prepared and safe as they progress toward on-the-job field training.

In this budget, we have allocated funds in the first year specifically for the development of custom scenarios tailored to the Supervisors Leadership Training Program and the second week of the WE CARE Training. These foundational efforts are essential for creating a robust and effective training program that meets the unique needs of ACS supervisors and new staff.

As we move into subsequent years, with the core scenarios and program structure already established, we anticipate reallocating these initial development funds to focus on refresher/wellness training for ACS staff. These refresher/wellness sessions will be particularly valuable for staff who have previously completed the ACS WE CARE training but have not received substantial follow-up training. Our approach to refresher training is holistic, incorporating wellness segments designed to build resilience, foster well-being, and enhance team cohesion—key elements that are critical in supporting community responders.

By reallocating these funds in the future, we ensure that the investment made in the first year continues to yield benefits over the course of the contract, with a sustained focus on the ongoing development and support of ACS staff.

The Project Gantt chart and the Budget

In this section, we provide an overview of how the budget is directly related to the project's Gantt chart, ensuring that every task required to deliver on the RFP is accounted for and aligned with the project's financial planning.

The Gantt chart is a comprehensive representation of all the individual tasks necessary to complete the project as described in the RFP. Each task is meticulously detailed to illustrate the sequence and the level of effort required to fulfill the project objectives. However, the Gantt chart will not include specific dates until the project commencement and training dates are

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confirmed by the ACS leadership team. Once those dates are provided, the Gantt chart will be updated accordingly to reflect the project timeline.

Our budget has been structured to correspond directly with the tasks outlined in the Gantt chart. For clarity and consistency, the budget sections use the same headings as those on the Gantt chart, summarizing the costs associated with each phase of the project. This includes a breakdown of labor hours by category, hourly rates, and total costs, ensuring transparency and ease of comparison.

In compliance with the RFP specifications, the Gantt chart and budget are designed to show our proposed approach to each task, including the number of hours dedicated to each task and the personnel responsible for its execution. We have also included information about any Subject Matter Experts we intend to utilize, along with a summary of their relevant experience. Their experience is summarized in the Experience and Appendix sections of the Technical Proposal

The cost proposal is structured to align with the project schedule, breaking down costs. Each cost component is itemized, including labor, materials, travel, direct expenses, Subject Matter Expert or subcontractor costs that may be required. This integration of the budget and Gantt chart ensures that our financial planning is thoroughly aligned with the project's timeline and deliverables, providing a clear roadmap for successful project execution.

Billing Schedule

Our billing schedule has two components.

1. Bill monthly on which sections have been completed for the following phases. Dates will be calculated in the Gantt chart as soon as we have a start date.
 - a. Program Initiation Phase
 - b. Development Phase
 - c. Continuous Improvement Phase
2. For the Delivery Phase and the Debrief Phase payment due upon completion of each component of the training e.g.
 - a. ACS WE CARE Training March 2025 delivery and debrief
 - b. Module 0 of the Supervisor Leadership Training delivery and debrief
 - c. Module 1 of the Supervisor Leadership Training delivery and debrief
 - d. Module 2 of the Supervisor Leadership Training delivery and debrief etc.

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Budget

Detailed Deliverable to City	Rate	Timeline (Hours)	Total
Program Initiation			
1. Kick off Meeting (including Prep time)	140	6	840
2. Administer Culture Assessment to up to 200 employees	6,500	1	6,500
Culture Assessment Interviews & Report preparation	140	20	2,800
3. Project Data Gathering	140	24	3,360
4. Project Data Assimilation	140	12	1,680
5. Project Sign off from ACS leadership team	140	7	980
Subtotal			16,160
Development Phase:			
1. Custom Scenario Development for ACS We CARE training	140	56	7,840
2. Custom Scenario and Activity Development for ACS Supervisor Leadership Training Program	140	73	10,220
3. Custom Scenario Development & activities for refresher training	140	39	5,460
4. Sign off on scenarios, activities, grading rubrics and class evaluation forms by ACS leadership team	140	3	420
5. Train actors in new material	140	55	7,700
Subtotal			31,640
Delivery Phase:			
1. Deliver ACS WE CARE 2-week Training March 2025	140	264	36,960
Deliver ACS WE CARE 2-week Training July 2025	140	264	36,960
Deliver ACS WE CARE 2-week Training November 2025	140	264	36,960
2. Deliver Supervisor Leadership Training Program - 15 sessions (80 hours of training)	140	253	35,420
3. Deliver Refresher Training Program (3 trainings in year 1)	140	32	4,480
Deliver Refresher Training Program second session	140	32	4,480

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Deliver Refresher Training Program third session	140	32	4,480
Subtotal			159,740
Debriefing Phase:			
1. Debrief ACS WE CARE 2-week Training	140	3	420
2. Debrief Supervisor Leadership Training Program (Debrief with ACS leadership team following Module 2,5,8 and 11 of the Supervisor Leadership Training Program)	140	5	700
3. Debrief Refresher Training Program	140	4	551
Subtotal			1,671
Continuous Improvement Phase:			
1. Yearly Proactive Improvements:	140	14	1,960
2. Yearly Reactive Improvements (included in delivery Phase) :			0
3. Update all scenarios and materials based on changing department, community and training needs Yearly	140	29	4,060
Subtotal			6,020
Travel			
Travel & Accomodation ACS 2 Weeks 3 classes (2 SME's per class)	2,000	6	12,000
Travel & Accomodation: Supervisor Training 12 Modules (4 modules with traveling SME's)	2,000	4	8,000
Travel & Accomodation : Refresher Training x 3 classes (1 traveling SME)	2,000	1	2,000
Subtotal			22,000
Materials			
Printed Materials : ACS 2 Weeks (class of up to 15)	350	3	1,050
Printed Materials : Supervisor Training (class of up to 15)	350	1	350
Printed Materials : Refresher Training (class of up to 15)	100	3	300

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Lunch celebration for ACS class on Friday	250	3	750
Certificates of completion per year	300	1	300
Continuing Education Credit (additional \$100 charge per student if required for ACS WE CARE training - pending approval)			
Subtotal			2,750
Grand Total			239,981

This budget proposal is designed to support the reality-based training component of the Albuquerque Community Safety (ACS) Academy, reinforcing ACS's innovative, non-law enforcement-led approach to public safety. As ACS continues to grow and evolve, our training programs will continue to equip Responders with the necessary skills to effectively serve the community and uphold the department's mission.

We are committed to continuing our relationship as a key partner in this transformative initiative, ensuring that ACS continues to deliver the right response at the right time. We appreciate the opportunity to submit this proposal and look forward to continuing our collaboration with the City of Albuquerque in this groundbreaking effort.

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