

Exhibit B

City of San Luis Obispo Grant Recipient Report Template

Midyear Report Due: January 10, 2024 - Year-End Report Due: July 10, 2024

Grant Name:	DEI SLO Business Grant		
Grant Year:	FY 2022-2023		
Type of Report:	Midyear Report (check box)	<input type="checkbox"/>	End-year Report (check box) <input checked="" type="checkbox"/>
Organization:	Alpenglow Industries		
Project Name:	Electronics & Soldering Workshops		
Administrator's Report: <i>(A brief synopsis of the activities of the reporting period, including a statement of the activities, service or programs provided as described in Exhibit A (your grant application) using the business grant provided, and any changes that have occurred during the reporting period. If operations or service provisions have changed, please disclose and explain the reasoning and response to changes here.)</i>			
<p>We spent the second half of the grant period developing the projects for each workshop, finalizing printed and online resources, and hosting the actual workshops! PDFs of written materials developed for the workshops are attached, and they are also available for free on our website:</p> <p>Learn to Solder Pamphlet online: https://www.alpenglowindustries.com/pages/how-to-solder-instructions</p> <p>Basic Electronics Cheat Sheet (single page for printing) online: https://cdn.shopify.com/s/files/1/0608/6698/6193/files/Basic_Electronics_Workshop_Cheat_Sheet.pdf?v=1716591500</p> <p>Basic Electronics Crash Course (longer) online: https://cdn.shopify.com/s/files/1/0608/6698/6193/files/Basic_Electronics_Workshop_Crash_Course.pdf?v=1716591500</p> <p>Files for the Twist-Together "Breadboard" circuit developed for the Basic Electronics Workshop: https://github.com/AlpenglowIndustries/Alpenglow_CircuitBasics (we are open-sourcing this and all follow-on Circuit Basics breadboards so that anyone who wants to make them can do so)</p> <p>Learn to Solder Workshop Projects:</p> <ul style="list-style-type: none">• Happy Raincloud soldering kit (previously developed outside of this grant), learn how to solder through-hole components to circuit boards• Angry Stormcloud soldering kit (previously developed outside of this grant), more practice soldering through-hole components to circuit boards• USB cord power indicator, learn how to strip wires, solder wires to circuit boards, how to			

splice and use heat shrink tubing

Basic Electronics Workshop Projects:

- Basic LED circuit made by twisting wires together – learn about voltage, current, resistance, open and closed circuits, and how to use a multimeter
- Battery Motor – learn about inductors and magnetism, basics of how they translate electricity into motion and how a motor works
- Sing a Little Song Circuit – learn about transistors, speakers, and how to use a solderless breadboard (a common prototyping tool).

Learn to Solder Workshop Dates: 01/25/24, 02/10/24, 03/07/24, 03/28/24, 04/06/24

Basic Electronics Workshop Dates: 02/24/24, 03/16/24, 04/13/24

Statistical Report: *(This section should include 1) the metrics reported as described in Exhibit A (your grant application) and 2) the demographic data collected through the survey shared by the City.)*

We had 83 workshop sign-ups, 69 people showed up (83%), and 52 people filled out surveys (75%).

Basic Electronics Demographics

(21 surveys returned, out of 26 attendees and 35 sign-ups):

25% Hispanic/Latino

75% White

45% LGBTQIA+

15% Disabled

(Side Note: we had one person with epilepsy that we accommodated by making sure we had no flashing lights in our kits or around the workshop)

68% Cisgender Woman

5% Non-binary

21% Cisgender Man

5% wrote-in “Woman” (we had transgender and cisgender on the form, I believe this response was from an LGBTQ person who wanted to make the point that everyone who identifies as a woman is a woman. We certainly agree and there may be a better way to both get demographic data and make it clear that we support transgender people.)

68% grew up in a middle-income household

21% grew up in a low-income household

11% grew up in a high-income household

79% are currently part of a middle-income household

10.5% are currently part of a high-income household

10.5% are currently part of a middle-income household

50% work in the City of SLO

35% live in the City of SLO

50% work in the County but not the City
45% live in the County but not the City
5% live outside the County of SLO

40% had a Bachelor's degree
40% had some college
10% had a Master's degree
10% had an Associate's degree

27% had a degree in a STEM-related field
67% had a degree in a non-STEM field

50% were encouraged to do STEM-related activities when growing up
50% were not (or were actively discouraged)

4% were new to STEM activities
56% do STEM activities as a hobby
33% want to work in STEM
22% already work in STEM
5% consider themselves a technical "Maker"
22% consider themselves a non-technical "Maker"
20% want to be a more technical "Maker"

100% of attendees completed the 3 circuit activities.
100% felt we provided a safe & welcoming environment.
100% said they got what they wanted out of the workshop, 14% wrote in that they learned more than expected, and 52% mentioned wanting to learn even more or take another workshop.

Learn to Solder Demographics:

(31 surveys returned, out of 43 attendees and 48 sign-ups)

29% Hispanic/Latino
3% Asian
71% White
39% LGBTQIA+
25% Disabled

(Side Note: we had a Deaf person in our last class, we were able to add a subtitle system to the TV that we used to show a microscope view of our workbench/soldering, it was an amazing experience getting to teach her how to solder.)

61.5% Cisgender woman
27% Cisgender man
11.5% Non-binary

59% grew up in a middle-income household
31% grew up in a low-income household
10% grew up in a high-income household

70% are currently part of a middle-income household
20% are currently part of a high-income household
10% are currently part of a middle-income household

33% work in the City of SLO
40% live in the City of SLO
17% work in the County but not the City
37% live in the County but not the City
20% work outside the County of SLO
13% live outside the County of SLO

30% had a Bachelor's degree
50% had some college
13% had a Master's degree
3% had an Associate's degree
3% had a high school diploma

23% had a degree in a STEM-related field
64% had a degree in a non-STEM field

61% were encouraged to do STEM-related activities when growing up
39% were not (or were actively discouraged)

13% were new to STEM activities
57% do STEM activities as a hobby
20% want to work in STEM
27% already work in STEM
13% consider themselves a technical "Maker"
27% consider themselves a non-technical "Maker"
10% want to be a more technical "Maker"

100% of all workshop participants completed the soldering activities.
100% said they felt the environment was safe & welcoming
97% said they got what they wanted out of the workshop, 3% said somewhat and they needed more practice, and 14% wrote in that they learned more than expected.

Overall impact:

People definitely left our workshops pretty happy and energized about soldering and electronics. Many were interested in follow-on classes and learning, indicating that we were effective in breaking down barriers and encouraging people to learn. The overwhelming response that everyone felt safe and welcome was really important to us and I think key to creating a desire to learn more.

Financial Report: *(A financial statement detailing how the City's grant funding has been or planned to be allocated.)*

Total Spend:
Actual/Budget

Labor:

\$6363/\$6000 – Curriculum Development
\$125/\$100 – Website Sign-ups
\$4006/\$2500 – Learn to Solder Workshop + prep & clean-up & follow-up
\$3813/\$2250 – Basic Electronics Workshop + prep & clean-up & follow-up

\$4070/\$4000 – Outreach
 \$955/\$650 – Postcard & Flyer Design
 \$3875/\$3200 – Soldering Pamphlet & Electronics Pamphlet design

 Materials:
 \$1029/\$1770 – Soldering irons & multimeters
 \$285/\$133 – Soldering Consumables
 \$836/\$1194 – Soldering kits
 \$512/\$551 – Basic Electronics circuit consumables & small tools
 \$541/\$1100 – Printed materials (class pamphlets, flyers, postcards)

 Income:
 \$1350/\$2000 – Workshop fees

 Total:
 \$25,060/\$21,448 – Actual Spend/Original Budget
 (grant received: \$18,353)

DEI SLO Business Grant Additional Metrics & Performance Outcomes Template

<i>Metrics/Performance Outcomes</i>	<i>Results</i>
<p>1. Number of individuals served.</p> <p><u>Served</u> refers to individuals specifically receiving any of the following:</p> <ul style="list-style-type: none"> • Services directly provided by the grantee; • Program/project applications, instructions, trainings, products, or concepts; • Information (orally or in printed, in-person, virtually or over the phone); • Any materials (flyers, brochures, etc.); • Referrals 	<p>We had 69 workshop attendees, talked about the project to approximately 85 people at in-person meetings and events, posted flyers at 15 business locations (mostly community bulletin boards), posted on 3 online community calendars, sent out 3 newsletters to 1000 people, made 8 social media posts, emailed 7 local organizations/groups, and handed out a total of 90 flyers and 450 postcards.</p>
<p>2. Number of service hours provided.</p> <p><u>Service hours</u> refer to any amount of time that is directly linked or performed as part of the work defined within the scope of the agreement signed by the grantee.</p>	<p>We spent 331 hours on this work.</p>

<p>3. Number of activities.</p> <p>Activities can be defined as gatherings either the grantee organizes or attends. In either case, grantee must specify if it attended or organized the activity. This can be events, workshops, panel discussions, roundtable discussions, presentations, etc.</p> <ul style="list-style-type: none"> • Activities refer to any gathering designed to promote programs, services, concepts related to the components within the scope of the agreement signed by the grantee. • Activities also refer to any gathering designed to create awareness of the programs, services, or concepts related to the components as defined within the agreement signed by the grantee. • Activities relate to any gathering designed to outreach, engage, and consult, and collaborate with the community as defined within the agreement signed by the grantee 	<p>8 workshops were held by us.</p> <p>Events organized by others that we attended for promotion included: a meeting of the Latino Outreach Council, a GALA Center donors meeting, a meeting at Cuesta College with the Louis Stokes Alliance for Minority Participation in STEM director and the Math Engineering Science Achievement director, and a Womxnhood Brunch at CalPoly.</p>
<p>4. Estimated number of individuals attending activities.</p> <p>Based on the scope of the agreement signed by the grantee, please provide a rough number or best estimate of individuals that 1) either attend a grantee led event or 2) approach the booth/table in which the grantee participates.</p>	<p>We had 69 people attend our workshops.</p>
<p>5. Report perception of services provided and/or engaged activities.</p> <p>Survey individuals to measure the impact of the services provided and/or engaged activities as described within the scope of the agreement signed by the grantee. Report in percent and total number of individuals served. Sample questions will be provided to grantees for technical assistance.</p>	<p>See Statistical Report and attached survey results</p>
<p>6. Demographic Questions</p> <p>Demographic questions are highly encouraged to be completed by individuals that fall within the grantee's scope of services. Grantees will be sent the City's current demographic survey and are highly encouraged to use such template to implement and report back.</p>	<p>See Statistical Report and attached survey results</p>

Carrie Sundra

CEO

805-587-6399

Name

Title

Phone



07/06/24

carrie@alpenglowindustries.com

Signature

Date

E-mail

Once signed, please scan and e-mail to Nestor Veloz-Passalacqua, DEI Manager (nveloz@slocity.org)

Alpenglow Soldering Workshop Feedback

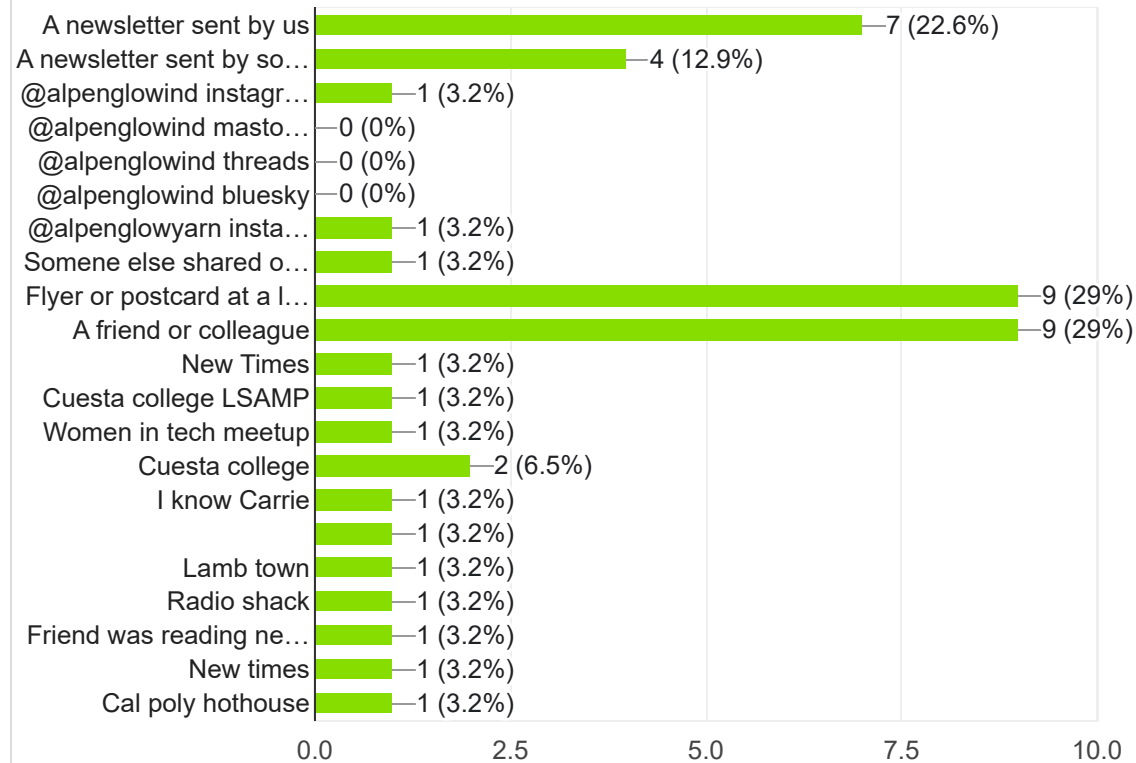
31 responses

[Publish analytics](#)

How did you hear about the workshop? If you saw our flyers out in the wild, please let us know where.

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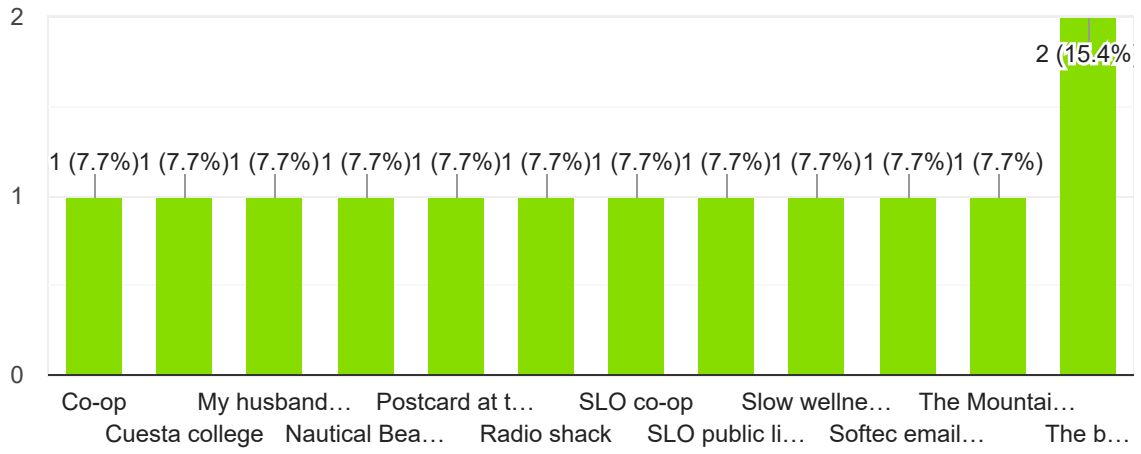
31 responses



If you saw a postcard or flyer, please let us know where. Same if you saw a non-Alpenglow newsletter or social media share.



13 responses



What made you want to learn how to solder, and why did you decide to sign up for our workshop in particular?

31 responses

I want to be able to repair my home electronics. Your class was close, affordable, and advertised as queer friendly.

Your workshop felt explicitly approachable for newbies like myself which is a lifeline in a sea full of hobbyists who can be a bit...standoffish. Getting into STEM-adjacent knowledge fields as a woman is brutal, and I have the insulating privilege of whiteness shielding me from even further rejection/gatekeeping.

I always wanted to learn and LED blinky lights are fun.

Working on Arduino & LED projects

Cosplay with lights

Repair broken items

I was curious about it, but didn't have the tools to try. Plus it's a skill pertinent to my degree at Cuesta.

Old hardware needing repair

I've been interested in learning for a while but never got the chance

I enjoyed the previous class so much. I wanted to solder again, and I came with a friend that wanted to learn how to solder but wanted a friend to go with her to the class

The workshop sounded fun, low barrier to entry, inclusive, and fun

I saw the workshop and it seemed like a fun, no stress way to learn an interesting skill.

I wanted to learn so I can assemble a new keyboard

Curious how similar to welding. My partner was coming, I did as well

Wanted to properly learn how to use soldering iron for jewelry making

Tons of home projects and repair dash raspberry pi stuff - laptop repair (need to learn how to repair removed "gold pads" btw?) - 3DS hack



It looked fun!

Fun and useful skill. Electronics are fun. I knew it would be fun

I'm considering majoring in electrical engineering

Like electronics

It's been a personal interest of mine for a long time, and professional motivations pushed me to just do it!

Already interested in open glow swifts, and have an interest in electronics. \$20 for a workshop seemed good.

I want to solder to work on electric guitar components. This workshop seemed quick and accessible

Flyer looked colorful and inviting language was friendly on flyer

I want to learn more about electronics and use my brain and my hands

Absolutely a new experience to try! Excited that this is a woman-owned enterprise

Want to learn more practical skills, maybe pick up a new hobby

Thought it would be fun to do something out of the box for me - and a fun date night!

I have soldered a few times to repair something and wanted to learn how to do it properly

I'm a software engineer and I know little to nothing about the hardware side of things - this seemed like a great introduction

I wanted to brush up on my soldering skills



What part of the learning process was the most challenging for you, and do you feel like you got enough help?

29 responses

This class was easy and fun for me.

I absolutely felt like I got enough help, it was a treat to have access to such a direct guidance and expertise!

I wasn't sure I was doing it correctly but the instructor came by and said it was fine

Just confidence that I was doing things right and practice. It was really helpful to see in person.

Hard to remember how to do everything. Yes!

Understanding steps yes had help!

The most challenging was understanding how to solder overall, but I definitely got all the help I needed to feel confident.

Desoldering with braid

Knowing which way to put things in (up vs down) is challenging for me. People were always quick to help.

Learning the flow of the solder - how to get not too much but have enough. Help was available but it's just practice and the workshop provided plenty of opportunity for that

Making sure I had enough solder on the joints, yes help was readily available

Very similar to welding, not hard. Help was exceptional

The whole process was well described and the teachers were easy to approach with questions and reassurance

Love the captioning that was a huge help and I wouldn't have been able to participate otherwise!

It was easy to learn and got lots of help

Just my eyes are getting old. I got enough help



I feel like I got enough help

Multitasking Yes

I put an LED in the wrong way and I got loads of help fixing my mistake!

Simply nervousness about showing up

Very accessible, lots of help provided

Soldering - yes, great support

It was all new to me so it was all challenging I definitely got enough support

Being able to sort info being said as a supplement and be able to follow steps

It was overall pretty easy and I felt well supported

The circuit exercise, but you were very patient and helpful.

The help was outstanding

Nothing other than splicing the wire back together without the helping hands

Yes, I felt I was instructed well



What did you think of the Cloud kits? Did you struggle with any of the components?

30 responses

I thought they were cute. The hardest part was the switch, but it still wasn't hard for me over all.

THEY'RE DELIGHTFUL ALL HAIL THE GLOW CLOUD

They're adorable! But there's no place on the back of the rain cloud one to put either the magnet or the pinback that doesn't cover up the name of the piece or the Alpenglow logo. I'd like to be able to show them off.

Cute! Did not struggle

Very cute! LEDs hard to make flush

Cute

I loved the cloud kits! They were a great introduction. I didn't really struggle with the components.

Cloud kits were great

They were neat and easy to follow

I got the LEDs reversed...

They are very nicely designed - very cute and also helpful for learning the techniques. The LEDs were perhaps the trickiest but not too difficult.

Very cute. Nope.

They worked really well.

Very friendly as a first-timer felt very cool to make something work

Love them all - I'd enjoy more substantial larger pieces/kits to work on as I practice soldering

Nope they were awesome

Kits were awesome

They are so cute and so much fun, really nice intro electronics project



Nope - cool

Love them! Great intro project

Cute, good intro to soldering

Cool intro to PCBs, instruction was very helpful in perfecting the components

Love the cloud kits!

They are awesome. No struggle

They were fun!

So cute! Nope, easy

So cool, maybe different color lights for the stormy cloud? Managed to put the second one together by myself

Super fun! The kids are great for learning

So cute! They were the perfect first projects.

The LEDs were a little tricky to align



What did you think of wiring the USB cable power tester? Was it useful to work with wire and solder components "freeform"?

30 responses

Yes

It was useful in that it showed me I will want a helping hand for my home setup haha. Wasn't too hard, but I think I could make a better looking solder if I had a clamp or something.

Yes wire soldering was a bonus for sure! I wish we'd had more time to go over resistors and, for example, how to know when you need what kinds of resistors + what power ratings(?) for a given project.

I thought it was useful, but it might have been helpful to show examples of different kinds of "freeform" soldering (enmeshed end to end, two parallel ends twisted together)

Yes! This is probably what I need to do most often.

I liked it the most most useful for my purposes good to work freeform. (my purposes)

Yes, it gave an understanding of additional ways to solder and splice.

It was a bit difficult, because the wires are very small and easy to break wires

Good variety with the cloud kits

Yes, absolutely! I had never stripped or soldered wires before.

Yes, it was a great way to learn additional soldering / wire techniques

Yes it was very interesting. I had never done that before.

Yes. They were a great addition

Yes, let's us know what other techniques are available

Yes - I'd like an actual project or an example so I can see how to use it in real life, but I have experience with pie stuff, so I see the application here

Yes I like that there were different materials

Yes, glad I got to practice it. May come in handy



Absolutely

Totally. Loved how I could cut the wires multiple times and splice them

A good step up and yes because other situations won't have a kit

Practicing freeform soldering seems useful

Yes, great practice - easy useful task

Interesting. Yes useful

Yes. It was hard. Good challenge

I really enjoyed it

That was hard for me, but it's okay - first time

Great, after I fixed it! Yes, it was very practical.

Yes, it showed a glimpse into a different type of soldering and what is possible.

Of the three projects, it was the most useful to work with



Did the workshop feel like a safe and welcoming environment for you? Why or why not?

29 responses

Yes

Yes!

Yes it did. The instructors and other classmates were friendly.

YES. The instructors and other students were all kind and supportive, and I felt there was room for me to ask questions without judgment.

It was a good and welcoming environment and I felt very safe there.

Yes! Everyone was very nice and if I messed up nobody was mad

I definitely felt safe and was immediately welcomed

Of course!

Yes, I could ask questions

Definitely safe and welcoming. Mostly surrounded by people I felt I had things in common with.

Yes, definitely.

Yes. Very accessible and the instructors were great. Small class size was also good.

Inclusive and safe

Yes it was a nice space and everyone was welcoming

Definitely. Other participants were also enjoying themselves!

Yep super chill and fun

Yes because Carrie and Robyn were very open to questions and the other students were kind and helpful

Yes! Very warm and inviting, no judgment zone.

Yes, very welcoming



Yes, very helpful

Yes - great staff and knowledgeable

100% yes - Carrie and Robin are super friendly and welcoming and thorough and helpful. The size of the class is great too because I could ask questions and get guidance.

Yes, all inclusive!



Do you feel like you got what you wanted out of the workshop?

29 responses

Yes

Yes!

yes, I learned how to solder.

Hell yeah

Yeah, I think I did. I feel like I got a good grounding in soldering basics.

Absolutley

Somewhat. Need practice

I did plus more! I got to work on projects and keep what I made.

Yes, I believe that it was helpful

Yes, and lots of extra skills.

Yes.

Yes very much

Yes, and I'm eager to practice more!

Totally

Yes, and more! I learned a lot and got to practice fundamental skills

Yes I like my clouds

Yes for sure

Yes - fun and new. Going to show off my new clouds

Absolutely

Yes, I did



Any other feedback for us? Things you loved, things we could improve? Anything we could do to make you more comfortable or successful?

25 responses

No notes, it was great.

Not that I can think of off the top of my head, y'all are fabulous and I'm looking forward to the Intro to Electronics workshop! Thank you again for all the work you put into making these classes possible

I had a lot of fun learning how to solder. More magnifiers would have been helpful. Components are small, y'all. (: Having the soldering booklet to refer to was SO HELPFUL!

The pace was great. Love the kits

Pronoun specific bits on the tags maybe

Slow instruction down so everyone is on the same steps. Use screen visual more.

I can't think of anything as it was thorough and friendly, and educational! I will definitely build on what I've learned here.

Maybe the tables be more organized (to see each other)

A longer break in the middle to actually get up and get a snack.

I thought it was very well done.

No

None! Thank you for your teachings!

I feel like I'm able to participate with the captioning - while not perfect to wake communication, it's good enough that I'd recommend this workshop to other local deaf folks

I would love to come back and do more

It was fun. Easy to ask questions and good feedback

I really appreciated how we got a take-home cloud to continue to practice or soldering

I hope you teach more soldering and electronic classes in the future. I loved learning with you guys! Thanks a ton



Sorry for lack of feedback, but I had fun and I really appreciate your time and effort.

Awesome stuff, excited for additional workshops

It was perfect, time flew by and I enjoyed all task. Very friendly teachers

Great job

No, it was great

Overall, was great, thank you

You guys are awesome - thank you!

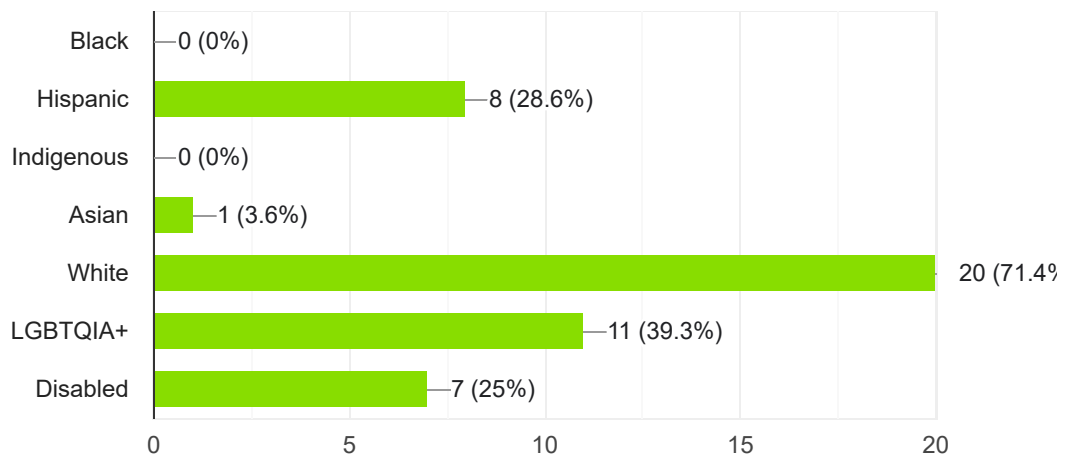
I would have liked more wiring demonstrations

Tell Us About Yourself

Please select all groups that you identify as:

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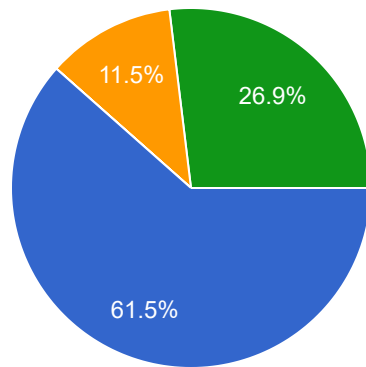
28 responses



What is your gender identity?

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26 responses

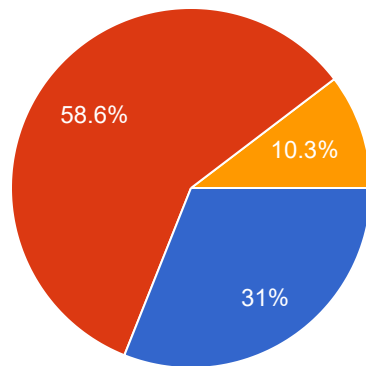


- Cisgender woman
- Transgender woman
- Non-binary
- Cisgender man
- Transgender man

What income level of household did you grow up in?

 Copy

29 responses

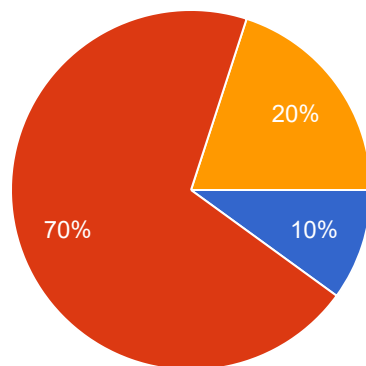


- Low income (struggled for basic necessities)
- Middle income (basic necessities were covered, with a few luxuries)
- High income (never had to worry about basic necessities, could afford many luxuries)

What income level of household are you part of now?

 Copy

30 responses



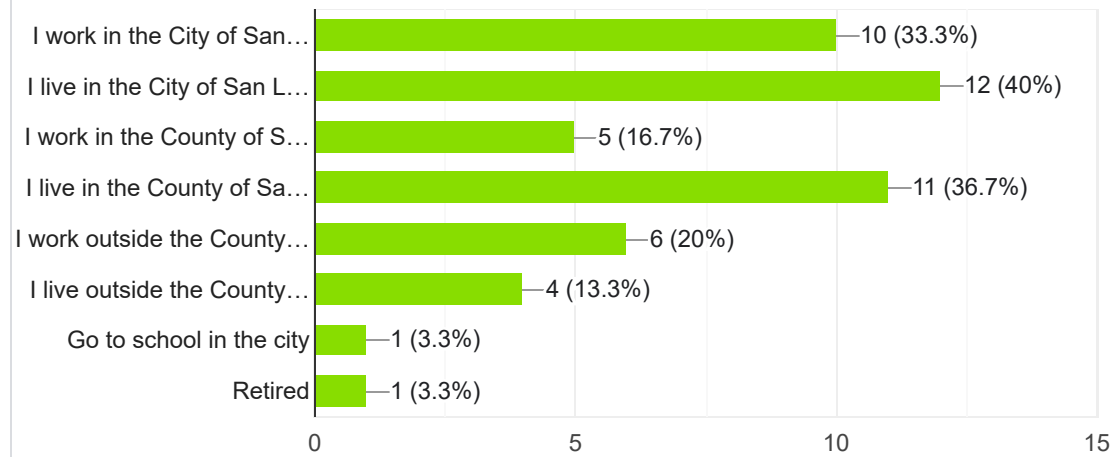
- Low income (struggle for basic necessities)
- Middle income (basic necessities are covered, with a few luxuries)
- High income (never worry about basic necessities, can afford many luxuries)



Where do you live and work? Check all that apply.

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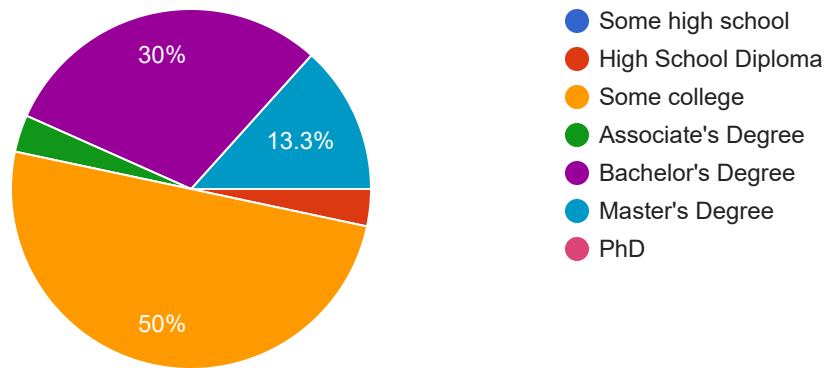
30 responses



Please tell us the highest level of formal education you've completed:

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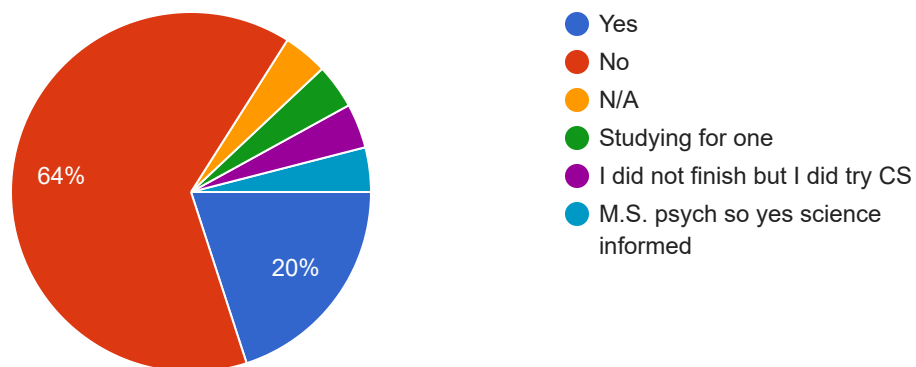
30 responses



If you have a degree, is it in a STEM-related field?

 Copy

25 responses



Were you exposed to and encouraged to pursue STEM-related activities when you were growing up? Be as brief or detailed as you like.

29 responses

Yes

Yes, both of my parents have STEM related degrees

Yes! Almost to the exclusion of all else, actually. I'm happy to be able to come back to STEM skills like this on my own terms, for my own edification.

I was exposed to it by my dad the electrical engineer / programmer, but not really encouraged. But I got to watch him tinker around with electronic components / ham radio stuff

Yes, I went to many STEM camps or robotics whatevers

Nope

Yes! I feel more confident and continuing my education to a degree in electrical engineering

No, I found stem because of my uncle/interest in games

Yes, my dad was an engineering professor at Cal poly and I was encouraged to learn maker skills and work on computing and shop projects with him.

Yes (exposed and encouraged)

Yes, my parents encouraged me

Yes a lot of workshops are offered in school

I attended SLOHS and they did not provide enough STEM related activities while I was growing up

Yes I did a lot of STEM programs in camps with school, etc

Yes, but didn't have many opportunities.

Grew up in digital age. Simply wanted to be competent with technology

Justin high School by a great teacher, however once a nun, sister Catherine started teaching - she refused to call on me, and any other girls in class



A little bit of exposure and a little bit of encouragement

Except for public kindergarten, no high school was Catholic school old school kid house 400 students total

Not really. I've always been terrible at math, great at humanities (but I work in tech now)

Yes - Olympics of the mind

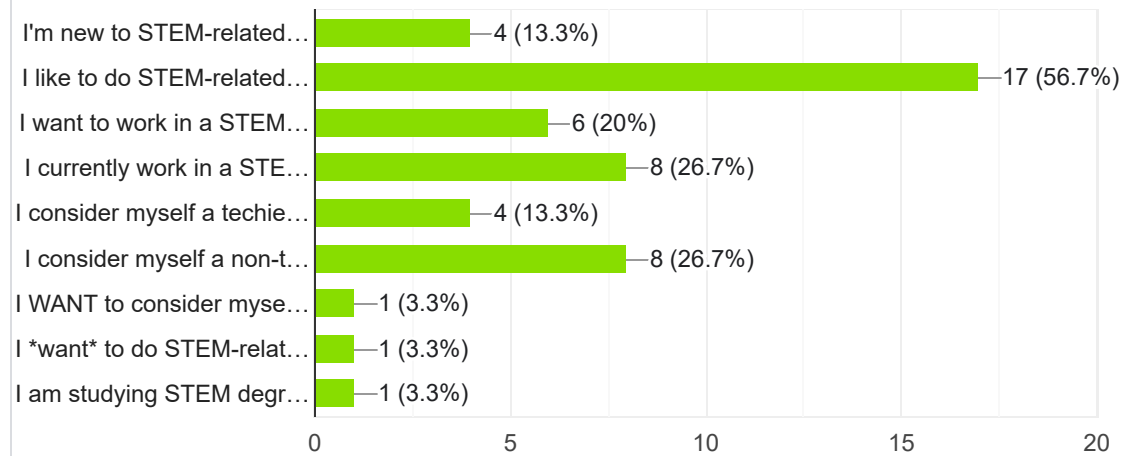
Not at all

No, but I decided to pursue engineering later on. (After graduation)

What's your relationship with STEM? (Science, Technology, Engineering, Math). Check all that apply.

 Copy

30 responses



Is there anything else you'd like us to know about you or your relationship with STEM?

11 responses

I never got to explore the creative/"Maker" side of my (v intense) STEM interests as a kid and I'm thrilled to have the opportunity as an adult to change that.

I've seen a lot of men gatekeeping STEM activities. It was so wonderful to learn from someone who wasn't a guy. Thank you!

Mostly science, but my hobby involves tech

There isn't much, but I love software/hardware!

I am part of a STEM family - both myself and my spouse have STEM degrees, we have one kid pursuing a STEM degree and another planning to.

It's wonderful

It's a burgeoning passion that I hope to pursue more as I develop my career

I had not had the opportunity to solder before. It does feel gate-kept, so thank you

I love that this is woman owned in most participants were women

Especially now that I have a daughter, I realize what a different experience I could have had growing up and love that workshops like this one exist!

I am fairly new to STEM related stuff

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Alpenglow Electronics Workshop Feedback

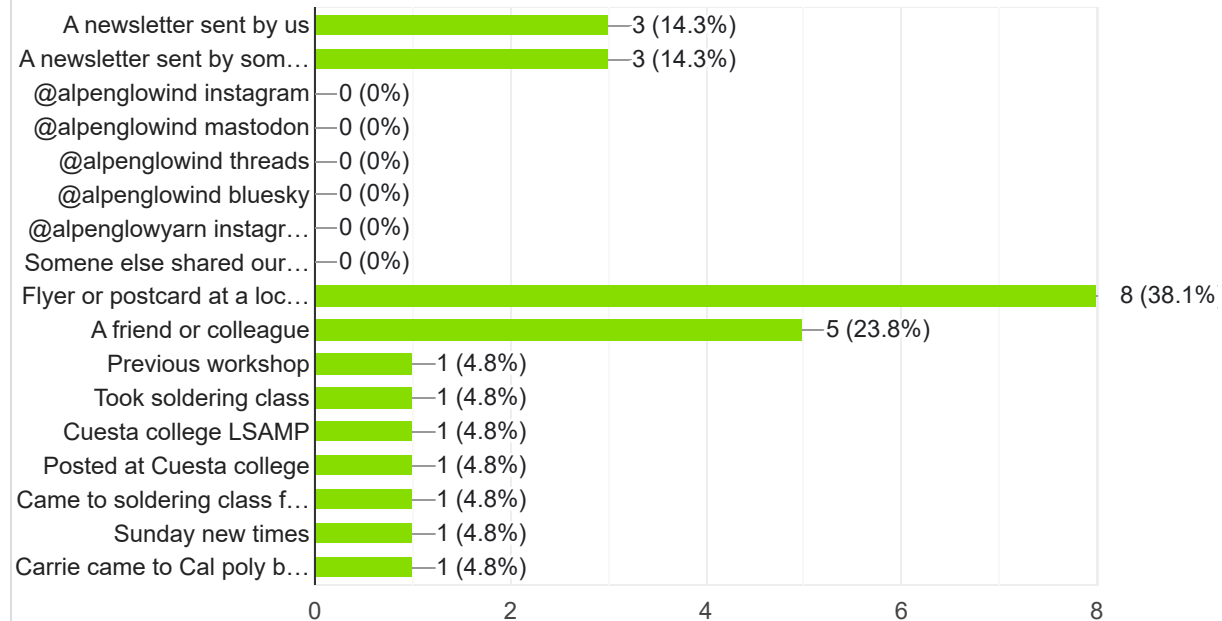
21 responses

[Publish analytics](#)

How did you hear about the workshop? If you saw our flyers out in the wild, please let us know where.

 Copy

21 responses



If you saw a postcard or flyer, please let us know where. Same if you saw a non-Alpenglow newsletter or social media share.

9 responses

The mountain Air

Bang the drum

Women in tech

The bunker

Cuesta college (mesa)

SLO wellness center Cuesta college

Softec newsletter

SLO co-op

Cuesta College



What made you want to learn about electronics, and why did you decide to sign up for our workshop in particular?

21 responses

Sound and fun and was local and affordable!

I've always been interested in electronics. I signed up because it looked fun and informative

I want to build synths

Interest in small repairs to small electronics like a V-Pets

To learn more about circuits for pinball hobby

I'm a massive nerd and this workshop seemed especially welcoming to newbies!

I just wanted to learn more for my own knowledge. Signed up to learn something new

General knowledge

Family member taking electronics at college - suggested it would be fun for everyone

I'm majoring in electrical engineering and wanted to get a better understanding of electronics. This way I am more familiar with it.

I'm currently a STEM student and wanted to supplement my theoretical knowledge with hands-on

I'm a community college student considering majoring in electrical engineering

Birthday gift. I like putting together small circuits and wanted to know more

I thought it would be a fun thing to do with my partner

To help me understand basics of my electronics and computers, and prepare for further learning. I felt welcome by the description of the class, it's difficult to find classes welcoming those with no experience.

I've been wanting to understand the relationship between amps, Watts, and bullets. Also wanted to learn circuitry basics.

I encounter circuits in my job and wanted to learn more about them I signed up for this workshop because it seemed very accessible and low stress



Refresher. Woman-owned business

My mom is going to school to learn how to build computers and thought it would be fun to do together

Love to learn with hands on applicable methods. Learn to be more self-sufficient with repairs

I just started learning how to use an arduino for a research project at Cuesta and it sounded like fun to learn more



What part of the learning process was the most challenging for you, and do you feel like you got enough help?

20 responses

New terminology. Good for an intro class!

It would take several more exposures for the info to feel I understand voltage watts ohms and things like that. Plenty of help!

Reading, I have a learning disability and hands-on classes help a lot.

Understanding the different components. I received enough help

Pace of learning was super!

The most challenging part is learning the new terminologies

Math, yes

All good

The most challenging part was understanding the components and their rule, but Carrie did a great job of clarifying and explaining

The most challenging process was the breadboards, I found all of their explanations extremely helpful.

Yes, I feel like I got enough help

No challenge

The breadboard was a little confusing at first. Yes!

Definitely enough help!

Understanding the role of each component is in crystal clear yet, but I understand enough to fill those gaps independently

The wire "sewing". It was nice that Carrie came around and looked at our boards and gave tips as needed

The foreignness of electronics



The wiring of the circuit board was difficult due to motor function mobility however, Robyn and Carrie were super helpful!

Plenty of help! Understanding true and sisters got me a little lost

Wiring the circuit, just because the wires were so tiny, but the tips to use the pliers were helpful



What did you think of the first wood breadboard LED circuit? Did you struggle with any part of putting it together?

21 responses

Really interesting. Helpful to see the names and layout

Super fun! Easy to follow messaging and instructions

Super simple, looking forward to finishing it on my own

It was fun except for the mean insulated wires that kept breaking

No real problems. One time I pulled off a wire, but it was easy to fix.

I'm so great. Such a helpful visualization!

I loved it, but I struggled the wood breadboard is so cool!

Loved it

Loved it - neat to actually just do it

I enjoyed putting together the wood breadboard. It wasn't difficult to understand, but it made it easy to get what was going on.

No, I think it's great!

No, but having extra wire and spare parts for the projects in case we accidentally broke one was helpful

Great etching, liked the format

Loved it! I liked that everything was marked out

This was very approachable, I feel like I could put it together on my own again with the info provided in the class

I quite liked it. It illustrated the current well, and it was helpful to build the circuit before getting to the breadboard

See above for "sewing" I really liked it, it was easy to understand and I liked the sewing part

Excellent. No.



Same as above, but super fun!

So awesome!

I loved it, the wires were small, but I got the hang of it



What did you think of the little battery motor?

21 responses

Fun and easy to complete

With who! It worked! Can I use a potato?

Fun!

So fun!

It was fun to actually get it working

Magnets are black magic 10/10

The most basic, but it was satisfying to get it to work

Fun

Need to think of that when thinking about the speaker after project

The little battery motor took some time and adjustments, but it was fun once it started working.

It was fun, it would be helpful to see where we were going with it before we started.

I enjoyed making it

Fun! Magic!

I felt like Dr Frankenstein bringing it to life

Very fun and satisfying! Easily applicable example

Bizarrely amusing! And a great intro to understanding how electric motors work

It was cool, but a bit finicky

Fun! Nice. Good sequencing of various possibilities. How do they transmit/make the connections? What medium?

It was very much trial and error, but really interesting to see how it works



Awesome and then I broke it lol. Even though these are small experiments the physical changes created are highly rewarding!

I thought the battery motor was really interesting. I got mine to spin only once, but it felt like a huge achievement



What did you think of the Sing a Little Song solderless breadboard activity? Is there anything that would help you understand breadboards better?

21 responses

Fun! Liked all the variety demonstrated

Awesome! I don't understand the direction of flow or how each little square in the A-J columns relate to each other

A fun project, I'm excited to play more with them on my own

Loved it. Everything was explained well

Fantastic period I understood breadboard concepts hands-on experience was great

An absolute delight. I wish we'd had a little more time to go over why we place which components in which order.

It was fun! The photo helped a lot

Very cool

Loved it! Would like to better understand how it got loud versus low volume

I loved it! Though there were a lot of components, maybe a small cheat sheet of what some of the components do though it was helpful to have it explained in person too

Nothing! It was great

It was fun

Very fun

Probably just more experience, practice with it. The song was perfect

A little more explanation of what's going on inside IE comparing directly to circuit board project

I liked it a lot! I think I missed the explanation of how they connect, but that was on me

It was nice to see a more "commercial" way to build a circuit (ie a common system) I like the different transistors/resistors. I think it explained breadboards well

Yes



It was really cool seeing the different ways that we can manipulate the sounds. I think just doing more reading and YouTube videos during my free time

Super fun! Seeing the back side with connections was perfect

Cute. Loved making a symphony with my table and making a classic song into a remix



Did the workshop feel like a safe and welcoming environment for you? Why or why not?

21 responses

Yes

Yep

Totally yes. Like seeing women in the class

100%

Yes, simple instructions and nice people

Yes. Everyone was calm and nice

Yes. Everyone was friendly.

Yes Carrie and Robyn and all the other attendees are so kind and supportive

Yes always

Yes - instructors were amazing!

Yes! It felt very welcoming and safe which made it easier to ask questions or for help.

It was very welcoming, definitely an all-inclusive environment geared towards beginners

Yes, everyone was very nice and helpful

Very much safe and welcoming! Encouraging to me to see a variety of people in attendance, fun workspace

Absolutely. Welcoming and friendly

Yes. It was aimed towards people with no prior experience, which felt very welcoming and easy to ask questions

Yes! Thank you so much for being so accommodating with the lights and going out of reasonable pay so no one gets behind

Yes! Fun activities, great guidance and easy to ask questions



Yes! It felt like a fun little class with new friends. Even the sign on the back door made me feel welcome.



Do you feel like you got what you wanted out of the workshop? Were there any topics you wish we had covered, or would like to take a future workshop on?

21 responses

Yes, would make a good class series to get into more detail

100% fun and interesting

Yep

Yes

Yes. Looking forward to soldering workshop

Yes I'd have to think a lot longer on what questions I'd want to pursue next

I did!

Yes, would like circuits 2.0

Yes!

I did feel like I got what I wanted from the workshop.

Yes, maybe a more advanced workshop on how to read schematics?

Yes, but instructions for how to use the components that we are sent home with would be helpful as I'm new to electronics and wouldn't know what to do with them

Was great, I may also take the soldering course

Absolutely! It was great!

Exactly what I hoped for

I would have liked to learn more about the relationship between amps, Watts, and volts otherwise, yes!

Yes. I would be interested in the next step workshop, like how you could make something with an Arduino

Yes future - just more



This was more than I expected!

Yes! Would love to learn more about audio, soldering, repair in the future

Yes, I learned more than I was expecting to

Any other feedback for us? Things you loved, things we could improve? Anything we could do to make you more comfortable or successful?

14 responses

Some bits are very small could use a completed example at table or larger reference photo or magnification option?

I want more! A more advanced class would be great for me

Nope

The demo instructions were slightly hard to follow.

It was perfect would like more project/classes

I think it all went well. I loved putting things together and learning what we are doing through the process

The small class size was a nice learning environment because we were all able to get our questions answered

You all are lovely and great and excellent

The printouts are helpful. More diagrams, but overall it was great

Thanks for providing these classes! I really hope you provide more in the future

I thought it was great!

Very good foundation. Support ready at All stages

This was amazing! Thank you so much for this opportunity!

Nope. Loved it!

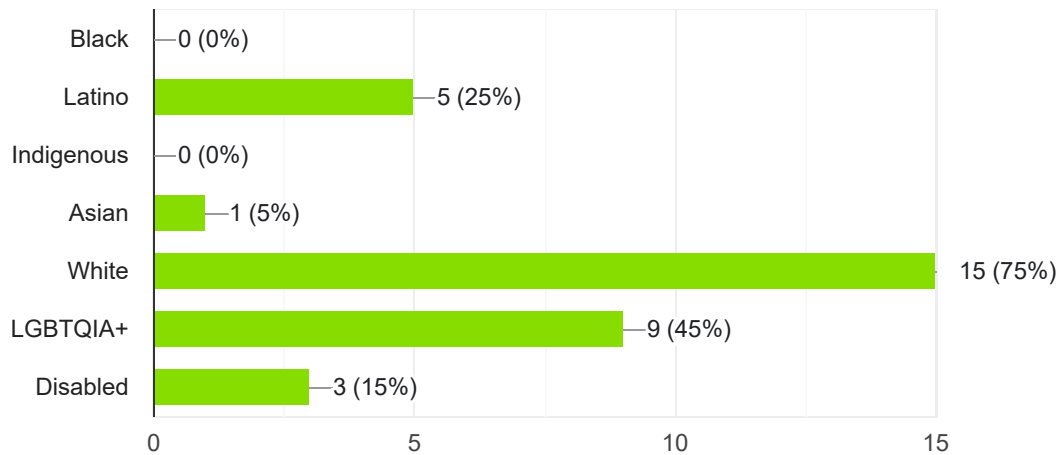
Tell Us About Yourself



Please select all groups that you identify as:

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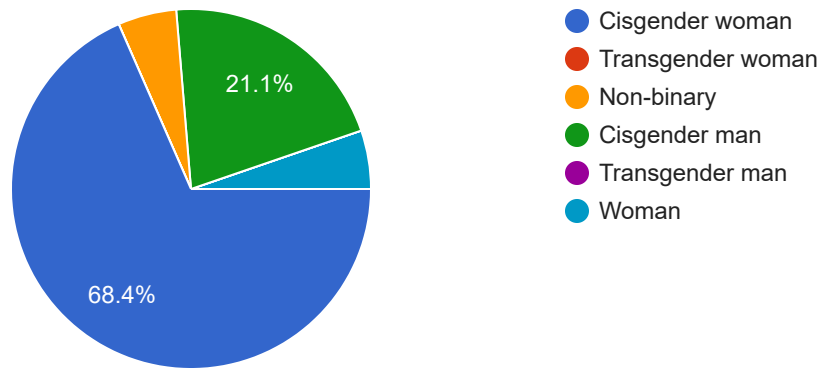
20 responses



What is your gender identity?

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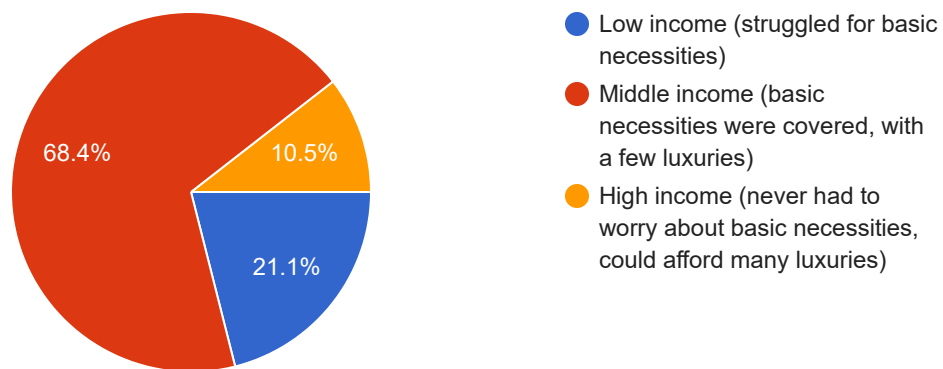
19 responses



What income level of household did you grow up in?

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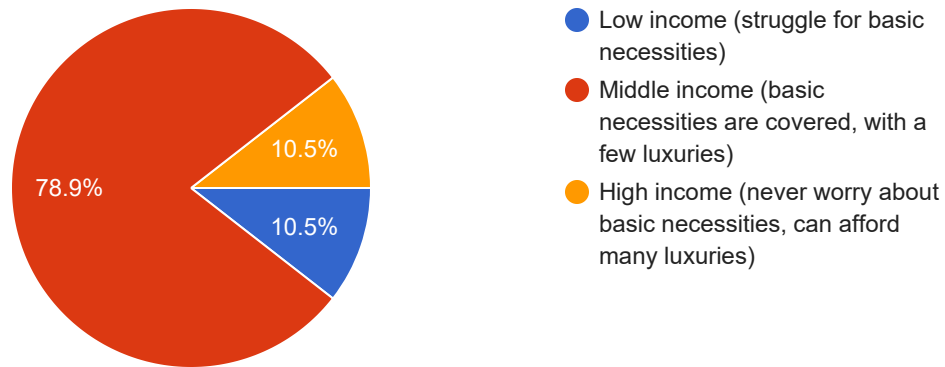
19 responses



What income level of household are you part of now?

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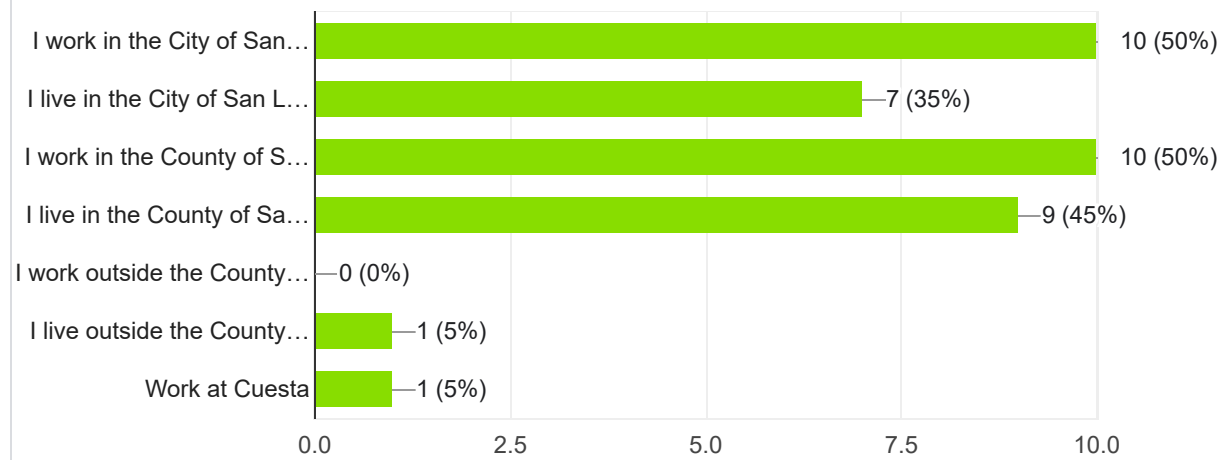
19 responses



Where do you live and work? Check all that apply.

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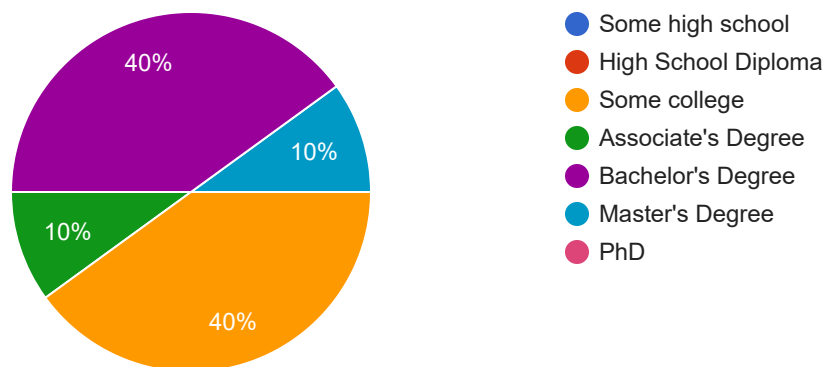
20 responses



Please tell us the highest level of formal education you've completed:

 Copy

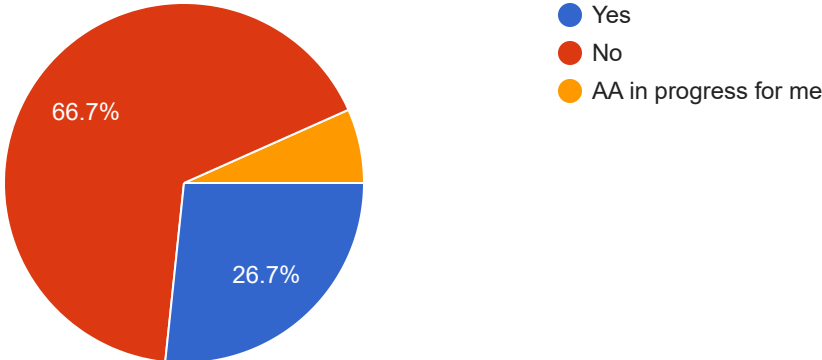
20 responses



If you have a degree, is it in a STEM-related field?

 Copy

15 responses



Were you exposed to and encouraged to pursue STEM-related activities when you were growing up? Be as brief or detailed as you like.

19 responses

No

Yes

Not really!

I was exposed but not supported. And occasionally punished. Lol.

Two parents in STEM made stem a part of my life from a young age

I was encouraged to pursue specifically physics - based education, but little outside of that

A little

No - STEM didn't exist

I was exposed to a few stem activities growing up, but I wasn't exposed to all the different routes of stem there were

Yes, I had very supportive teachers and family

Yes, but went for social sciences now I'm a software engineer

A little bit My dad is a software engineer

Not much, felt I didn't have the basic knowledge (like what we learned here today) and that I was always behind, and STEM activities were mostly men. Happy to see that changing

Very little

Didn't exist as an understanding period girls not encouraged, even with aptitude

Not really

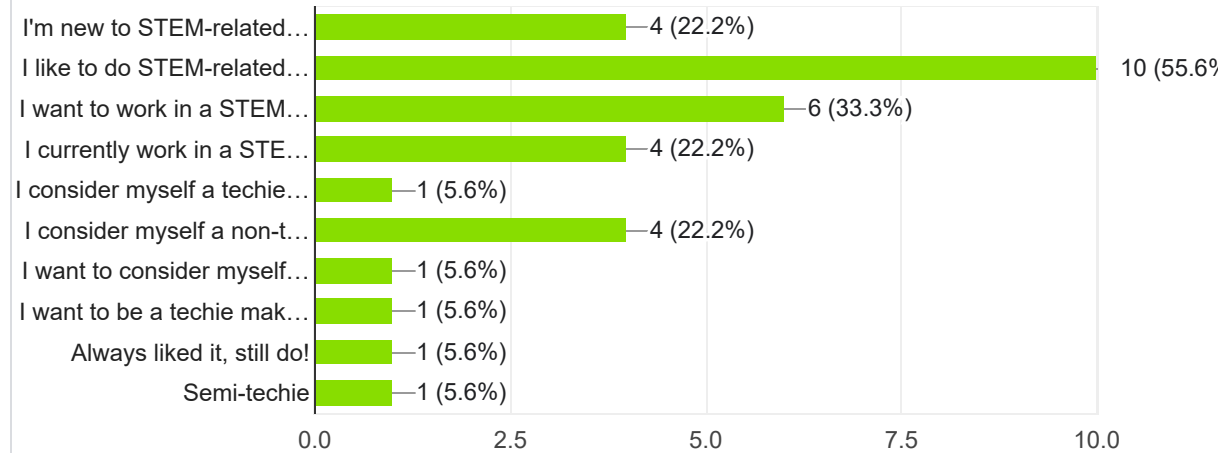
No not really



What's your relationship with STEM? (Science, Technology, Engineering, Math). Check all that apply.



18 responses



Is there anything else you'd like us to know about you or your relationship with STEM?

7 responses

No

Nothing in particular

Thank you! You have so much knowledge to share and I am happy you are doing this

I enjoy any opportunity I can get to learn more about STEM fields

I discovered love of stem in my late 20s and became a re-entry student because I was curious about the world. Never thought I'd love math until I found an interest in physics/astronomy - now I want to know everything thank you!

Thank you!

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Exhibit B

City of San Luis Obispo
Grant Recipient Report Template

Midyear Report Due: January 20, (YEAR) - Year-End Report Due: July 20, (YEAR)

Grant Name:	DEI SLO Business Grant		
Grant Year:	FY 2022-2023		
Type of Report:	Midyear Report (check box)	<input type="checkbox"/>	End-year Report (check box) <input checked="" type="checkbox"/>
Organization:	Banchan Foods		
Project Name:	Kimchi Business		
Administrator's Report: (A brief synopsis of the activities of the reporting period, including a statement of the activities, service or programs provided as described in Exhibit A (your grant application) and any changes that have occurred during the reporting period. <i>If operations or service provision have changed, please disclose, and explain the reasoning and response to changes in this section.</i>)			
<ul style="list-style-type: none"> ● Received long-awaited California Processed Foods Registration! ● Received SLO County Dependent Service Operator Permit. ● Received SLO County Temporary Food Facility Multiple Events Permit. ● Completed Food Handlers Manager Certification. ● Began conducting in-person sales from my commercial kitchen space in SLO. ● Established an account with Harvestly and began selling through this platform. ● Purchased remaining equipment and supplies needed for Farmer's Market sales. ● Applied for booth space at the following Farmer's Markets: <ul style="list-style-type: none"> <li style="width: 50%;">San Luis Obispo Saturdays <li style="width: 50%;">San Luis Obispo Thursdays <li style="width: 50%;">Morro Bay Saturdays <li style="width: 50%;">Templeton Saturdays ● Participated in AAPI's Asian American Festival on May 11th, donating 30 jars of kimchi for festival-goers to enjoy. ● Collaborating with the CalPoly Korean American Student Association to plan an activity for California's official Kimchi Day (Nov 22nd). ● Approached several brick-n-mortar markets—two are interested in carrying my kimchi: Sunshine Health Foods in Morro Bay and Soto's Market in Cambria. I'm also in conversation with SLO COOP. ● Ownership of my commercial kitchen space changed, and the new landlord refused to honor my lease. I had to move to a new kitchen space in the City of SLO. Unfortunately, this means I have to reapply for <i>all</i> of my permits with the new kitchen address. 			

Statistical Report: (This section must include 1) the metrics reported as described in Exhibit A (your grant application) and 2) the demographic data collected through the surveys.

- Because of significant delays with permit application processing, I've only been able to legally sell kimchi since May 9th. I sold 36 jars (16 jars through the Harvestly platform and 20 jars in-person from my commercial kitchen space) before my permits became invalid on May 22nd when I was forced to change kitchen locations.
- I donated 30 jars of kimchi to AAPI SLO's Asian American Festival on May 11th.
- I've made 70 social media posts across TikTok, Instagram, and Facebook, which have garnered 211 engagements.

Financial Report: (A financial statement detailing how the City's grant funding has been or planned to be allocated.)

Balance:

\$23,656.00 spent
\$1,344.00 remaining

Equipment - \$4,663.17
Supplies - \$4,223.83
Rent - \$9,350.00
Permits & Licensing - \$2,236.08
Insurance - \$289.00
Food Costs - \$662.32
Services - \$194.80
Mileage - \$2,036.80

Planned Allocations:

\$1,344.00 Application fees to amend permits to reflect new kitchen location:

Processed Foods Registration+Health Safety Fee - \$556.00
Dependent Food Service Operator Permit - \$488.00
Temporary Foods Facility Multiple Events Permit - \$300.00

Grant Metrics & Performance Outcomes Template
(must be reported by all grant recipients)

Metrics/Performance Outcomes	Results
<p>1. Number of individuals served.</p> <p><u>Served</u> refers to individuals specifically receiving any of the following:</p> <ul style="list-style-type: none"> • Services directly provided by the grantee; • Program/project applications, instructions, trainings, products, or concepts; • Information (orally or in printed, in-person, virtually or over the phone); • Any materials (flyers, brochures, etc.); 	<p align="center">516 individuals served</p> <p align="center">211 social media engagements 239 students at KASA presentations 30 jars donated 36 jars sold</p>
<p>2. Number of service hours provided.</p> <p><u>Service hours</u> refer to any amount of time that is directly linked or performed as part of the work defined within the scope of the agreement signed by the grantee.</p>	<p align="center">810 service hours provided</p> <p align="center">780 hours making kimchi 30 hours outreach/events</p>
<p>3. Number of activities.</p> <p>Activities can be defined as gatherings either the grantee organizes or attends. In either case, grantee must specify if it attended or organized the activity. This can be events, workshops, panel discussions, roundtable discussions, presentations, etc.</p> <ul style="list-style-type: none"> • Activities refer to any gathering designed to promote programs, services, or concepts related to the components within the scope of the agreement signed by the grantee. • Activities also refer to any gathering designed to create awareness of the programs, services, or concepts related to the components as defined within the agreement signed by the grantee. • Activities also refer to any gathering designed to outreach, engage, consult, and collaborate with the community as defined within the agreement signed by the grantee 	<p align="center">6 activities</p> <p align="center">Asian American Festival KASA Presentation x 2 Podcast Interview Kimchi How-To Videos California Kimchi Day</p>
<p>5. Report perception of services provided and/or engaged activities.</p> <p>Survey individuals to measure the impact of the services provided and/or engaged activities as described within the scope of the agreement signed by the grantee. Report in percent and total number of individuals served. Technical assistance can be provided to grantee in development of questions.</p>	<p align="center">905 individuals served</p> <p align="center">239 KASA students Approx 600 Asian American Festival Goers 66 Kimchi purchases/donations</p>
<p>6. Demographic Questions</p> <p>Demographic questions are highly encouraged to be completed by individuals that fall within the grantee's scope of services. A current demographic survey is available and is highly encouraged for grantee to each out for the demographic survey template.</p>	

Name: Trina Lee

Title: Grantee

Phone: 805-704-5004

Signature: *Trina Lee*

Date: July 20th, 2024

E-mail: banchanfoods@gmail.com

City of San Luis Obispo Grant Recipient Report Template

Midyear Report Due: January 20, (YEAR) - Year-End Report Due: July 20, 2024

Grant Name:	DEI SLO Business Grant		
Grant Year:	FY2022-2023		
Type of Report:	Midyear Report (check box)	<input type="checkbox"/>	End-year Report (check box) <input checked="" type="checkbox"/>
Organization:	Concussion Navigation Services		
Project Name:	Patient cost off-set for concussion care		
Administrator's Report: (A brief synopsis of the activities of the reporting period, including a statement of the activities, service or programs provided as described in Exhibit A (your grant application) and any changes that have occurred during the reporting period. <i>If operations or service provision have changed, please disclose, and explain the reasoning and response to changes in this section.</i>)			
<p>The purpose of the grant funds is to provide concussion rehab to patients who would otherwise be unable to afford it. With these grant funds, I have been able to provide care to individuals in a variety of financial circumstances, including those who are underinsured, have limited income, are unable to work due to their injury, have mental health challenges, and/or are receiving social services. Patients who received the grant-funded services all expressed their gratitude, relief, and appreciation for the service and grant in general. CenCal patients describe not even considering specialty care, and how good it feels to have equal access, instead of the typical healthcare disparity. Students often miss too much school when trying to recover from concussion on their own; under my care, I help them return to the classroom as soon as possible, with academic adjustments as needed. Some patients are unable to work due to their injury, but then don't have enough income to afford concussion care. By relieving the financial stress, they can return to work sooner. One example is a single mother of 2 toddlers who was in a car accident that totaled her vehicle. She was unable to work as a waitress due to cognitive symptoms of her concussion, and she had no transportation. I was able to do telehealth appointments with her, and progress her recovery, in spite of the overwhelming obstacles. She was able to return to work and support her 2 children because of these grant funds. Our local emergency departments became aware of the grant, and referred more patients directly from the ER, knowing that they can receive the same level of care as any other patient, and can be seen within 24-48 hours, without having to wait weeks or months.</p> <p>Challenges included lack of awareness or referral from pediatrician offices; target population assuming that they would not have access to specialized care which prevented them from seeking this service; generally not gaining awareness in a way that reached more healthcare providers and patients. However, through the grant administrators, a local marketing colleague, and SLO Chamber of Commerce, additional strategies for educating the medical community were identified.</p>			

Statistical Report: (This section must include 1) the metrics reported as described in Exhibit A (your grant application) and 2) the demographic data collected through the surveys.

KPIs:

Total# patients served: 27

Total# HCP referrals: 15

Total cost savings to patients: \$21,600 (based on multiple studies that estimate the average cost of single concussion theUS to be \$800/patient)

Financial Report: (A financial statement detailing how the City's grant funding has been or planned to be allocated.)

\$10,000 start

Pro bono or sliding scale for initial assessment (\$125) and 2 follow up appointments (\$90 each; \$180 total)

2023:

June total used: \$195 (4 sliding scale visits at 50% discount)

August total used: \$345 (2 sliding scale visits; 2 IAs)

September total used: \$1115 (1 IA, 6 f/u, 10 f/u visits at 50% discount)

October total used: \$450 (3 f/u, 4 f/u visits at 50% discount)

November total used: \$735 (3 IAs, 3 f/u, 2 f/u visits at 50%discount)

December total used: \$465 (3 f/u, 1 f/u visits at 50% discount, 3 late cancellations)

2024:

January total used: \$1135 (4 IAs, 6 f/u, 1 f/u visit at 50% discount, 1 late cancellation)

February total used: \$960 (3 IAs, 3 f/u, 7 f/u visits at 50% discount)

March total used: \$530 (1 IA, 2 f/u, 5 f/u visits at 50% discount)

April total used: \$1095 (3 IAs, 6 f/u, 4 f/u visits at 50% discount)

May total used: \$1660 (5 IAs, 8 f/u, 7 f/u visits at 50% discount)

June total used: \$1125 (2 IAs, 7 f/u, 1 f/u visit at 50% discount, 4 late cancellation)

TOTAL USED: \$9810 (remaining \$190 applied to last qualified CenCal patient's remaining visits.)

Grant Metrics & Performance Outcomes Template (must be reported by all grant recipients)

Metrics/Performance Outcomes	Results
<p>1. Number of individuals served.</p> <p><u>Served</u> refers to individuals specifically receiving any of the following:</p> <ul style="list-style-type: none"> • Services directly provided by the grantee; 27 • Program/project applications, instructions, trainings, products, or concepts; • Information (orally or in printed, in-person, virtually or over the phone); 1500 via social media; 250 via email • Any materials (flyers, brochures, etc.); 500 flyers printed/distributed • Referrals 15 additional healthcare providers 	<p style="text-align: center;">~2000-2500</p>
<p>2. Number of service hours provided.</p> <p><u>Service hours</u> refer to any amount of time that is directly linked or performed as part of the work defined within the scope of the agreement signed by the grantee.</p>	<p>~200 hrs patient care ~50 hrs in promotion, education, outreach</p> <p>likely over 350 hrs total including administrative service</p>
<p>3. Number of activities.</p> <p>Activities can be defined as gatherings either the grantee organizes or attends. In either case, grantee must specify if it attended or organized the activity. This can be events, workshops, panel discussions, roundtable discussions, presentations, etc.</p> <ul style="list-style-type: none"> • Activities refer to any gathering designed to promote programs, services, or concepts related to the components within the scope of the agreement signed by the grantee. • Activities also refer to any gathering designed to create awareness of the programs, services, or concepts related to the components as defined within the agreement signed by the grantee. • Activities also refer to any gathering designed to outreach, engage, consult, and collaborate with the community as defined within the agreement signed by the grantee 	<p><u>Attended:</u> SLOHS Sports Physicals 6/2023 Santa Maria Elks Rodeo-medical team 6/2023 & 6/2024 SLO Chamber Mixers (6) SVRMC Trauma Fair 9/2023 SLO Business Networking meet-ups (5) NAWBO mixers (2) On-going engagement with sports medicine staffs at all local HSs and CalPoly SCORE mentoring meetings in improve marketing</p> <p><u>Presented:</u> RAMS 5/2024 CP faculty 6/2024 MRMC trauma/ER staff 6/2024 AGHS, PRHS, AHS sports medicine students Cuesta College sports medicine staff</p> <p><u>Organized:</u> French Hospital ER staff meeting 10/2023 Assemblymember Dawn Addis Meeting 10/2023 Central Coast Gymnastics coaches education 11/2023 Drs Melinda & Jay Jezierski 11/2023 MRMC Family Practice Residents rotation in clinic Jun-Dec2023 (5 doctors) Meeting with Noor Foundation administrators 6/2024 Drop offs at CCP- Temp, French Hospital</p>
<p>4. Estimated number of individuals attending activities.</p> <p>Based on the scope of the agreement signed by the grantee, please provide a rough number or best estimate of individuals that 1) either attend a grantee led event or 2) approach the booth/table in which the grantee participates.</p>	<p>Anywhere from 3 (meetings with MDs, Asblymr Addis, etc) to ~300 (HS sports physicals)</p>
<p>5. Report perception of services provided and/or engaged activities.</p> <p>Survey individuals to measure the impact of the services provided and/or engaged activities as described within the scope of the agreement signed by the grantee. Report in percent and total number of individuals served. Technical assistance can be provided to grantee in development of questions.</p>	<p>See statistical report above</p>

6. Demographic Questions

Demographic questions are **highly encouraged** to be completed by individuals that fall within the grantee's scope of services. A current demographic survey is available and is highly encouraged for grantee to reach out for the demographic survey template.

AGE:
 min= 13
 max= 54
 avg= 22

Gender/Sex ID:
 16 F
 10 M
 1 NBM

Race/Eth:
 13 W, NH
 11 latinx
 1 indigenous
 1 black
 1 asian
 POC: 14 of 27
 (58%)

City:
 7 SLO
 4 LO
 4 PR
 2 AG
 2 Nipomo
 2 GB
 2 SM
 2 MB
 1 Temp
 1 Oceano

Qualifiers:
 CenCal: 24 (89%)
 under/uninsured: 3
 social services: 4
 financial hardship: 8

Misc:
 assault victims: 5
 bullying victim: 2
 abuse/neglect: 5
 unable to work due to injury: 5

Stacey Ritter, MS, ATC

Owner

805-4390489

Name

Title

Phone



7/12/24

concussion.navigator@gmail.com

Signature

Date

E-mail

Once signed, please scan and e-mail to Nestor Veloz-Passalacqua, DEI Manager (nveloz@slocity.org) and to dei@slocity.org.

City of San Luis Obispo Grant Recipient Report Template

Midyear Report Due: January 20, (YEAR) - Year-End Report Due: July 20, (YEAR)

Grant Name:	DEI Buisness Grant		
Grant Year:	23-24		
Type of Report:	Midyear Report (check box)	<input type="checkbox"/>	End-year Report (check box) <input checked="" type="checkbox"/>
Organization:	Corazon Café SLO		
Project Name:	Café Comunidad Cultura Comida		
Administrator’s Report: (A brief synopsis of the activities of the reporting period, including a statement of the activities, service or programs provided as described in Exhibit A (your grant application) and any changes that have occurred during the reporting period. <i>If operations or service provision have changed, please disclose, and explain the reasoning and response to changes in this section.</i>)			
<p>The café had 8 art exhibits of underrepresented artists from diverse backgrounds, many showing their work for the first time. We have hosted a Loteria game night, Dia de los Muertos community altar, At Her Table, Mujeres de Accion mixer and Autism Speed Dating night.</p> <p>We have relationships with regular downtown customers from the Wineman Hotel, and local businesses including staff from The Habit. We hosted study nights for the Cal Poly Latinx Association and contribute to a student scholarship. We have been able to donate through our “2% Tuesdays” to 7 local community-based organizations and 2 elementary schools.</p>			
Statistical Report: (This section must include 1) the metrics reported as described in Exhibit A (your grant application) and 2) the demographic data collected through the surveys.			
<p>With a food and drink business, the best indicator of success is through increasing our customer base and maintaining our exemplary employees. Apart from the owners, we started with 3 employees and now have 9. Our social media following has grown from 0 to over 2500. We have many regular customers with an estimated 60% of them being Latino. We have a large number of Latino identifying Cal Poly students who come to study at the café. Organizations such as Mujeres de Accion have reached out to hold a mixer. We are able to collect a salary as owners and pay all of our bills. In a recent survey, customers shared:</p> <p>“you embody inclusivity, making everyone who walks in feel at home” ”You are community, family, cultura and delicious food. We love you”</p>			

“Your delicious quality food with rich culture, open heart, community building and support and celebration. I love your joie de vivre”

Financial Report: (A financial statement detailing how the City’s grant funding has been or planned to be allocated.)

Funds have supported Art After Dark costs (registration with SLO County Arts, printing, in-kind food etc), printing costs (sign, tshirts, stickers, cultural coloring pages), accounting support, and a website (pending termination).

Grant Metrics & Performance Outcomes Template

(must be reported by all grant recipients)

Metrics/Performance Outcomes	Results
<p>1. Number of individuals served.</p> <p><u>Served</u> refers to individuals specifically receiving any of the following:</p> <ul style="list-style-type: none"> • Services directly provided by the grantee; • Program/project applications, instructions, trainings, products, or concepts; • Information (orally or in printed, in-person, virtually or over the phone); • Any materials (flyers, brochures, etc.); • Referrals 	<p>Participating artists: 50 Autism speed dating: 30 At Her Table: 22 Mujeres de Accion mixer: 32</p> <p>...plus a steady increase in customers</p>
<p>2. Number of service hours provided.</p> <p><u>Service hours</u> refer to any amount of time that is directly linked or performed as part of the work defined within the scope of the agreement signed by the grantee.</p>	<p>Mon-Thurs 9am-3pm Fri-Sat 7am-9pm Sun 7am-5pm</p>
<p>3. Number of activities.</p> <p>Activities can be defined as gatherings either the grantee organizes or attends. In either case, grantee must specify if it attended or organized the activity. This can be events, workshops, panel discussions, roundtable discussions, presentations, etc.</p> <ul style="list-style-type: none"> • Activities refer to any gathering designed to promote programs, services, or concepts related to the components within the scope of the agreement signed by the grantee. • Activities also refer to any gathering designed to create awareness of the programs, services, or concepts related to the components as defined within the agreement signed by the grantee. • Activities also refer to any gathering designed to outreach, engage, consult, and collaborate with the community as defined within the agreement signed by the grantee 	<p>14 in total. 8 art exhibits Loteria Night Autism Speed Dating At Her Table Mujeres de Accion Mixere</p>
<p>4. Estimated number of individuals attending activities.</p> <p>Based on the scope of the agreement signed by the grantee, please provide a rough number or best estimate of individuals that 1) either attend a grantee led event or 2) approach the booth/table in which the grantee participates.</p>	<p>Art openings, Loteria Night, Autism Speed Dating, Craft nights: 130+- planned participants , plus the public/customers</p>
<p>5. Report perception of services provided and/or engaged activities.</p> <p>Survey individuals to measure the impact of the services provided and/or engaged activities as described within the scope of the agreement signed by the grantee. Report in percent and total number of individuals served. Technical assistance can be provided to grantee in development of questions.</p>	<p>“We love your café. The welcome you feel as you walk into the most colorful, bright and warm space. The smiles of everyone you encounter. And then the food! We have enjoyed everything that has touched our lips. Y la oportunidad de practicar I espanol es lo maximo, gracias!”</p> <p>“Safe space, homey feels, tastiest Mexican food in county, Mexican cultural beauty/music/everything. You all nailed it in every aspect.”</p> <p>“Es como estar en familia y como estar en mi hometown. La atencion ex excelente, calida y muy amables. Me encanta este lugar, sus colores, su filosofia.”</p>

6. Demographic Questions

Demographic questions are **highly encouraged** to be completed by individuals that fall within the grantee's scope of services. A current demographic survey is available and is highly encouraged for grantee to reach out for the demographic survey template.

To be reported by grantee in statistical section above.

Sara McGrath

Co-owner

805-540-1673

Name

Title

Phone

Sara McGrath

7/13/24

corazoncafeslo@gmail.com

Signature

Date

E-mail

Once signed, please scan and e-mail to Nestor Veloz-Passalacqua, DEI Manager (nveloz@slocity.org) and to dei@slocity.org.

City of San Luis Obispo Grant Recipient Report Template

Midyear Report Due: January 10, 2024 - Year-End Report Due: July 10, 2024

Grant Name:	DEI SLO Business Grant		
Grant Year:	FY 2022-2023		
Type of Report:	Midyear Report (check box) <input type="checkbox"/>	End-year Report (check box) <input checked="" type="checkbox"/>	x
Organization:	Mission Headstrong		
Project Name:	Autism/Neuroadaptive Fitness Certification		
Administrator's Report: <i>(A brief synopsis of the activities of the reporting period, including a statement of the activities, service or programs provided as described in Exhibit A (your grant application) using the business grant provided, and any changes that have occurred during the reporting period. If operations or service provisions have changed, please disclose and explain the reasoning and response to changes here.</i>			
<p>Mission Headstrong is deeply grateful for the grant the city provided that allowed us to receive our first specialized training. Fitness centers can be an intimidating place for people to step into and it has always been my (Robby) dream to make it a place where everyone belongs. We have had dreams of the many groups we can serve and the Autism community holds a special place in my heart and I was grateful this was what we did. The coaches were able to be trained by the founder of the Autism Fitness organization, which enhanced our understanding of how to utilize coaching tactics and communication skills to include this community. We are able to use programs he has already designed and some of our more experienced and advanced coaches are able to utilize his training to adapt their specializations towards the Autism community. Each coach was required to submit 18 videos demonstrating knowledge of various movements through a practice with another person. Each coach was given extensive feedback, some having to redo the videos until it met the requirements. The grant gave us a taste of what can happen when we pursue training that opens our eyes to other communities and lived experiences. We are grateful for the grant funds that allowed for this specialized training and are planning on making some announcements for the non-profit this summer and open begin individual coaching and an autism yoga class this fall. We have been wanting to open our doors but we have still been recovering from the 2023 flood financially and we are still making up for the financial strain that put us through. We are planning on applying for the next grant at the City with the hopes of focusing some efforts on veterans, the aging population, and low-income folks. We are also planning on raising funds to begin a more sustainable approach with our non-profit.</p> <p>A sidenote- During this year, I also participated in Lumina Alliances free crisis training and learned about domestic violence, rape, and intimate partner violence. This was also in response to last year's unfortunate events at a women's only gym furthering the idea that fitness centers are not safe. My hope is to lead our gym, both the business (Headstrong) and the non-profit (Mission Headstrong), to be a gym those on the margins feel welcomed. I am also in</p>			

conversation with the VA to begin 1-1 coaching for veterans. We are excited to keep finding ways to serve our community.

Statistical Report: *(This section should include 1) the metrics reported as described in Exhibit A (your grant application) and 2) the demographic data collected through the survey shared by the City.)*

Due to our grant being focused on training and development of our coaches, our statistical report is on the more simple end: 15 coaches trained. More info can be seen in the financial section and the metrics. If we were to receive future grants, this would be a more robust section given it would be the number of clients coaches individually and in groups. But the grant was specific for coaches to be appropriately trained.

Financial Report: *(A financial statement detailing how the City's grant funding has been or planned to be allocated.)*

\$8,832	Certification for 15 coaches (\$588.80 per coach)			
\$2,500	Leadership Training Day			
\$4,800	Training & Development			
\$926.90	Flight for Eric			
\$959	Air Bnb for Eric			
\$350	Car Rental for Eric			
\$3,468.10	Level 2/3 certification			
\$1,500	Specialized Equipment			
\$23,336	TOTAL SPENT			

DEI SLO Business Grant Additional Metrics & Performance Outcomes Template

<i>Metrics/Performance Outcomes</i>	<i>Results</i>
<p>1. Number of individuals served.</p> <p><u>Served</u> refers to individuals specifically receiving any of the following:</p> <ul style="list-style-type: none"> • Services directly provided by the grantee; • Program/project applications, instructions, trainings, products, or concepts; • Information (orally or in printed, in-person, virtually or over the phone); • Any materials (flyers, brochures, etc.); • Referrals 	<p>15 coaches trained - each volunteered 35-40 hours to complete training.</p>

<p>2. Number of service hours provided.</p> <p><i>Service hours</i> refer to any amount of time that is directly linked or performed as part of the work defined within the scope of the agreement signed by the grantee.</p>	<p>600 hours of training total for all coaches</p> <p>Over 300 hours of Eric's time (included in person training, prep, and all videos needed to be observed for completion of certification)</p>
<p>3. Number of activities.</p> <p>Activities can be defined as gatherings either the grantee organizes or attends. In either case, grantee must specify if it attended or organized the activity. This can be events, workshops, panel discussions, roundtable discussions, presentations, etc.</p> <ul style="list-style-type: none"> • Activities refer to any gathering designed to promote programs, services, concepts related to the components within the scope of the agreement signed by the grantee. • Activities also refer to any gathering designed to create awareness of the programs, services, or concepts related to the components as defined within the agreement signed by the grantee. • Activities relate to any gathering designed to outreach, engage, and consult, and collaborate with the community as defined within the agreement signed by the grantee 	<p>2 days of in person training 25 hours of online training Monthly leadership meetings Monthly continued development</p>
<p>4. Estimated number of individuals attending activities.</p> <p>Based on the scope of the agreement signed by the grantee, please provide a rough number or best estimate of individuals that 1) either attend a grantee led event or 2) approach the booth/table in which the grantee participates.</p>	<p>15 coaches trained</p>
<p>5. Report perception of services provided and/or engaged activities.</p> <p>Survey individuals to measure the impact of the services provided and/or engaged activities as described within the scope of the agreement signed by the grantee. Report in percent and total number of individuals served. Sample questions will be provided to grantees for technical assistance.</p>	<p>All the coaches participated in a video sharing the impact the training had on them (for the Autism Fitness trainer) that we can share at a future point. They are all grateful.</p>
<p>6. Demographic Questions</p> <p>Demographic questions are highly encouraged to be completed by individuals that fall within the grantee's scope of services. Grantees will be sent the City's current demographic survey and are highly encouraged to use such template to implement and report back.</p>	

Robert Mclaughlin

CEO and Founder

8055502136

Name

Title

Phone

Robert Mclaughlin

7/10/24

robertjmclaughlin35@gmail.com

Signature

Date

E-mail

Once signed, please scan and e-mail to Nestor Veloz-Passalacqua, DEI Manager (nveloz@slocity.org)

City of San Luis Obispo Grant Recipient Report Template

Midyear Report Due: January 20, (YEAR) - Year-End Report Due: July 20, (YEAR)

Grant Name:	DEI SLO Business Grant program		
Grant Year:	FY 2022-2023		
Type of Report:	Midyear Report (check box)	<input type="checkbox"/>	End-year Report (check box) <input checked="" type="checkbox"/>
Organization:	Seeds		
Project Name:	Seeds Community Event		

Administrator’s Report: (A brief synopsis of the activities of the reporting period, including a statement of the activities, service or programs provided as described in Exhibit A (your grant application) and any changes that have occurred during the reporting period. ***If operations or service provision have changed, please disclose, and explain the reasoning and response in this section.***)

Seeds successfully executed a series of diverse activities in alignment with the objectives outlined in Exhibit A of our grant application. These activities included 8 free yoga and pilates sessions, free healthy and sustainable concessions, a free music, and highlighting the Atlas Animal Rescue about pet adoption

To ensure inclusivity, all these events were offered free of charge to community members, making them accessible to a broad audience. Attendees had the opportunity to engage with various local organizations and businesses that promote health, wellness and community, fostering stronger connections within the community.

In addition to promoting community awareness and engagement, our events served as fundraising initiatives for Atlas Animal Rescue. This collaborative approach aimed to maximize the impact on the San Luis Obispo (SLO) community and contribute to lasting positive change. The success of these activities underscores our commitment to creating a meaningful and holistic impact on the well-being of our community members.

Statistical Report: (This section must include 1) the metrics reported as described in Exhibit A (your grant application) and 2) the demographic data collected through the surveys.

Activity Engagement: Over 500 people attend classes at Mission Plaza
Foot traffic: Over 1200 people attracted to the Court St. area and 500 to Mission Plaza
New customers: 46% of sales were new customers
Sales: 220% increase
Social Media: Over 27,000 Impressions

Financial Report: (A financial statement detailing how the City's grant funding has been or planned to be allocated.)

Equipment Rental: \$2000
Consumables: \$4000
Music:\$1500
Classes and Venue: \$1600
Decorations and Goodie bags: \$2700
Advertising: \$1500
Staffing \$3100

Grant Metrics & Performance Outcomes Template

(must be reported by all grant recipients)

<i>Metrics/Performance Outcomes</i>	<i>Results</i>
<p>1. Number of individuals served.</p> <p><u>Served</u> refers to individuals specifically receiving any of the following:</p> <ul style="list-style-type: none"> • Services directly provided by the grantee; • Program/project applications, instructions, trainings, products, or concepts; • Information (orally or in printed, in-person, virtually or over the phone); • Any materials (flyers, brochures, etc.); • Referrals 	1140+ people
<p>2. Number of service hours provided.</p> <p><u>Service hours</u> refer to any amount of time that is directly linked or performed as part of the work defined within the scope of the agreement signed by the grantee.</p>	9 hours
<p>3. Number of activities.</p> <p>Activities can be defined as gatherings either the grantee organizes or attends. In either case, grantee must specify if it attended or organized the activity. This can be events, workshops, panel discussions, roundtable discussions, presentations, etc.</p> <ul style="list-style-type: none"> • Activities refer to any gathering designed to promote programs, services, or concepts related to the components within the scope of the agreement signed by the grantee. • Activities also refer to any gathering designed to create awareness of the programs, services, or concepts related to the components as defined within the agreement signed by the grantee. • Activities also refer to any gathering designed to outreach, engage, consult, and collaborate with the community as defined within the agreement signed by the grantee 	6 activities
<p>4. Estimated number of individuals attending activities.</p> <p>Based on the scope of the agreement signed by the grantee, please provide a rough number or best estimate of individuals that 1) either attend a grantee led event or 2) approach the booth/table in which the grantee participates.</p>	500
<p>5. Report perception of services provided and/or engaged activities.</p> <p>Survey individuals to measure the impact of the services provided and/or engaged activities as described within the scope of the agreement signed by the grantee. Report in percent and total number of individuals served. Technical assistance can be provided to grantee in development of questions.</p>	Our responses indicate an overwhelmingly positive response to our event and activities. Notably, there's strong feedback from individuals who can't afford traditional yoga and pilates classes, showcasing the inclusivity of our events. This feedback guides our commitment to inclusivity and informs future program development.
<p>6. Demographic Questions</p> <p>Demographic questions are highly encouraged to be completed by individuals that fall within the grantee's scope of services. A current demographic survey is available and is highly encouraged for grantee to reach out for the demographic survey template.</p>	To be reported by grantee in statistical section above.

Zak Khan

Director of Business Development

8057097799

Name

Title

Phone



Signature

05AUG24

Date

zak@tasteseeds.com

E-mail

Once signed, please scan and e-mail to Nestor Veloz-Passalacqua, DEI Manager (nveloz@slocity.org) and to dei@slocity.org.

City of San Luis Obispo Grant Recipient Report Template

Midyear Report Due: January 10, 2024 - Year-End Report Due: July 10, 2024

Grant Name:	DEI SLO Business Grant		
Grant Year:	FY 2023-2024		
Type of Report:	Midyear Report	<input type="checkbox"/>	End-year Report (check box) <input checked="" type="checkbox"/>
Organization:	TEN OVER STUDIO		
Project Name:	Affordable & Workforce Housing Feasibility Studies		
Administrator's Report: <i>(A brief synopsis of the activities of the reporting period, including a statement of the activities, service or programs provided as described in Exhibit A (your grant application) using the business grant provided, and any changes that have occurred during the reporting period. If operations or service provisions have changed, please disclose and explain the reasoning and response to changes here.</i>			
<p>Over the past year, our team at TEN OVER STUDIO has developed a comprehensive feasibility study program to support affordable housing efforts in San Luis Obispo due to the City of San Luis Obispo DEI Business Grant. We have encouraged affordable and workforce housing projects by leveraging our experience, professional working relationships and community reputation all while utilizing the awarded \$15,000 to help support the City's DEI goals. This grant allowed us to provide the means to multiple local developers and non-profits who might not have been able to pursue a feasibility study. In addition to setting the framework for impactful projects, we will be continuing project work to completion for CAPSLO.</p> <p>According to the county's 2023 State of the Workforce Report SLO County, residents face high housing costs compared to the national average, with approximately one-third of county residents spending 35 percent or more of their income on housing. A lack of affordable housing, in addition to a limited supply of high-wage jobs, may encourage potential workers to settle elsewhere. The report directly calls out that an increase in the supply of affordable housing is imperative for sustaining the county's local workforce. TEN OVER STUDIO is proud to be able to utilize the City of San Luis Obispo's DEI Business Grant to help alleviate the lack of affordable housing and support the City's housing initiatives and goals.</p> <p>TEN OVER's process started by creating a one-page marketing information sheet laying out our program in partnership with the City of San Luis Obispo. Using our affordable housing resources, we created a list of statewide non-profit developers, emailing 20 contacts that we had no prior relationship with which included an introduction to who we are and an introduction to the feasibility study program, the one-page marketing sheet and our affordable housing project portfolio. We also emailed 15 personal contacts with the same information. With little to no response initially, we switched gears to in-person conversations with all local developers, including market-rate firms. These marketing and outreach efforts resulted in two project feasibility studies within the City of SLO. As additional connections were made over the course of 2024, we were able to offer and allocate all five feasibility studies.</p>			

The first three feasibility studies completed under the grant program would allow up to 67 affordable housing units within city limits. Due to the availability and impact of the study, we allowed Transitions Mental Health to utilize our services for two separate studies which included one complete feasibility revision.

The fifth and final feasibility study under this program was for the development of a vacant 2-acre parcel located across from the Homeless Services Center at 40-Prado Road, San Luis Obispo. The intended program, as indicated by the CAPSLO team, for the vacant parcel was to design and develop a thoughtful, cost-effective solution for the housing of non-congregate emergency shelters for families of varying sizes, along with indoor and outdoor recreation spaces, pet friendly facilities, and an office and mixed-use spaces for services like childcare and case management. The initial Phase 1 build-out will accommodate up to 25 families. The site can ultimately accommodate as many as 53 housing density units with a 100% affordable housing density bonus. While the primary goal is to design and build out the initial 25 family shelter units, a conceptual design for the full density build out will be prepared as a master plan for the site. Other grants or donations have been received which have been earmarked for the 46 Prado site development, but this DEI Business Grant helped support the initial feasibility study efforts.

In addition to external outreach, we have hosted an internal introductory training for 30 staff members focusing on how to conduct an affordable housing feasibility study within the City of SLO. An additional staff meeting presentation is scheduled to take place in August 2024 to recap the grant and educate team members on future feasibility studies.

All five feasibility study locations are located within the City of San Luis Obispo. To make an even larger impact on our community, TEN OVER STUDIO hopes to continue supporting the City's DEI goals by extending more feasibility studies to local non-profits and find ways to expand to a county-wide effort. Additionally, all feasibility study recipients were very appreciative and felt that these funds allowed them to pursue potential projects that might not have come to fruition without assistance. TEN OVER STUDIO appreciates the opportunity to be able to support our local non-profit developers and projects that will not only impact the city's community but will hopefully one day touch unique individual needs and lives for the better.

Statistical Report: *(This section should include 1) the metrics reported as described in Exhibit A (your grant application) and 2) the demographic data collected through the survey shared by the City.)*

Our outreach efforts to personal contacts communicating our partnership with the City of San Luis Obispo to provide local feasibility studies for non-profit developers to promote more workforce and affordable housing in SLO has resulted in five separate feasibility studies. Please see the feasibility study details below.

TRANSITIONS MENTAL HEALTH
Contact: Jill Bolster-White
Client Type: Non-Profit Organization

Project Address: 1118 Palm St. San Luis Obispo, CA
Project Type: 100% Affordable, Very Low Income
of Potential Affordable Housing Units: 8-12 Units

Project Address: 652 Morro Street, San Luis Obispo, CA
Project Type: Multi-Family, 100% Affordable Apartment Building
of Potential Affordable Housing Units: Up to 29 New 1-Bedroom Units
Notes: Project feasibility study leaves eight existing cottages and adds one parking stall

Revision Project Address: 652 Morro Street, San Luis Obispo, CA
Project Type: Mixed Use with 100% Affordable Apartment Building and
of Potential Affordable Housing Units: Up to 33 New 1-Bedroom Units

TRICAMO CONSTRUCTION

Contact: John Tricamo

Client Type: General Contractor, Market Rate Developer

Project Address: 441 Marsh St. San Luis Obispo, CA

Project Type: Mixed Use with Affordable Housing, Small Units, No Parking

of Potential Affordable Housing Units: 22 Units

CAPSLO

Contact: Suzanne Leedale

Client Type: Non-Profit Organization.

Project Address: 46 Prado Road, San Luis Obispo, CA

Project Type: Family-Oriented Homeless Shelter with play area, parking and gardens

of Potential Affordable Housing Units: Shelter for up to 25 families

Notes: Charette and feasibility meetings in July 2024.

Financial Report: *(A financial statement detailing how the City's grant funding has been or planned to be allocated.)*

Below you will find the breakdown of our expenses directly tied to this Feasibility Program:

1. Feasibility Studies Actuals— \$12,281

- a. THMA 118 Palm Street
 - i. 8 hours = \$1,688
- b. THMA 652 Morro Street
 - i. 8 hours = \$1,688
 - ii. 8 hours = \$1,688
- c. Tricamo Construction
 - i. 14 hours = \$2,907
- d. CAPSLO 46 Prado Road
 - i. 18 hours = \$4,310

(ORIGINAL ESTIMATE: 5 Studies x \$2,200 = \$4,400)

2. Program Development, Training and Deliverables – \$1,275

- a. 15 hours x \$85 per hour = \$1,275

3. Outreach & Marketing - \$1,650

- a. Marketing Staff Time = 14.25 hours x \$85 per hour = \$1,211.25
- b. One Page Program Marketing Sheet Design - \$438

GRANT \$15,000

USED \$15,206

REMAINING GRANT FUNDS \$0

Please see attached feasibility studies.

DEI SLO Business Grant Additional Metrics & Performance Outcomes Template

Metrics/Performance Outcomes	Results
<p>1. Number of individuals served.</p> <p><u>Served</u> refers to individuals specifically receiving any of the following:</p> <ul style="list-style-type: none"> • Services directly provided by the grantee; • Program/project applications, instructions, trainings, products, or concepts; • Information (orally or in printed, in-person, virtually or over the phone); • Any materials (flyers, brochures, etc.); • Referrals 	<ul style="list-style-type: none"> • 5 Feasibility Studies Provided • 1 Study In-Progress for Completion • 30 staff members trained • 35 emails sent to potential feasibility study recipients • 12 in-person conversations • 1 marketing information page designed • 1 project portfolio produced
<p>2. Number of service hours provided.</p> <p><u>Service hours</u> refer to any amount of time that is directly linked or performed as part of the work defined within the scope of the agreement signed by the grantee.</p>	<p>85.25 billable service hours.</p>
<p>3. Number of activities.</p> <p>Activities can be defined as gatherings either the grantee organizes or attends. In either case, grantee must specify if it attended or organized the activity. This can be events, workshops, panel discussions, roundtable discussions, presentations, etc.</p> <ul style="list-style-type: none"> • Activities refer to any gathering designed to promote programs, services, concepts related to the components within the scope of the agreement signed by the grantee. • Activities also refer to any gathering designed to create awareness of the programs, services, or concepts related to the components as defined within the agreement signed by the grantee. • Activities relate to any gathering designed to outreach, engage, and consult, and collaborate with the community as defined within the agreement signed by the grantee 	<p>2 Staff Meeting Presentations to 30 people.</p> <p>35 Emails Sent to Non-Profit Developers.</p> <p>12 In-Person Conversations about the feasibility study program.</p> <p>2 Feasibility Study Meetings with John Tricamo and his team.</p> <p>1 Onsite Feasibility Study meeting with Transitions Mental Health and Board of Directors Members.</p> <p>4+ Feasibility Study meetings with CAPSLO</p>
<p>4. Estimated number of individuals attending activities.</p> <p>Based on the scope of the agreement signed by the grantee, please provide a rough number or best estimate of individuals that 1) either attend a grantee led event or 2) approach the booth/table in which the grantee participates.</p>	<p>Our best estimate is that 60 total individuals attended the program related activities.</p> <p>Four organizations were provided feasibility studies under this grant program.</p>

<p>5. Report perception of services provided and/or engaged activities.</p> <p>Survey individuals to measure the impact of the services provided and/or engaged activities as described within the scope of the agreement signed by the grantee. Report in percent and total number of individuals served. Sample questions will be provided to grantees for technical assistance.</p>	<p>This program has the potential to serve 100+ low-income community members by potentially providing over 90 affordable housing units in the City of San Luis Obispo. However, the number of units can impact workforce housing and low-income community members exponentially in the city for many years to come.</p> <p>The CAPSLO feasibility study has a potential impact on helping temporarily house up to 25 families at any point in time. This is one part of multi-pronged approach to meet the county's needs for temporary family shelter.</p>
<p>6. Demographic Questions</p> <p>Demographic questions are highly encouraged to be completed by individuals that fall within the grantee's scope of services. Grantees will be sent the City's current demographic survey and are highly encouraged to use such template to implement and report back.</p>	<p>Unfortunately, the average cost of living in San Luis Obispo is above the national average and the local average wages are below the national average. This equates to a gap in being able to afford to live in the city. According to the community demographics provided through REACH, 46.98% of city residents have a household income of less than \$75k per year. Based on the City of San Luis Obispo's Community Demographics, this program could help offset the amount of affordable housing construction to meet residents' needs and help the City's housing requirements.</p>

JOEL SNYDER

Owner, Co-Founder

805-541-1010

Name

Title

Phone



July 25, 2024

joels@tenoverstudio.com

Signature

Date

E-mail

Once signed, please scan and e-mail to Nestor Veloz-Passalacqua, DEI Manager (nveloz@slocity.com)

652 MORRO ST – 2/14/24

Client: TMHA

Project Description:

PROJECT PROPOSES A NEW 2-3 STORY MULTI-FAMILY, 100% AFFORDABLE APARTMENT BUILDING ON A SITE WITH EXISTING COTTAGES. 3 OF THE EXISTING COTTAGES ARE TO DEMO'D, AND 8 COTTAGES ARE PROPOSED TO REMAIN. UP TO 29 NEW 1-BD UNITS ARE PROPOSED. THE SITE WILL BE RECONFIGURED TO PROVIDE 10 NEW ANGLED PARKING STALLS, WHERE THERE WERE PREVIOUSLY 9.

652 MORRO ST – Revision 4/30/24

Client: TMHA

Project Description:

PROJECT PROPOSES A NEW 3 STORY MULTI-FAMILY, 100% AFFORDABLE APARTMENT BUILDING ON THE CORNER OF WALNUT AND MORRO ST. THE PROGRAM WOULD INCLUDE 33 1-BEDROOM UNITS, A COMMUNITY ROOM AND SERVICE SUPPORT OFFICE W/ 11 SURFACE PARKING SPACES.

1118 PALM ST – 1/18/24

Client: TMHA

Project Description:

PROJECT PROPOSES A NEW 8 TO 12 UNIT, 100% AFFORDABLE APARTMENT BUILDING ON A SITE WITH A HISTORIC HOUSE. THE EXISTING BUILDING WILL REMAIN A 1-STORY OFFICE USE TO FUNCTION AS A WELLNESS CENTER FOR THE TENANTS AND OTHER CLIENTS OF THMA. THE NEW BUILDING WILL BE A 2 TO 3-STORY VICTORIAN STYLE, WALK UP. LAUNDRY FACILITIES FOR THE NEW RESIDENCES WILL BE PROVIDED IN THE (E) BUILDING.

441 MARSH ST -1/19/24

Client: John Tricamo

Project Description:

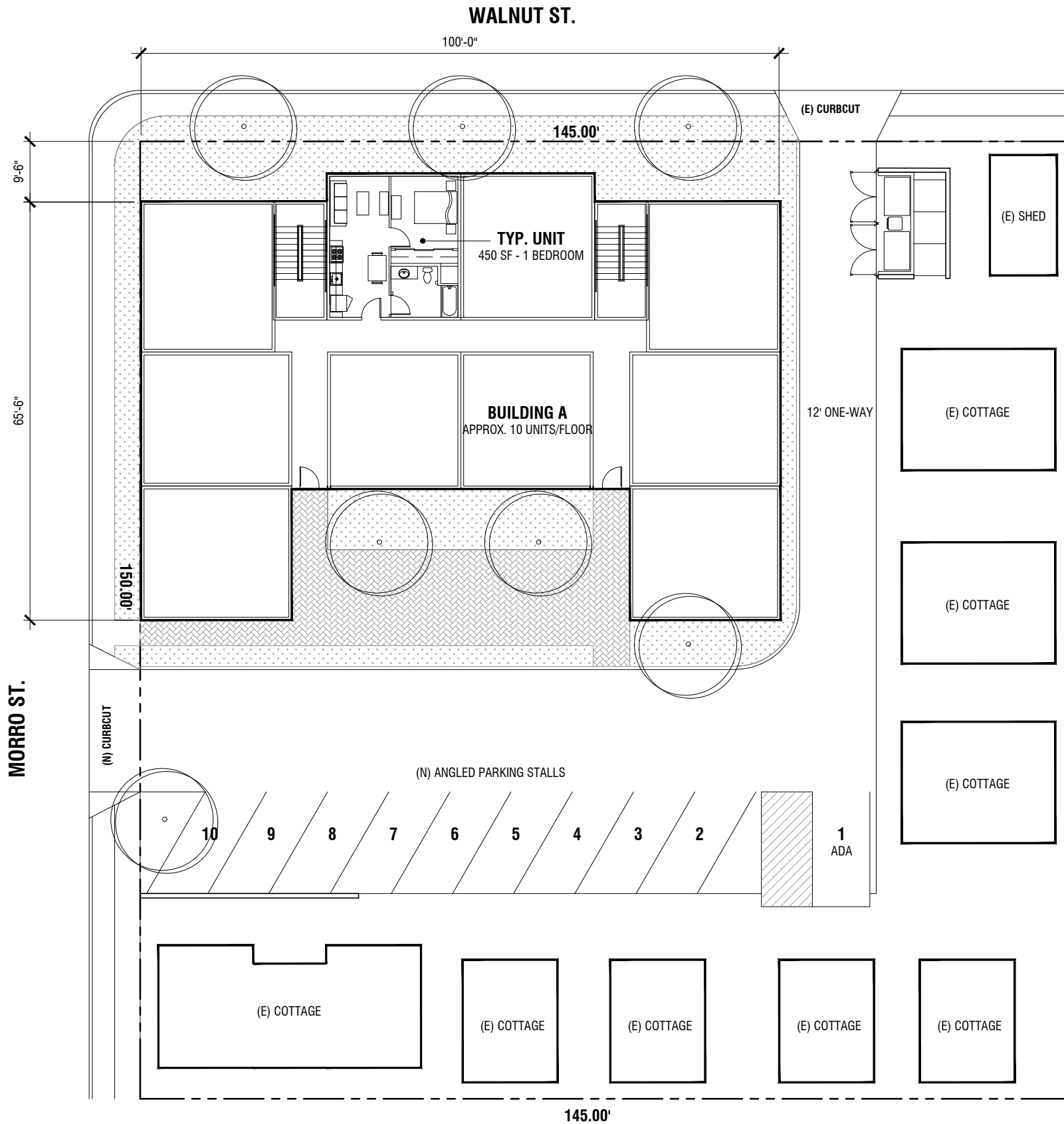
PROJECT PROPOSES A NEW 22-UNIT, 4-STORY RESIDENTIAL BUILDING. THE (E) OFFICE BUILDINGS ARE TO REMAIN. NEW SURFACE PARKING TO BE PROVIDED. VERY LOW AFFORDABLE UNITS WILL BE PROVIDED FOR A 20% DENSITY BONUS.

46 PRADO RD – 7/2/24

Client: CAPSLO

Project Description:

PROJECT PROPOSES A NEW FAMILY-ORIENTED HOMELESS SHELTER FOR UP TO 25 FAMILIES. SITE DEVELOPMENTS WILL INCLUDE A PLAY AREA, PARKING & GARDENS. THE FACILITY WILL PROVIDE COMMUNAL GATHERING AREAS FOR SOCIALIZING AND FAMILY-STYLE COMMUNAL DINING AS WELL ON-SITE STAFF ACCOMODATIONS.



PROJECT DESCRIPTION

PROJECT PROPOSES A NEW 2-3 STORY MULTI-FAMILY, 100% AFFORDABLE APARTMENT BUILDING ON A SITE WITH EXISTING COTTAGES. 3 OF THE EXISTING COTTAGES ARE TO DEMO'D, AND 8 COTTAGES ARE PROPOSED TO REMAIN. THE SITE WILL BE RECONFIGURED TO PROVIDE 10 NEW ANGLED PARKING STALLS, WHERE THERE WERE PREVIOUSLY 9.

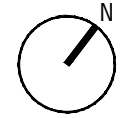
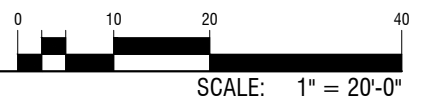
LAND USE REQUIREMENTS

ADDRESS	652 MORRO STREET, SLO
APN	002-311-001
ZONING	R-4 (R-3 ADJACENT TO NE)
OVERLAY ZONES	NO
SPECIFIC DESIGN GUIDELINES	x
PROPOSED USE ALLOWED IN ZONE	YES
ENTITLEMENTS/USE PERMIT REQ'D	DIRECTOR'S APPROVAL
LOT SIZE	.51 ACRES/ 21,750 SF
MAX SITE COVERAGE	60%
FAR	N/A
DENSITY	BASE: 24 UNITS/ ACRE= 12.24 DU
AFFORDABLE UNITS BONUS	80% DENSITY BONUS= +9.792 DU
	12.24 + 9.792=22.032 = 23
HEIGHT LIMIT	35'
SETBACKS REQUIRED	CORNER STREET SIDE: 10'
	INTERIOR SIDE: PER TABLE 2-11
	REAR SIDE: PER TABLE 2-11
PARKING REQUIRED	1/UNIT RESIDENTIAL
PARKING PROVIDED	10 TOTAL
PARKING DIMENSION	PER CITY OF SLO STANDARDS
FLOOD ZONE	NO

PROPOSED DESIGN

USE	(E) 8 COTTAGES + UP TO 29 ADDITIONAL 1-BD UNITS.
STORIES	(E) = 1, (N) = UP TO 3.
HEIGHT PROPOSED	UP TO 35'
TOTAL BUILDING AREA	(E) = 3,466 SF APPROX. (N) = 5,673 SF / FLOOR
UNIT TYPES	(E) 7 < 600 SF 1-BD, 1 757 SF 2-BD* (N) UP TO (29) < 600 SF 1-BD
	* TO BE VERIFIED
SITE COVERAGE	9,139 SF (42%)
DENSITY	(E) = 4.16 + (N) UP TO 14.5
PARKING	10 TOTAL
INCENTIVE REQUEST	PARKING REDUCTION
WAIVER REQUEST	SETBACK ENCROACHMENT

1 SITE PLAN



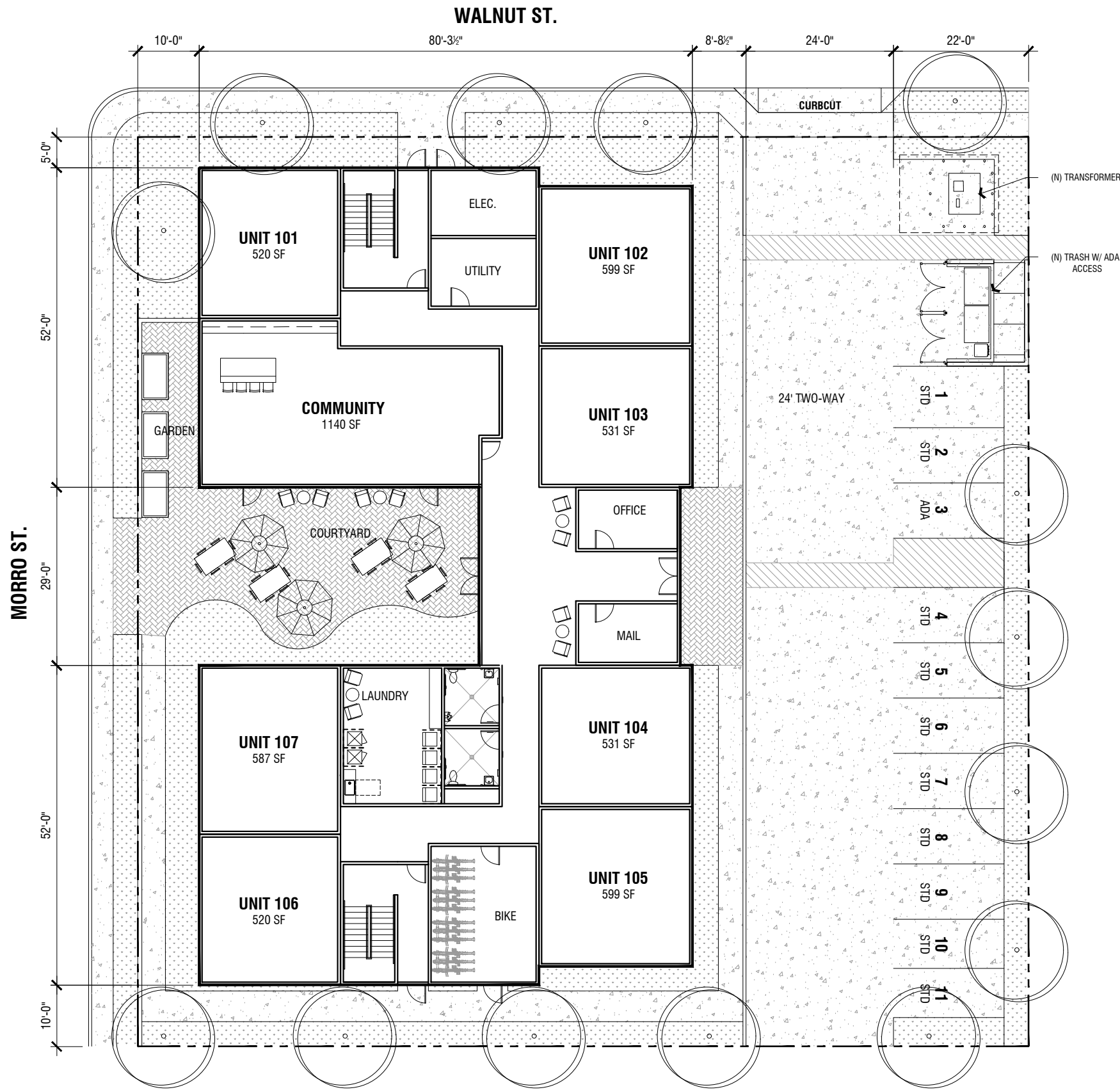
NOTE: SITE PARAMETERS BASED ON ASSESSOR'S PARCEL MAP. SURVEY REQUIRED TO DETERMINE ACCURATE PROPERTY LINES AND SITE CONDITIONS.



539 Marsh Street,
San Luis Obispo, CA
805.541.1010
Info@tenoverstudio.com
www.tenoverstudio.com

652 MORRO ST AFFORDABLE - FEASIBILITY STUDY

652 MORRO STREET, SAN LUIS OBISPO, CA
02/14/24



PROJECT DESCRIPTION

PROJECT PROPOSES A NEW 3 STORY MULTI-FAMILY, 100% AFFORDABLE APARTMENT BUILDING ON THE CORNER OF WALNUT AND MORRO ST. THE PROGRAM WILL INCLUDE 33 1-BEDROOM UNITS, A COMMUNITY ROOM AND SERVICE SUPPORT OFFICE W/ 11 SURFACE PARKING SPACES.

LAND USE REQUIREMENTS

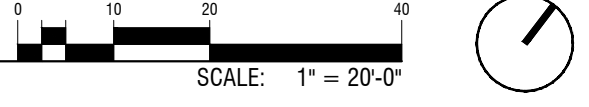
ADDRESS	652 MORRO STREET, SLO
APN	002-311-001
ZONING	R-4 (R-3 ADJACENT TO NE)
OVERLAY ZONES	NO
SPECIFIC DESIGN GUIDELINES	X
PROPOSED USE ALLOWED IN ZONE	YES
ENTITLEMENTS/USE PERMIT REQ'D	DIRECTOR'S APPROVAL
LOT SIZE	.51 ACRES/ 21,750 SF
MAX SITE COVERAGE	60%
FAR	N/A
DENSITY	BASE: 24 UNITS/ ACRE= 12.24 DU
AFFORDABLE UNITS BONUS	80% DENSITY BONUS= +9.792 DU 12.24 + 9.792=22.032 = 23
HEIGHT LIMIT	35'
SETBACKS REQUIRED	CORNER STREET SIDE: 10' INTERIOR SIDE: PER TABLE 2-11 REAR SIDE: PER TABLE 2-11
PARKING REQUIRED	1/UNIT RESIDENTIAL
PARKING DIMENSION	PER CITY OF SLO STANDARDS
FLOOD ZONE	NO

PROPOSED DESIGN

USE	(N) MULTI-FAMILY BLDG
STORIES	3 STORIES
HEIGHT PROPOSED	UP TO 40'
TOTAL BUILDING AREA	(N) = 9,194 SF / FLOOR @3 STORIES= 27,582 SF
UNIT TYPES	(33) 1 BEDROOMS
DENSITY	17 DU PROPOSED
SITE COVERAGE	9,194 SF (42%)
PARKING	11 TOTAL
INCENTIVE REQUEST	PARKING REDUCTION
WAIVER REQUEST	ADD'L HEIGHT, DECREASE SETBACKS

NOTE: SITE PARAMETERS BASED ON ASSESSOR'S PARCEL MAP. SURVEY REQUIRED TO DETERMINE ACCURATE PROPERTY LINES AND SITE CONDITIONS.

1 SITE PLAN



539 Marsh Street,
San Luis Obispo, CA
805.541.0100
Info@tenoverstudio.com
www.tenoverstudio.com

652 MORRO ST AFFORDABLE - FEASIBILITY STUDY

652 MORRO STREET, SAN LUIS OBISPO, CA
04/03/24



PROJECT DESCRIPTION

PROJECT PROPOSES A NEW 3 STORY MULTI-FAMILY, 100% AFFORDABLE APARTMENT BUILDING ON THE CORNER OF WALNUT AND MORRO ST. THE PROGRAM WILL INCLUDE 33 1-BEDROOM UNITS, A COMMUNITY ROOM AND SERVICE SUPPORT OFFICE W/ 11 SURFACE PARKING SPACES.

LAND USE REQUIREMENTS

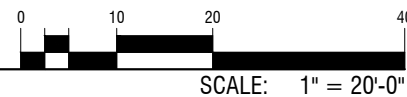
ADDRESS	652 MORRO STREET, SLO
APN	002-311-001
ZONING	R-4 (R-3 ADJACENT TO NE)
OVERLAY ZONES	NO
SPECIFIC DESIGN GUIDELINES	x
PROPOSED USE ALLOWED IN ZONE	YES
ENTITLEMENTS/USE PERMIT REQ'D	DIRECTOR'S APPROVAL
LOT SIZE	.51 ACRES/ 21,750 SF
MAX SITE COVERAGE	60%
FAR	N/A
DENSITY	BASE: 24 UNITS/ ACRE= 12.24 DU
AFFORDABLE UNITS BONUS	80% DENSITY BONUS= +9.792 DU
	12.24 + 9.792=22.032 = 23
HEIGHT LIMIT	35'
SETBACKS REQUIRED	CORNER STREET SIDE: 10'
	INTERIOR SIDE: PER TABLE 2-11
	REAR SIDE: PER TABLE 2-11
PARKING REQUIRED	1/UNIT RESIDENTIAL
PARKING DIMENSION	PER CITY OF SLO STANDARDS
FLOOD ZONE	NO

PROPOSED DESIGN

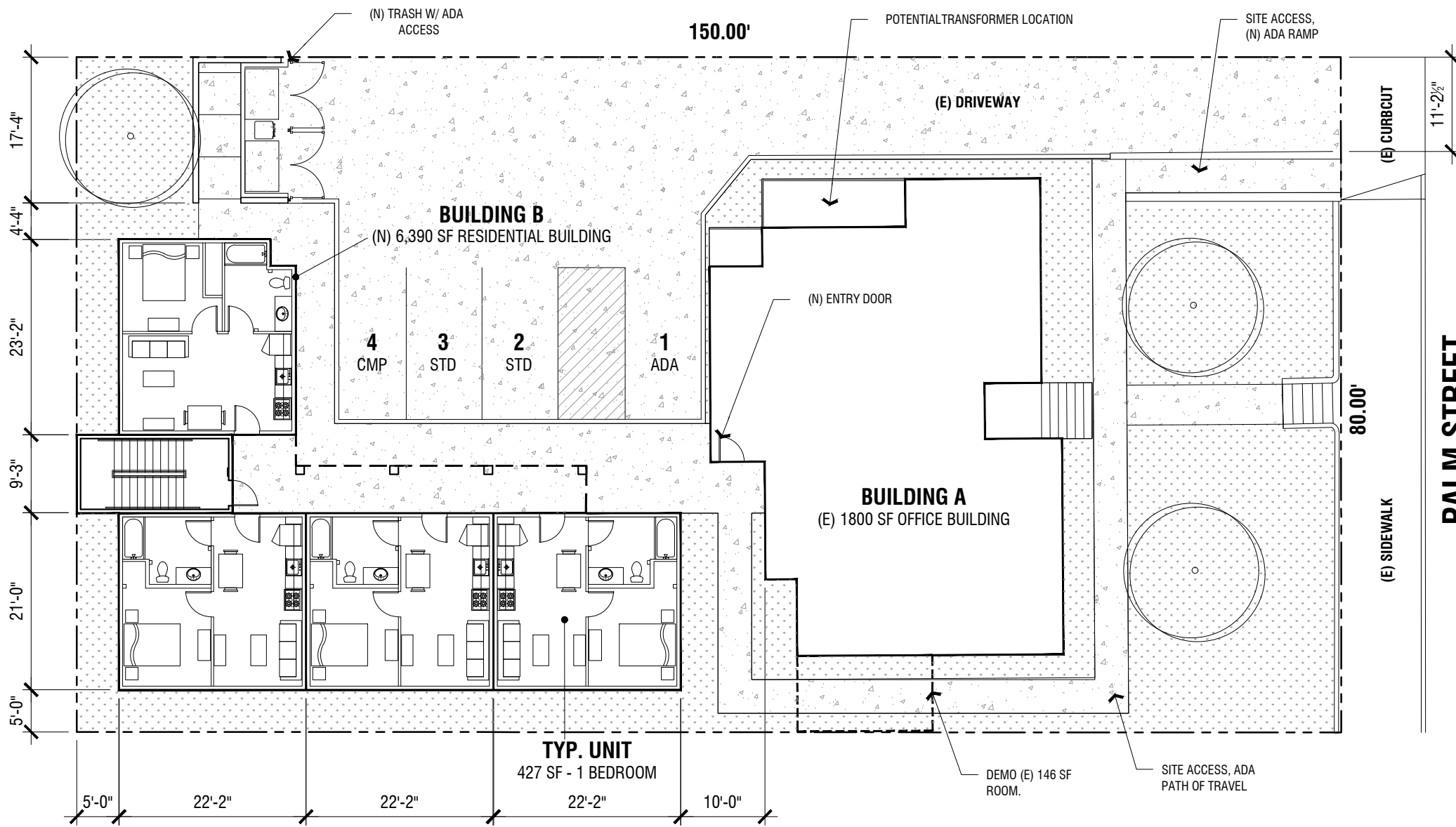
USE	(N) MULTI-FAMILY BLDG
STORIES	3 STORIES
HEIGHT PROPOSED	UP TO 40'
TOTAL BUILDING AREA	(N) = 9,194 SF / FLOOR
	@3 STORIES= 27,582 SF
UNIT TYPES	(33) 1 BEDROOMS
DENSITY	17 DU PROPOSED
SITE COVERAGE	9,194 SF (42%)
PARKING	11 TOTAL
INCENTIVE REQUEST	PARKING REDUCTION
WAIVER REQUEST	ADD'L HEIGHT, DECREASE SETBACKS

1

SECOND FLOOR PLAN (THIRD SIMILAR)



NOTE: SITE PARAMETERS BASED ON ASSESSOR'S PARCEL MAP. SURVEY REQUIRED TO DETERMINE ACCURATE PROPERTY LINES AND SITE CONDITIONS.



PROJECT DESCRIPTION

PROJECT PROPOSES A NEW 8 TO 12 UNIT, 100% AFFORDABLE APARTMENT BUILDING ON A SITE WITH A HISTORIC HOUSE. THE EXISTING BUILDING WILL REMAIN A 1-STORY OFFICE USE TO FUNCTION AS A WELLNESS CENTER FOR THE TENANTS AND OTHER CLIENTS OF THMA. THE NEW BUILDING WILL BE A 2 TO 3-STORY VICTORIAN STYLE, WALK UP. LAUNDRY FACILITIES FOR THE NEW RESIDENCES WILL BE PROVIDED IN THE (E) BUILDING.

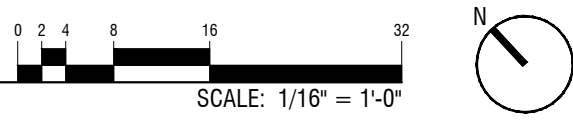
LAND USE REQUIREMENTS

ADDRESS	1118 PALM STREET, SLO
APN	002-325-008
ZONING	'O' OFFICE
OVERLAY ZONES	NO
SPECIFIC DESIGN GUIDELINES	x
PROPOSED USE ALLOWED IN ZONE	YES
ENTITLEMENTS/USE PERMIT REQ'D	DIRECTOR'S APPROVAL
LOT SIZE	12,107 SF (.278 ACRES)
MAX SITE COVERAGE	60%
FAR	1.5
DENSITY	BASE: 12 UNITS/ ACRE = 3.336 DU
AFFORDABLE UNITS BONUS	80% DENSITY BONUS = 2.6688 DU
	$3.336 + 2.6688 = 6.0048$ (rounds to 7)
DENSITY PROPOSED	4-6 DU (8-12 <600sf UNITS)
HEIGHT LIMIT	35'
SETBACKS REQUIRED	FRONT: 15' INTERIOR SIDE: PER TABLE 2-13 REAR SIDE: PER TABLE 2-13
PARKING REQUIRED	1:300 FOR OFFICE 1/UNIT RESIDENTIAL
PARKING DIMENSION	PER CITY OF SLO STANDARDS
INCENTIVE REQUEST	PARKING REDUCTION
WAIVER REQUEST	UPPER FLOOR SETBACKS
PARKING LOCATION	20' SETBACK
OPEN SPACE	N/A
FLOOD ZONE	NO

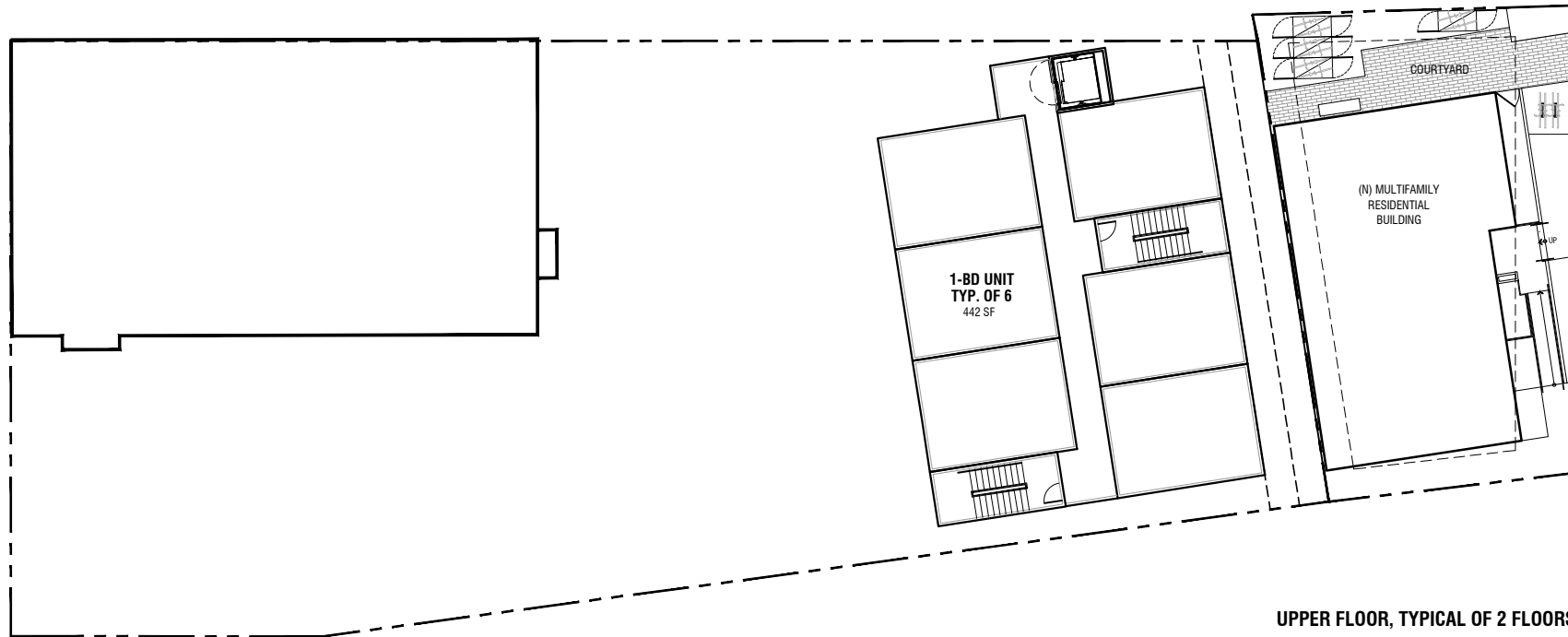
PROPOSED DESIGN

USE	(E) = OFFICE, (N) = R-2
STORIES	(E) = 1, (N) = 3
TOTAL BUILDING AREA	(E) = 1800 SF
	MAX (N) 2130 SF/ FLOOR = 6,390 SF
	MAX (12) <600 SF 1-BEDROOMS
UNIT TYPES	5,730 SF (47%)
SITE COVERAGE	4-6 DU
DENSITY	8190 SF = .67
FAR	OFFICE @1800 SF = 6 REQUIRED
PARKING	PARKING REDUCTION
INCENTIVE REQUEST	SETBACK ENCROACHMENT
WAIVER REQUEST	

1 SITE PLAN



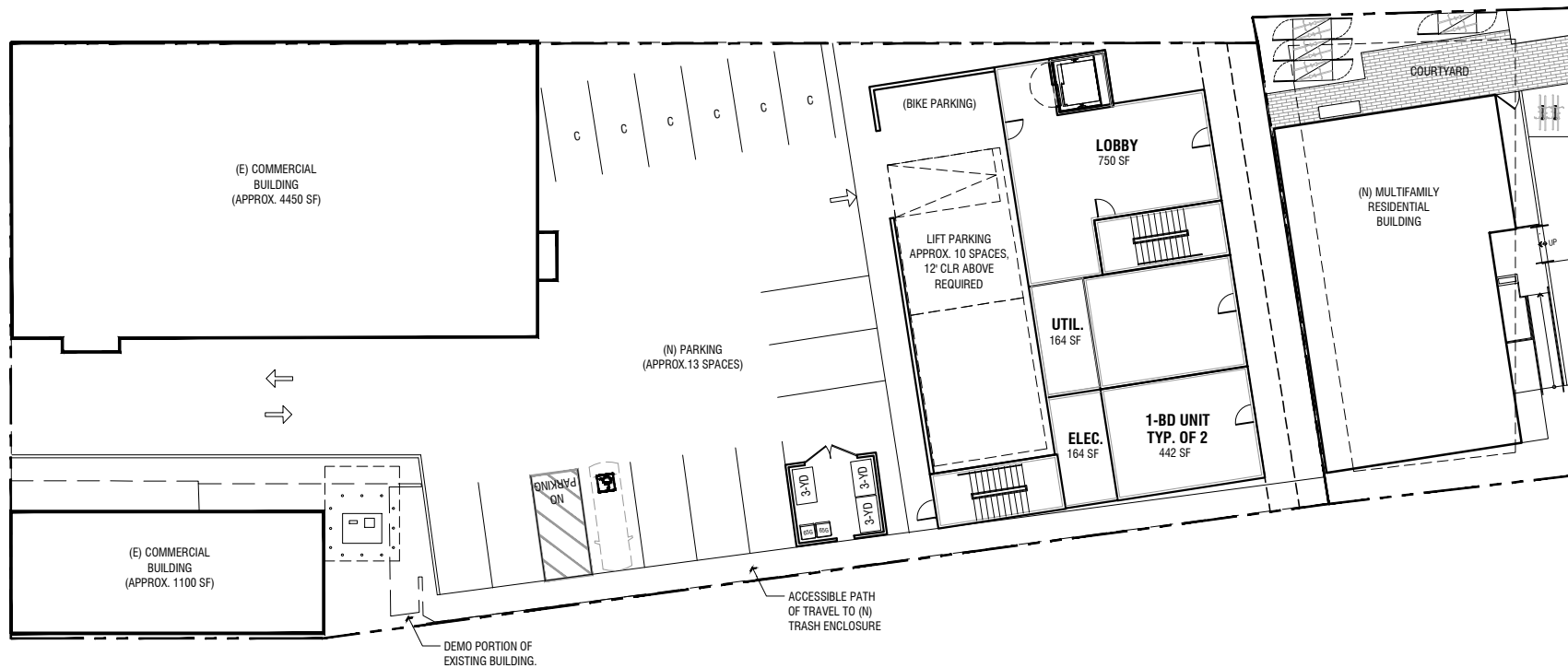
MARSH STREET



UPPER FLOOR, TYPICAL OF 2 FLOORS

(ALTERNATE PARKING LAYOUT SHOWN)

MARSH STREET



PROJECT DESCRIPTION

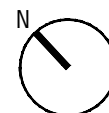
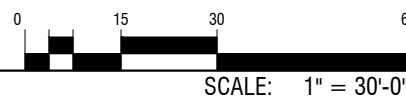
PROJECT PROPOSES A NEW 22-UNIT, 4-STORY RESIDENTIAL BUILDING. THE (E) OFFICE BUILDINGS ARE TO REMAIN. NEW SURFACE PARKING TO BE PROVIDED.

LAND USE REQUIREMENTS

ADDRESS	441 MARSH, SLO
APN	003-512-018
ZONING	C-R
OVERLAY ZONES	NONE
SPECIFIC DESIGN GUIDELINES	TBD
PROPOSED USE ALLOWED IN ZONE	YES
ENTITLEMENTS/USE PERMIT REQ'D	TBD
LOT SIZE	19,850, .46 ACRES
MAX SITE COVERAGE	100%
FAR	3.0
DENSITY	BASE: 36 UNITS/ ACRE= 16.56 DU
AFFORDABLE UNITS BONUS	20% DENSITY BONUS = 3.312 DU 16.56+3.312= 19.872, ROUNDS TO 20 DU
PROVIDED AFFORD. UNITS OPTIONS	OPTION VERY LOW 5% AFFORD= 11 x .05= .55 (ROUNDS TO 1 DU) OPTION LOW 10% AFFORD= 11 x .1= 1.1 (ROUNDS TO 2 DU)
HEIGHT LIMIT	45'
SETBACKS REQUIRED	NONE
PARKING REQUIRED	1:300 FOR OFFICE 1:1-BD UNIT, PER CA DENSITY BONUS LAW
PARKING DIMENSION	PER CITY OF SLO STANDARDS
FLOOD ZONE	TBD

PROPOSED DESIGN

USE	(E) OFFICE, (N) R-2
STORIES	(E) 1, (N) up to 4 PER ZONING HEIGHT
TOTAL BUILDING AREA	(E) 4450 + 1100 SF (N) GROUND LEVEL 3922 SF (N) UPPER TYP. 3922 SF/ FLOOR (20) @ 4-STORIES (TYPE 5A)
UNIT TYPES	
SITE COVERAGE	9,472 SF (63%)
DENSITY	10 DU
FAR	21248 SF = 1.1
PARKING	(E)OFFICE @4450 SF = 15 REQUIRED (E)OFFICE @1100 SF = 4 REQUIRED APPROX. 23 SPACES PROVIDED NO RESIDENTIAL PARKING
INCENTIVE REQUEST	TBD
WAIVER REQUEST	TBD

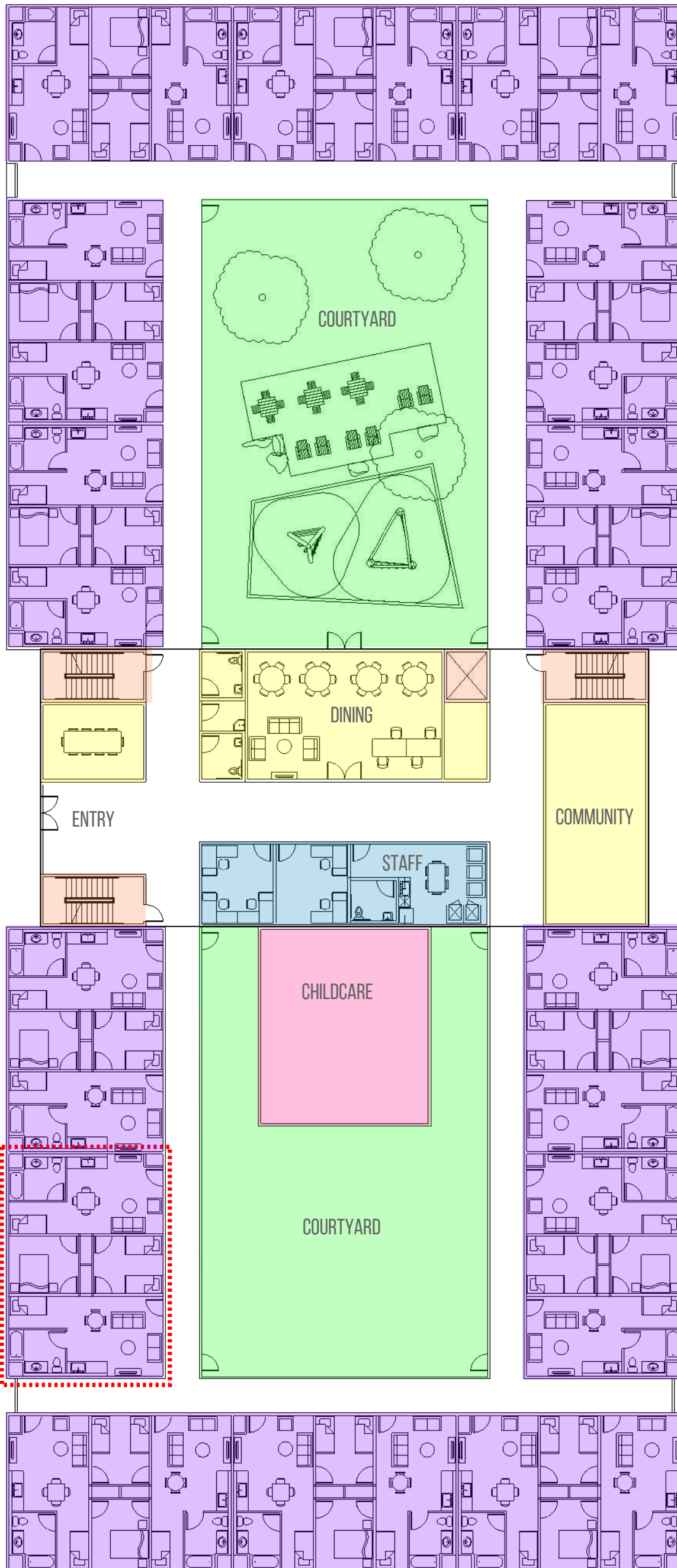




PRECEDENT IMAGES

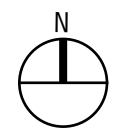


PRECEDENT IMAGES

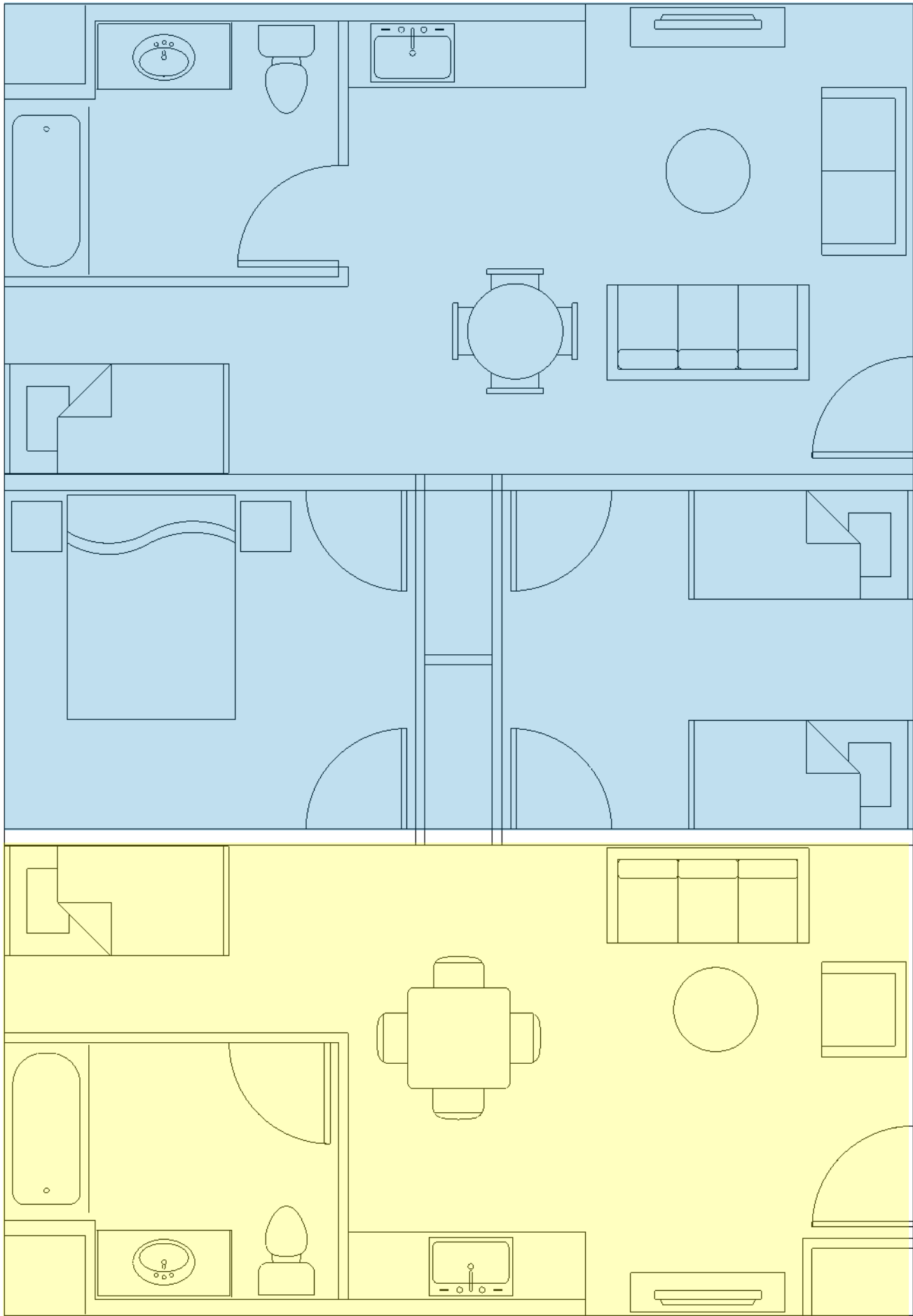


DETAIL A.2

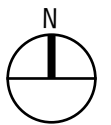
BUILDING 'A' FLOOR PLAN



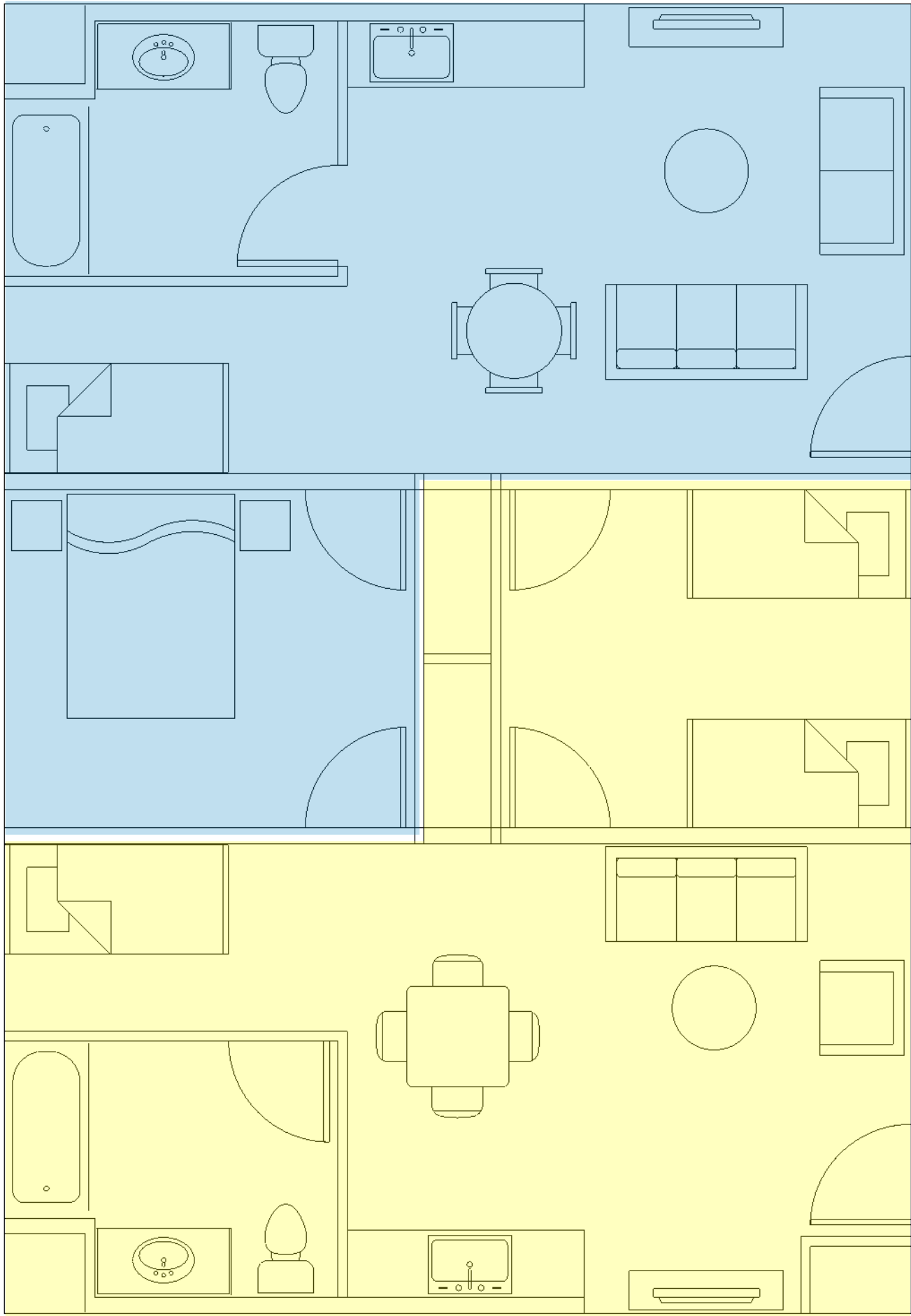
SCALE 1"=20'-0"



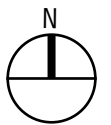
SHARED UNIT PLAN



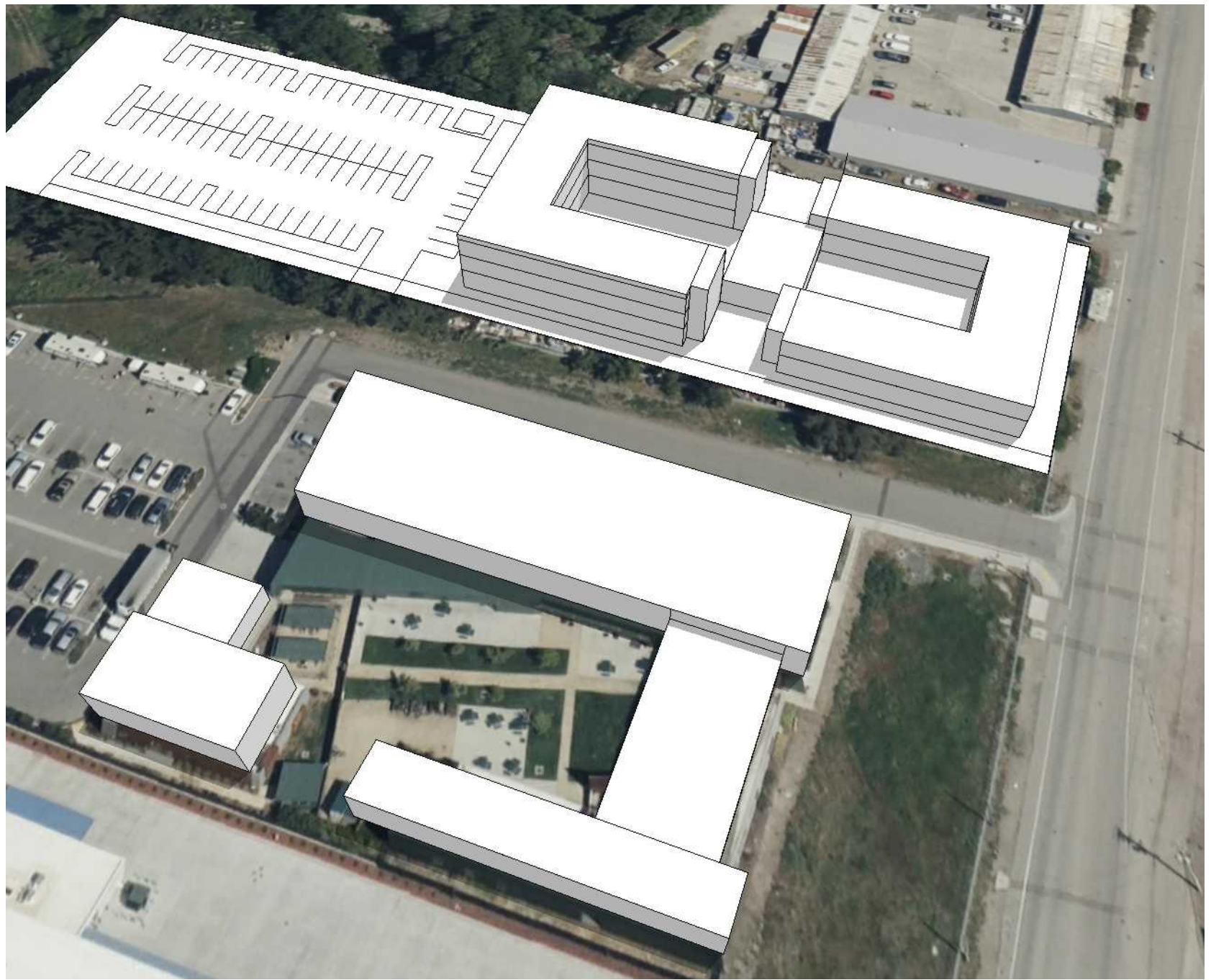
SCALE 1/4"=1'-0"



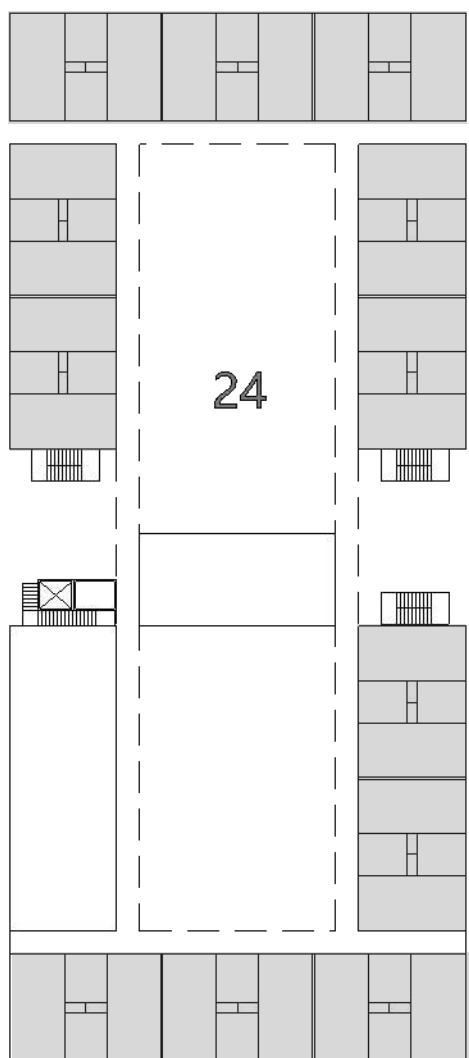
SHARED UNIT PLAN



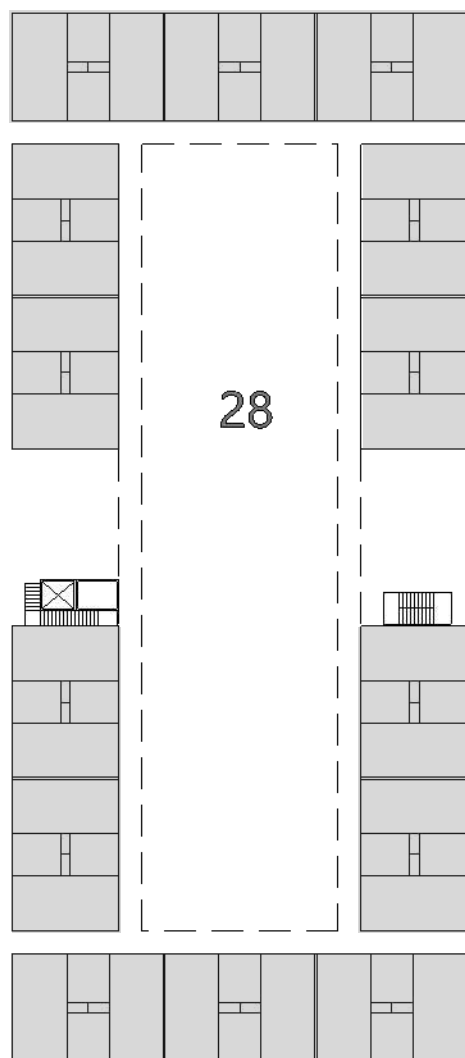
SCALE 1/4"=1'-0"



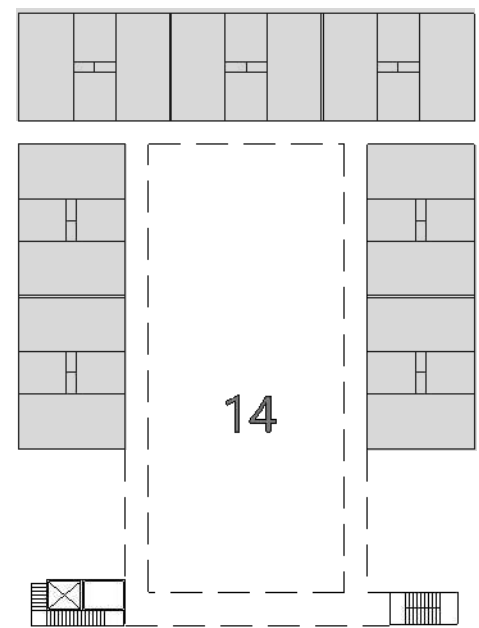
BUILDING 'A' PERSPECTIVE



A1

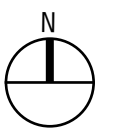


A2

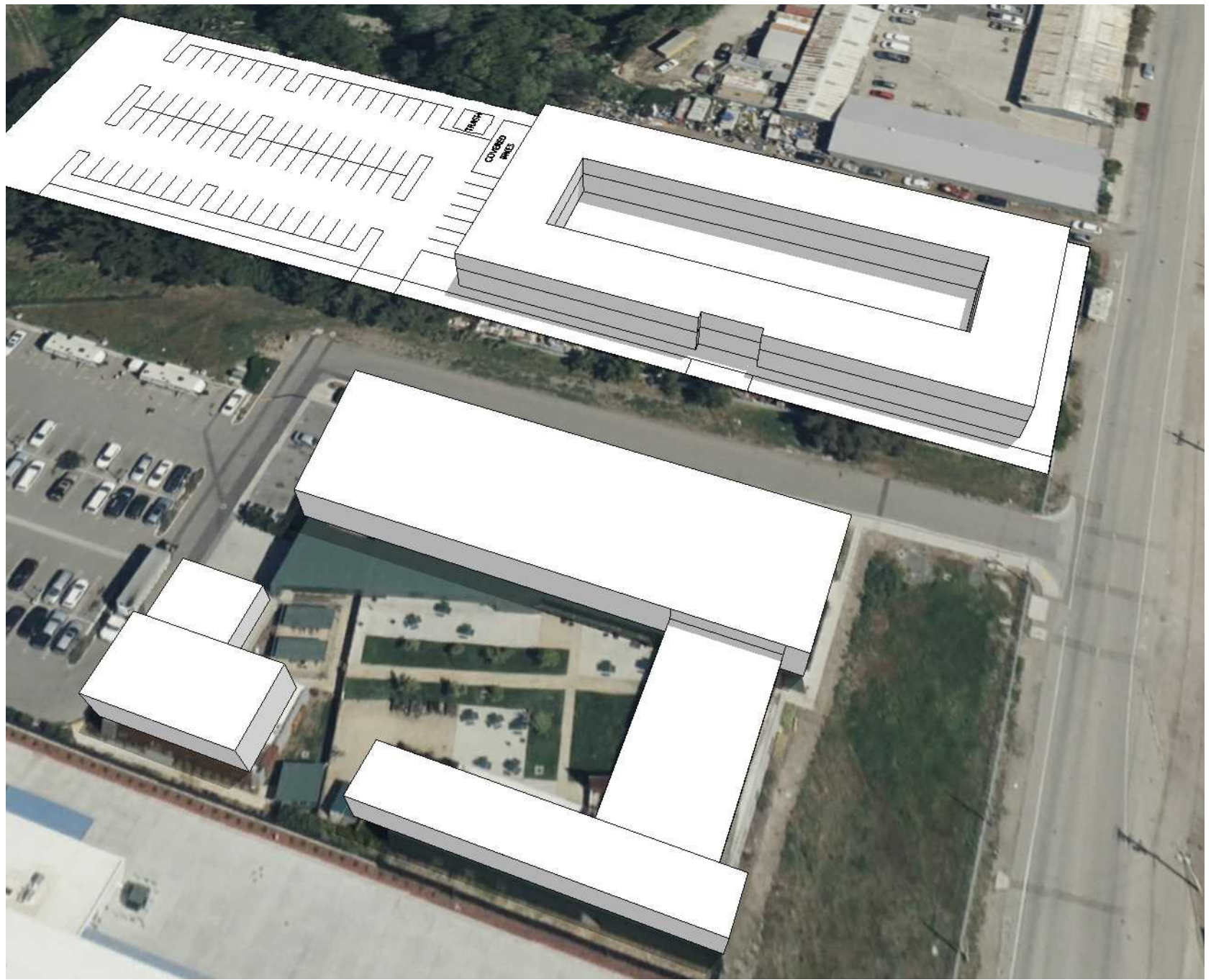


A3

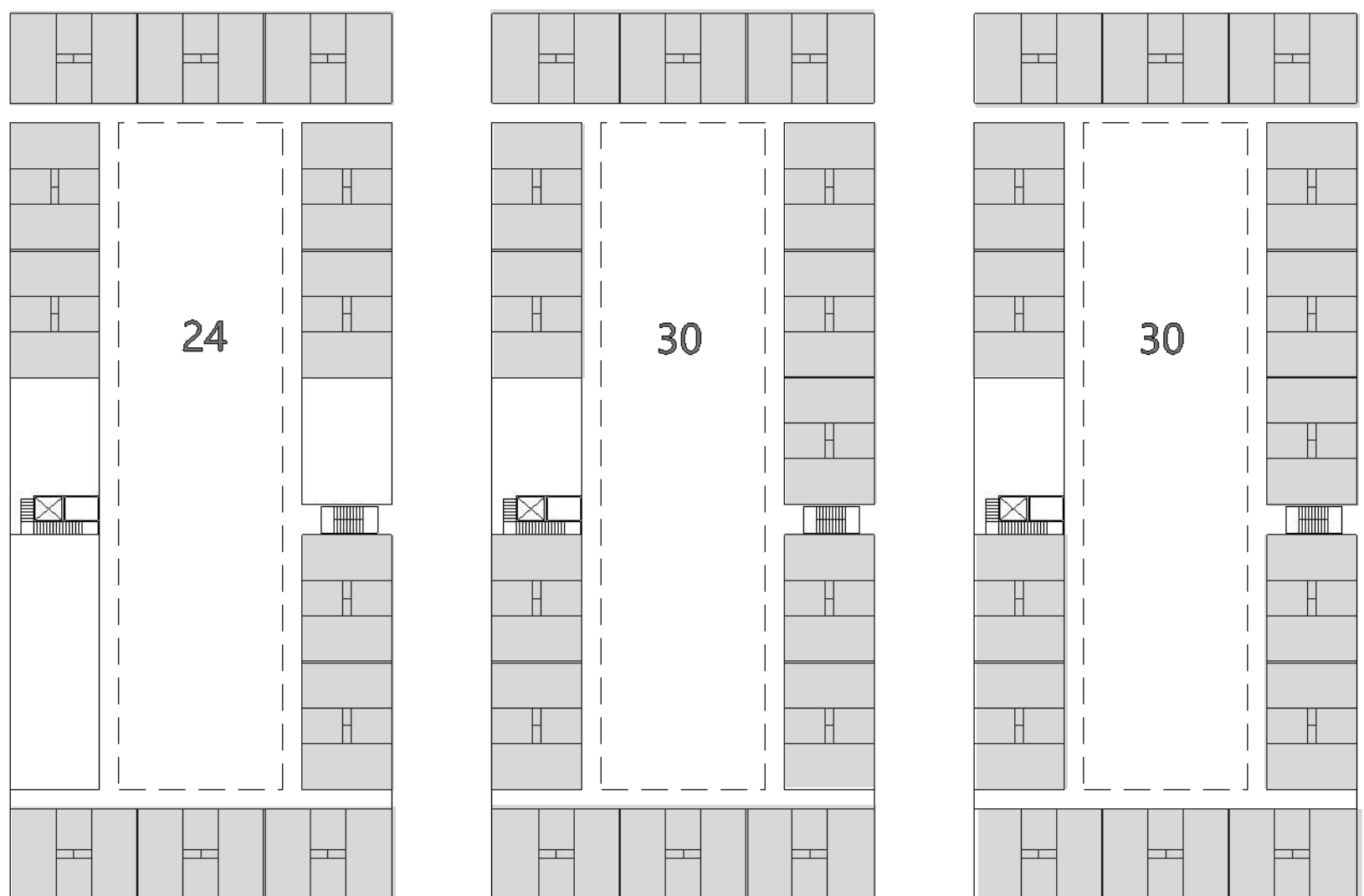
BUILDING 'A' FLOOR PLANS



SCALE 1"=50'-0"



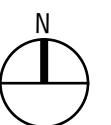
BUILDING 'B' PERSPECTIVE



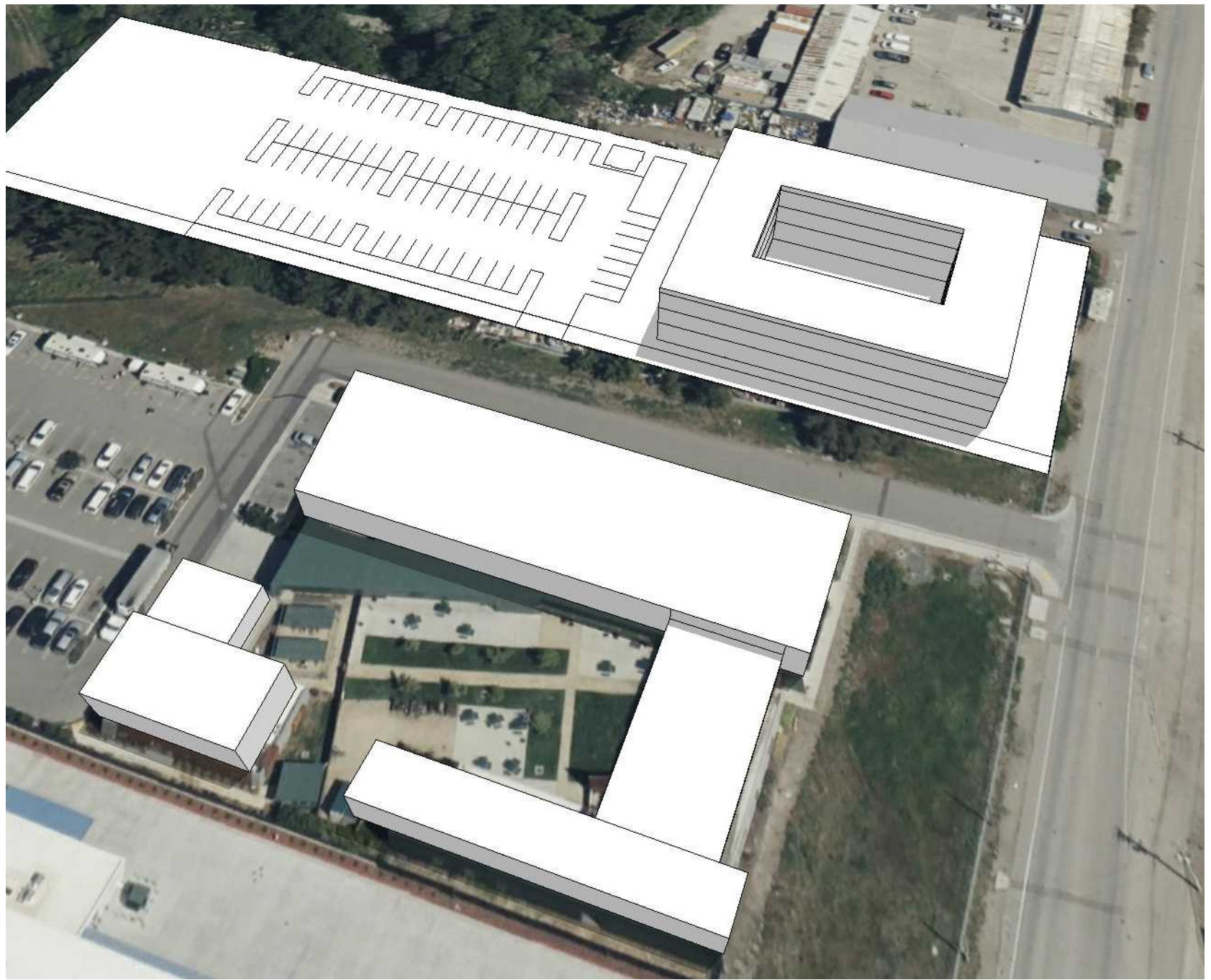
**B1
BUILDING 'B' FLOOR PLANS**

B2

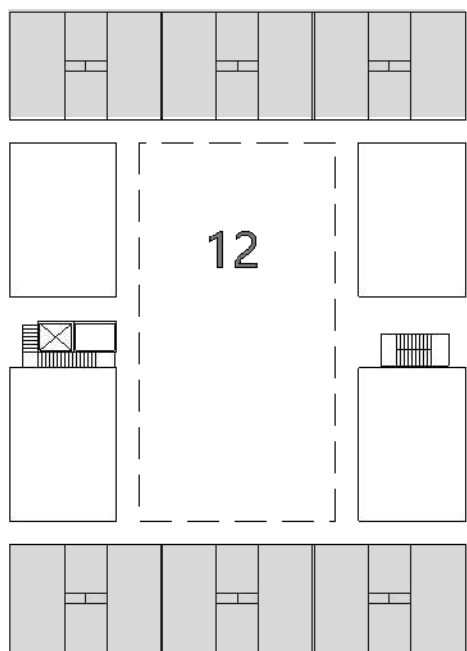
B3



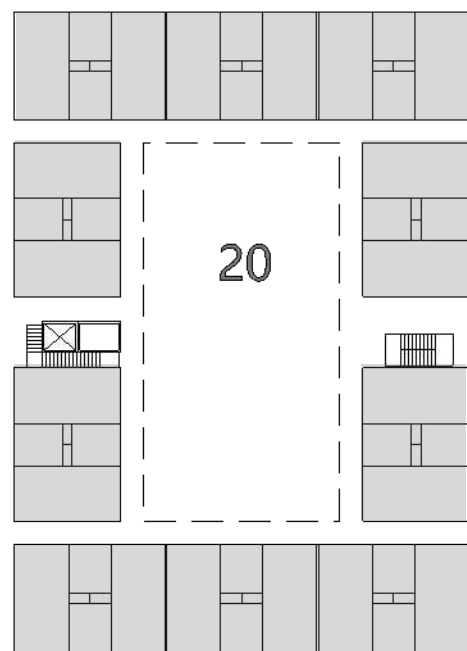
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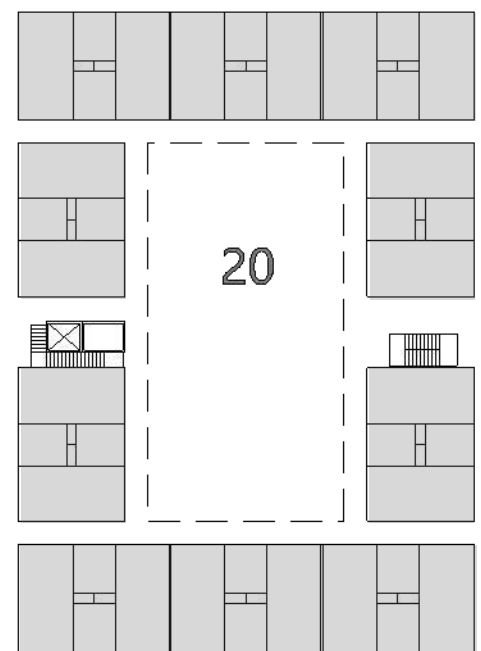
BUILDING 'C' PERSPECTIVE



C1

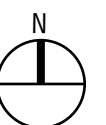


C2

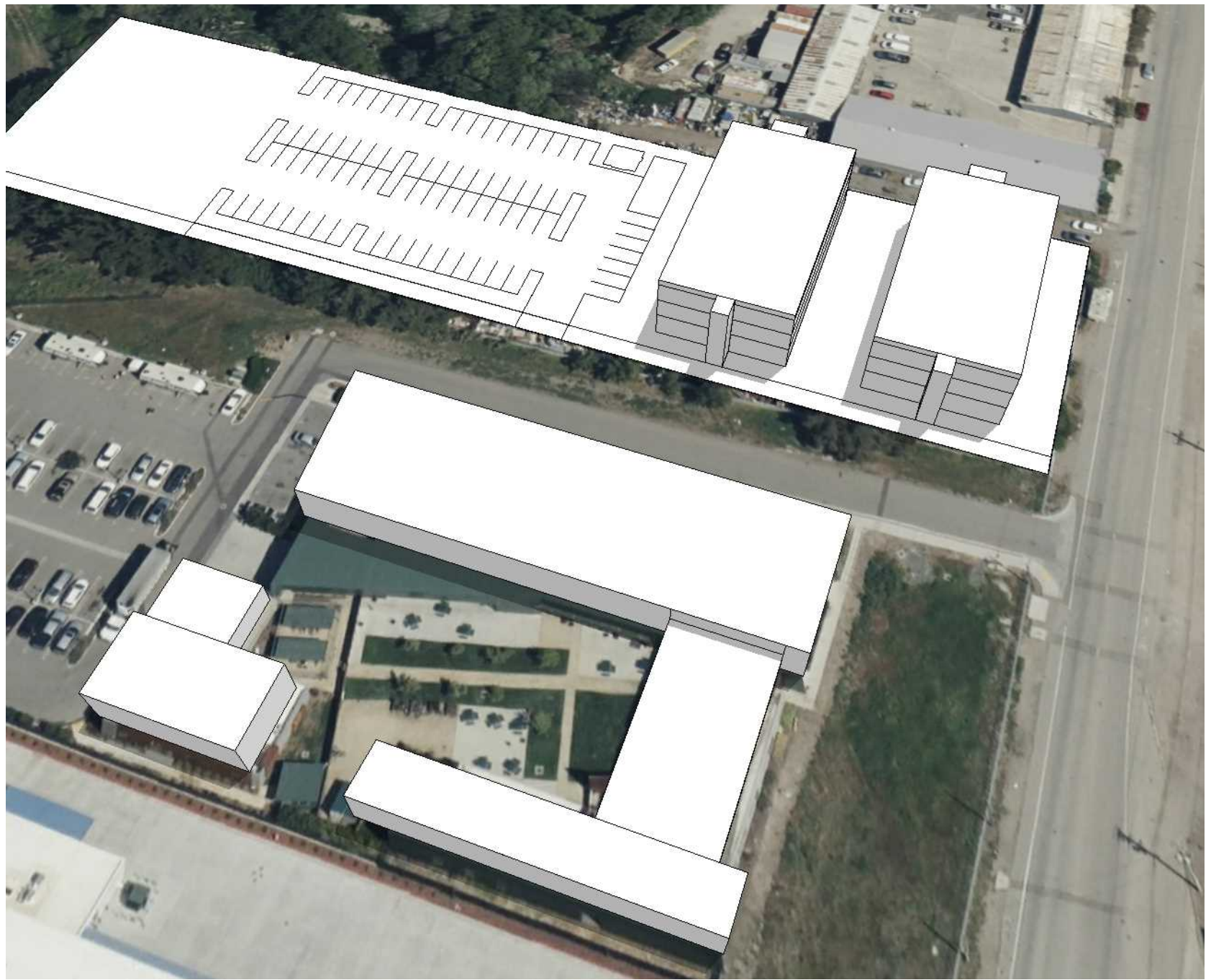


C3

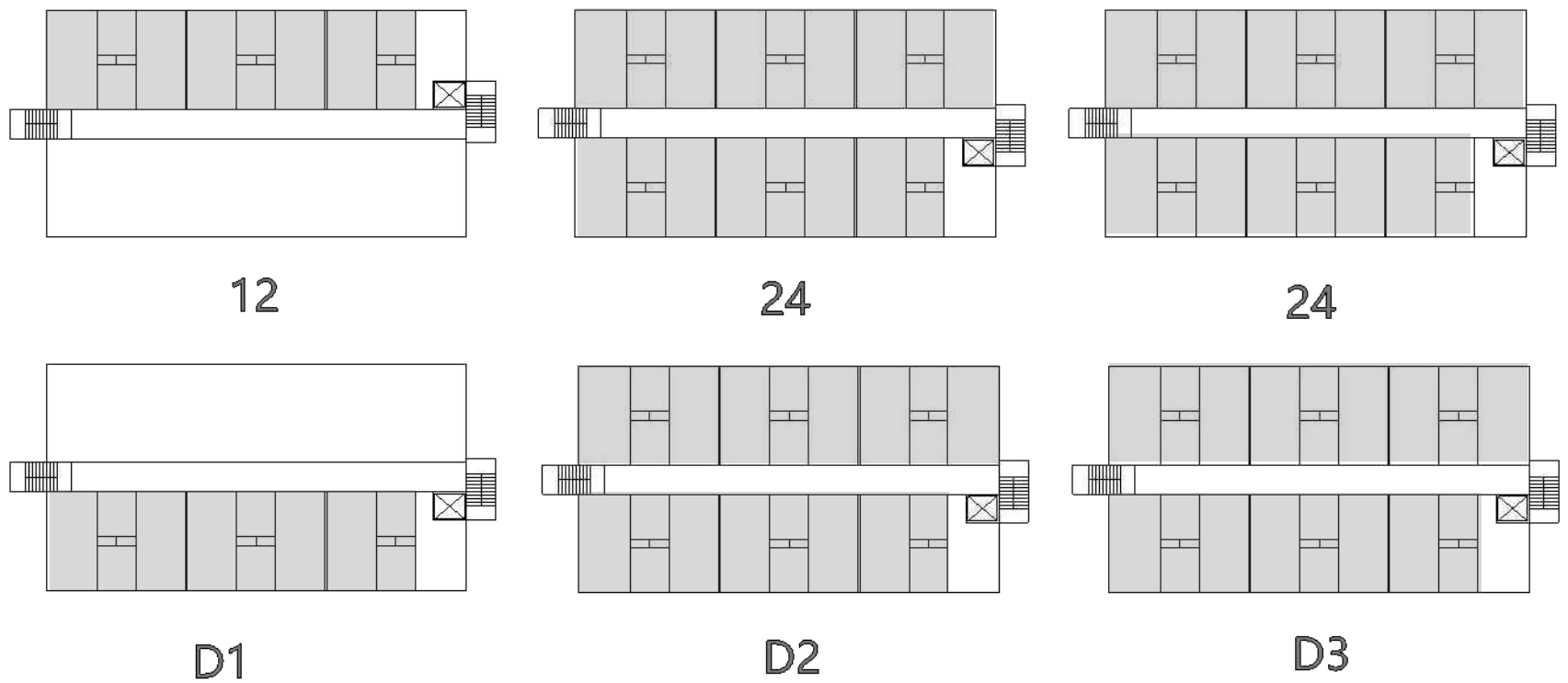
BUILDING 'C' FLOOR PLANS



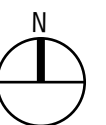
SCALE 1"=50'-0"



BUILDING 'D' PERSPECTIVE



BUILDING 'D' FLOOR PLANS



SCALE 1"=50'-0"

Exhibit B

City of San Luis Obispo
Grant Recipient Report Template

Midyear Report Due: January 20, (YEAR) - Year-End Report Due: July 20, (YEAR)

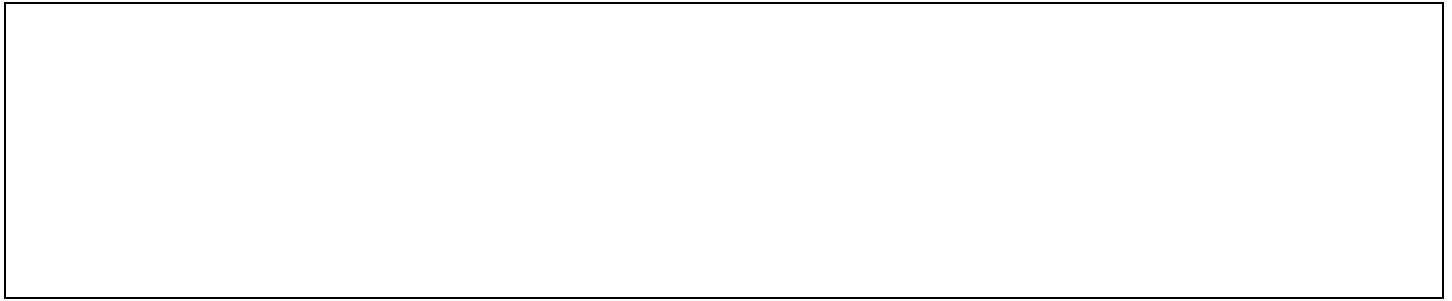
Grant Name:	DEI Business Grant		
Grant Year:	2023		
Type of Report:	Midyear Report (check box)	<input type="checkbox"/>	End-year Report (check box) <input checked="" type="checkbox"/>
Organization:	RACE Matters SLO County		
Project Name:	Texture retail		

Administrator’s Report: (A brief synopsis of the activities of the reporting period, including a statement of the activities, service or programs provided as described in Exhibit A (your grant application) and any changes that have occurred during the reporting period. ***If operations or service provision have changed, please disclose, and explain the reasoning and response to changes in this section.***)

Activities During Reporting Period:

Our grant was for the purchase of retail inventory. Our activities included

- 1) The purchase of 100% Black-owned items, including from local Black artisans. Retail fixtures and supplies were also purchased.
- 2) Retail sales, including sales during cultural events such as “A Day with Santa” in November 2023, “Holiday Sip n Shops” in December 2023, Art After Dark events in February and May 2024, A hair care workshop in Spring 2024, and during hair stylist hours.



Financial Report: (A financial statement detailing how the City's grant funding has been or planned to be allocated.)

City funds were used to purchase Black-owned products for resale, and retail fixtures needed to display and sell the items. A thorough report of inventory and fixtures purchased was submitted with the mid-year report.

Grant Metrics & Performance Outcomes Template

Metrics/Performance Outcomes	Results
<p>1. Number of individuals served.</p> <p><u>Served</u> refers to individuals specifically receiving any of the following:</p> <ul style="list-style-type: none"> • Services directly provided by the grantee; • Program/project applications, instructions, trainings, products, or concepts; • Information (orally or in printed, in-person, virtually or over the phone); • Any materials (flyers, brochures, etc.); • Referrals 	<p>Individuals: 210 retail customers in directory</p>
<p>2. Number of service hours provided.</p> <p><u>Service hours</u> refer to any amount of time that is directly linked or performed as part of the work defined within the scope of the agreement signed by the grantee.</p>	<p>Approximately 500 hours dedicated to retail sales.</p>
<p>3. Number of activities.</p> <p>Activities can be defined as gatherings either the grantee organizes or attends. In either case, grantee must specify if it attended or organized the activity. This can be events, workshops, panel discussions, roundtable discussions, presentations, etc.</p> <ul style="list-style-type: none"> • Activities refer to any gathering designed to promote programs, services, or concepts related to the components within the scope of the agreement signed by the grantee. • Activities also refer to any gathering designed to create awareness of the programs, services, or concepts related to the components as defined within the agreement signed by the grantee. • Activities also refer to any gathering designed to outreach, engage, consult, and collaborate with the community as defined within the agreement signed by the grantee 	<p>6 cultural events were held that included, and were enhanced by the sale of products purchased for resale, using funds from this grant.</p>
<p>4. Estimated number of individuals attending activities.</p> <p>Based on the scope of the agreement signed by the grantee, please provide a rough number or best estimate of individuals that 1) either attend a grantee led event or 2) approach the booth/table in which the grantee participates.</p>	<p>Estimated number of attendees of 6 cultural events: 120.</p>
<p>5. Report perception of services provided and/or engaged activities.</p> <p>Survey individuals to measure the impact of the services provided and/or engaged activities as described within the scope of the agreement signed by the grantee. Report in percent and total number of individuals served. Technical assistance can be provided to grantee in development of questions.</p>	<p>Due to the nature of retail sales, surveys were not conducted. A qualitative testimonial can be provided upon request.</p>
<p>6. Demographic Questions</p> <p>Demographic questions are highly encouraged to be completed by individuals that fall within the grantee's scope of services. A current demographic survey is available and is highly encouraged for grantee to reach out for the demographic survey template.</p>	<p>Though we have no statistical demographic information, Black-identified customers were significantly overrepresented per the population in the City and County of San Luis Obispo. The Black-centered nature of the space, and the Black owned and centered products available for contributed to that.</p>

(must be reported by all grant recipients)

Courtney Haile

Executive Director

(415) 264-8641

Name

Title

Phone

Signed by:

D0A2AC4D5A0A448...

8/2/2024

hello@racemattersslo.org

Signature

Date

E-mail

Once signed, please scan and e-mail to Nestor Veloz-Passalacqua, DEI Manager (nveloz@slocity.org) and to dei@slocity.org.

City of San Luis Obispo Grant Recipient Report Template

Midyear Report Due: January 20, (YEAR) - Year-End Report Due: July 20, (YEAR)

Grant Name:	DEI SLO Business Grant		
Grant Year:	FY 2022-2023		
Type of Report:	Midyear Report (check box)	<input type="checkbox"/>	End-year Report (x)
Organization:	Twig & Arrow Salon		
Project Name:	DEI Grant		
Administrator's Report: (A brief synopsis of the activities of the reporting period, including a statement of the activities, service or programs provided as described in Exhibit A (your grant application) and any changes that have occurred during the reporting period. <i>If operations or service provision have changed, please disclose, and explain the reasoning and response to changes in this section.</i>)			
<p>We have brought in 2 sperate educators that we have brought into our salon to further our teams education. One of middle eastern decent that taught a class on the process of lightening and working with coarse, dark, ethnic hair of a very specific type. She has created her own method for this. Our team absolutely loved the class. We had multiple employees tell us that it was the best class they have ever had. And I would have to say it was truly incredible. The second educator that we brought in is of Asian descent. She came all the way from New York City. She taught a class on working with Asian hair, as well as lightening and coloring it. Specifically she did a live model on teaching a open air bayalage technique. Another absolutely amazing class.</p>			
Statistical Report: (This section must include 1) the metrics reported as described in Exhibit A (your grant application) and 2) the demographic data collected through the surveys.			
<p>We have completed over 100 services from the techniques learned from these classes as well as been able to use the skills learned to help out in several other services as well.</p>			

Financial Report: (A financial statement detailing how the City's grant funding has been or planned to be allocated.)

We have used all of our funding to pay for the two classes above. It paid for one of the classes in full and part of the other. The remaining balance of the class we paid for ourselves. We pride ourselves in providing great education to our team and will continue to invest in there futures!

Grant Metrics & Performance Outcomes Template

Metrics/Performance Outcomes	Results
<p>1. Number of individuals served.</p> <p><u>Served</u> refers to individuals specifically receiving any of the following:</p> <ul style="list-style-type: none"> • Services directly provided by the grantee; • Program/project applications, instructions, trainings, products, or concepts; • Information (orally or in printed, in-person, virtually or over the phone); • Any materials (flyers, brochures, etc.); • Referrals 	100
<p>2. Number of service hours provided.</p> <p><u>Service hours</u> refer to any amount of time that is directly linked or performed as part of the work defined within the scope of the agreement signed by the grantee.</p>	300
<p>3. Number of activities.</p> <p>Activities can be defined as gatherings either the grantee organizes or attends. In either case, grantee must specify if it attended or organized the activity. This can be events, workshops, panel discussions, roundtable discussions, presentations, etc.</p> <ul style="list-style-type: none"> • Activities refer to any gathering designed to <i>promote</i> programs, services, or concepts related to the components within the scope of the agreement signed by the grantee. • Activities also refer to any gathering designed to <i>create awareness</i> of the programs, services, or concepts related to the components as defined within the agreement signed by the grantee. • Activities also refer to any gathering designed to <i>outreach, engage, consult, and collaborate</i> with the community as defined within the agreement signed by the grantee 	We had two classes that we put on in our salon. These classes led to techniques that have been used in hundreds of services ever since
<p>4. Estimated number of individuals attending activities.</p> <p>Based on the scope of the agreement signed by the grantee, please provide a rough number or best estimate of individuals that 1) either attend a grantee led event or 2) approach the booth/table in which the grantee participates.</p>	The classes had 16 people attending each class. Each service performed in the salon is the stylist and one client. And their have been hundreds of those appointments
<p>5. Report perception of services provided and/or engaged activities.</p> <p>Survey individuals to measure the impact of the services provided and/or engaged activities as described within the scope of the agreement signed by the grantee. Report in percent and total number of individuals served. Technical assistance can be provided to grantee in development of questions.</p>	112 people surveyed 72% of people said the services we now provide from the techniques offered are impactful for them
<p>6. Demographic Questions</p> <p>Demographic questions are highly encouraged to be completed by individuals that fall within the grantee's scope of services. A current demographic survey is available and is highly encouraged for grantee to reach out for the demographic survey template.</p>	To be reported by grantee in statistical section above.

(must be reported by all grant recipients)

Amanda Miller


Owner

805-698-4557

Name

Title

Phone


Signature

7/10/24

Date

AMANDA@TWIGLANDAZZOWSALON.COM

E-mail

Once signed, please scan and e-mail to Nestor Veloz-Passalacqua, DEI Manager (nveloz@slocity.org) and to dei@slocity.org.