



Rocky View County
Family & Community Support Services (FCSS)

2022 FCSS GENERAL FUNDING APPLICATION


(FUNDING PERIOD: January 1 – December 31, 2022)

ALL INFORMATION PROVIDED IS PUBLIC

APPLICATION DEADLINE IS 4:00 P.M. AUGUST 30, 2021 NO EXCEPTIONS

1. ORGANIZATION INFORMATION	
Organization Name	Centre for Sexuality
Program Name	Girls Program
FCSS Funding Request (over \$7,500) (from Section 9.6 C Proposed Budget)	\$15,000.00
E-Mail Address and Website	generalmail@centreforsexuality.ca ; www.centreforsexuality.ca
Mailing Address (include postal code)	700-1509 Centre Street SW, Calgary Alberta T2G 2E6
Street Address (for courier purposes)	700-1509 Centre Street SW, Calgary Alberta T2G 2E6
Agency Telephone Number	403-283-5580
Agency Fax Number	403-270-3209
Executive Director Name	Pam Krause
Program Contact Name	Maria Saona
Phone Number (If different from above)	NA

<p>2. CERTIFICATION OF COMPLIANCE</p> <p>This is to certify that to the best of my knowledge and belief, the information included in this application complies with the requirements and conditions set out in the Family and Community Support Services Act and Regulation. (https://www.alberta.ca/family-and-community-support-services-fcss-program.aspx)</p> <p>A program outcomes evaluation is required by February 28, 2023 if your application is successful</p>
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Signature (Agency Signing Authority)

President and CEO
Title

Pam Krause
Print Name

8/20/2021
Date



Submit Completed Documents to, or for further assistance contact:

Dimitri Dimopoulos, FCSS Coordinator
Rocky View County
262075 Rocky View Point
Rocky View County, AB T4A 0X2

For further assistance, please call 403.520.1289 or email fcss@rockyview.ca

Please note that faxed or e-mailed copies of the application will not be accepted. It is strongly recommended that you courier or hand deliver your proposal (printed single sided pages only) and request confirmation of receipt.
APPLICATION DEADLINE IS 4:00 P.M. AUGUST 30, 2021 - APPLICATIONS NOT RECEIVED BY THIS DEADLINE WILL NOT BE ACCEPTED.

☒ Please email confirmation of receipt of this application to: rcarter@centreforsexuality.ca

Please indicate how you heard of the Rocky View County FCSS Program:

_____ newspaper ad _____ social media X website visit/search
_____ word of mouth _____ other (specify) _____

3. SOCIETY MEMBERSHIP (current)	
Number of Members	N/A
Membership Fee Per Member	N/A

4. TYPE OF ORGANIZATION		
Alberta Societies Act Registration Number:	500065750	
Charitable Number (if have one):	129209219 RR0001	<input type="checkbox"/> Government Agency

5. DAYS AND HOURS OF OPERATION OF THE PROGRAM							
OPERATING HOURS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
	9-5	9-5	9-5	9-5	9-5		
Dates not Open:	Weekends;						
Statutory Holiday:	Closed on all statutory holidays			Other			

6. DOCUMENTATION REQUIREMENTS:	ATTACHED
<u>Do not provide other attachments unless requested to do so.</u>	
List of current agency Board of Directors by name and Board position (Board information is requested to ensure sufficient governance and make members accessible to administration, if required.) Do not include personal contact information (home addresses, emails, or phone numbers).	<input checked="" type="checkbox"/>
Fee Policy and Schedule (if applicable)	<input type="checkbox"/>
Organizational Chart of Agency	<input checked="" type="checkbox"/>
Certificate of Incorporation under the Societies Act if new applicant. (Not applicable to other municipal governments and associated departments)	<input type="checkbox"/> Included <input checked="" type="checkbox"/> Not Applicable
Constitution and Bylaws (first time applicants only unless changes were made by previously funded groups)	<input type="checkbox"/>
Job description(s) for County FCSS funded positions requested (first time applicants only unless changes were made by previously funded groups)	<input type="checkbox"/>
Most recent Audited Financial Statement	<input checked="" type="checkbox"/>

The personal information on this form is being collected for the purpose of determining eligibility of an applicant to receive FCSS funding; to assist in administering the FCSS funding; and to monitor, assess, and evaluate your program. This information is collected under the authority of Section 33 (c) of the Freedom of Information and Protection of Privacy Act and may become public information once it is submitted to the FCSS program. Questions regarding the collection of this information can be directed to the Manager, Recreation and Community Services at 403.520.6307.

7.1 PROGRAM DESCRIPTION

Provide a brief program description in a few sentences (to be used for publication by FCSS)

The Girls Program is a participatory, school and community-based program created by the Centre for Sexuality for pre-pubescent and early pubescent girls (ages 8-13 or grades 4, 5, and 6). The program is evidence-based and designed to build foundational knowledge, social-emotional skills, and capacities needed by girls to overcome girl-specific challenges related to achieving healthy bodies, healthy relationships, and healthy development. The program focuses on equipping girls with tools they can use now and as they progress through the developmental stages and ages of middle childhood and adolescence. It is delivered by health educators and comprises an integrated curriculum with sequential core modules, facilitated with fun and interactive activities over a minimum of 22 hours. The program has three years of curriculum, each with its own unique focus. The curriculum for each year is separated into three modules: Self, Relationship to Others, and Community. Each year of the program scaffolds participants' learning on the main core subjects including but not limited to identity, mental health, healthy friendships, body image, puberty, gender, and media literacy. Additionally, the program provides support to the girls' caregivers (i.e., parents, guardians) through a series of education workshops and support components meant to build their comfort and skills on the topics discussed with the girls during program.

7.2 PREVENTION

In what way(s) is your program preventive in nature? Check the appropriate items from the following list. You will be required to report on each of the Outcomes that you have selected.

Provincial Outcome	Rocky View County Outcomes	
Improved social well-being of individuals	Outcome 1: Individuals experience personal well-being. Indicators: Resilience; self-esteem; optimism; capacity to meet needs; autonomy; competence; personal engagement; meaning and purpose.	<input checked="" type="checkbox"/>
	Outcome 2: Individuals are connected with others. Indicators: Quality of social relationships; social supports available; trust and belonging.	<input checked="" type="checkbox"/>
	Outcome 3: Children and youth develop positively. Indicators: Developmental assets.	<input checked="" type="checkbox"/>

Provincial Outcome	Rocky View County Outcomes	
Improved social well-being of families	Outcome 4: Healthy functioning families. Indicators: Positive family relationships; positive parenting; positive family communications.	<input checked="" type="checkbox"/>
	Outcome 5: Families have social supports. Indicators: Extent and quality of social networks; family accesses resources as needed.	<input type="checkbox"/>

Provincial Outcome	Rocky View County Outcomes	
Improved social well-being of the community.	Outcome 6: The community is connected and engaged. Indicators: Social engagement; social support; awareness of the community; positive attitudes toward others and the community.	<input checked="" type="checkbox"/>
	Outcome 7: Community social issues are identified and addressed. Indicators: Awareness of community social issues; understanding of community social issues; agencies and/or community members work in partnership to address social issues in the community.	<input type="checkbox"/>

7.3 PRIMARY TARGET

Indicate the Primary target at whom the program is aimed by estimating the percentage of the program's FCSS allocation that is directed to services in the following categories.

Children	90	%
Youth		%
Families	5	%
Adults	5	%
Seniors		%
Volunteerism		%
Community Development		%
Total	100	%

7.4 SOCIAL SERVICE CONTINUUM

Please indicate the percentage of each section below that your program provides.

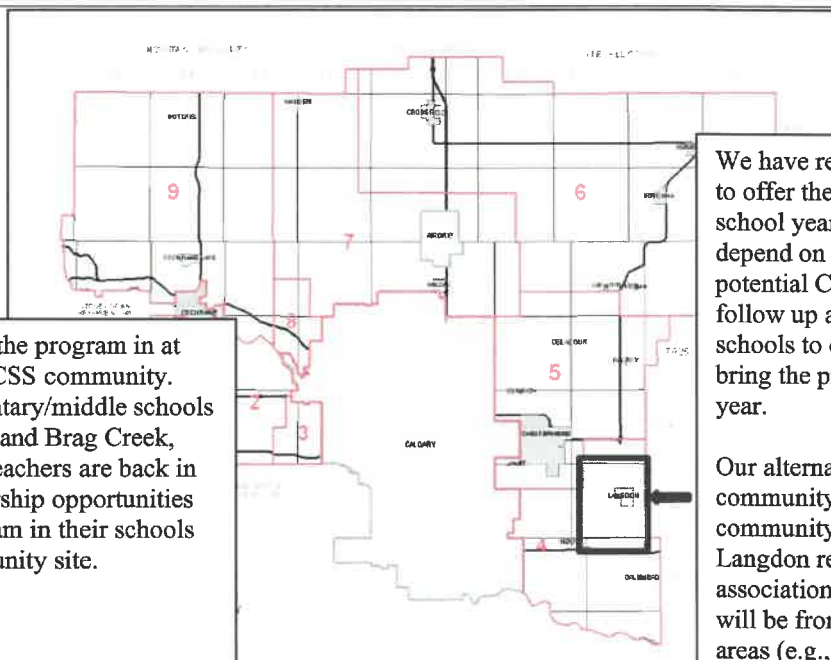
- **Promotion:** Programs and services that promote public education and awareness of social needs. _____ %
- **Prevention:** Programs and services focused at the earliest opportunity on individuals and families whose social well-being in community life is at risk. 100 %
- **Early Intervention:** Programs and services focused on individuals and families with identified early signs of unmet needs, who require support to enhance their social well-being. _____ %
- **Specialized Services:** Programs and services for individuals and families focused on emerging social needs not yet sufficiently addressed by community support. _____ %
- **Remediation Services:** Programs and services for individuals and families with clearly defined unmet needs, who require assessment, intervention, and treatment to enhance their social well-being. _____ %

Total 100 %

8. COORDINATION AND COMMUNICATION

A. Identify organizations within the program's catchment area (define your region of operation; include towns and border of service area and also clearly mark it on the map with thick black lines) that provide similar services.

To our knowledge, there are no other organizations or agencies providing a similar comprehensive prevention program for elementary girls in the area.



We would like to deliver the program in at least one additional RVFCSS community. We reached out to elementary/middle schools in Springbank, Bearspaw and Brag Creek, and will follow up once teachers are back in schools to explore partnership opportunities to deliver the Girls Program in their schools or at an accessible community site.

We have reached out to Langdon School to offer the program for the 2021-2022 school year but our ability to do so will depend on the school's interest and potential Covid-19 restrictions. We will follow up again once teachers are back in schools to confirm if they would like us to bring the program to their school this year.

Our alternative plan will be to offer community-based Girls Program out of a community setting in Langdon (e.g., Langdon recreation centre or community association). We anticipate participants will be from Langdon and surrounding areas (e.g., girls who attend Langdon school).

B. What cooperative and coordinative steps has the program taken with these agencies?
N/A

C. Describe the similarities and differences between the proposed program and those identified as being delivered by other organizations.
N/A

OUTCOMES MODEL

(For further information on the outcomes model contact the County FCSS program for a copy of a toolkit.)

9.1 AGENCY/PROGRAM VISION

Desired social condition. May be your agency's existing vision statement.

Girls Program Vision: Girls grow into safe, confident, healthy young women.

9.2 AGENCY/PROGRAM MISSION

Unique role in working towards the desired social condition. What are you currently doing to achieve your mission (e.g. other programs and services that are not a part of this application for funding)?

Girls Program Mission: pre-pubescent and early pubescent girls have the knowledge, social and emotional life skills, capacities, and the opportunity to overcome challenges to achieve current and future wellbeing (healthy bodies, healthy relationships, and healthy development).

The Centre for Sexuality (CFS) aims to normalize sexual health in Alberta by providing evidence-informed, non-judgmental sexual and reproductive health programs and services. Our vision is that all Albertans experience healthy sexuality across the lifespan. But because sexual health is only minimally about sex and sexual behaviour, and mostly about achieving healthy bodies, healthy relationships, and healthy communities, our work focuses on prevention and health promotion. This means organizationally we:

1. educate individuals, organizations, and communities.
 - a. We deliver school and community-based education for children, youth, and adult populations, as well as specially targeted populations such as immigrants and ethnocultural groups, people with developmental disabilities, and LGBTQ+ communities;
 - b. We emphasize the development of social emotional and other life skills; and
 - c. We help build the capacities of individuals to make healthy choices.
2. work to develop supportive environments within families, relationships, schools, organizations, and communities to build the opportunities for individuals to make healthy choices. To this end
 - a. we work with individuals to develop their skills and capacities for healthy relationships;
 - b. we deliver workforce and sector training; and
 - c. we lead community development and mobilization efforts to grow the capacity of communities to assume ownership over, and address, issues affecting them.

A few examples of other organizational programs that serve children and youth, and assist us in achieving both our Girls Program and organizational mission, include:

1. **WiseGuyz: Life Skills and Healthy Relationship Program.** WiseGuyz is a participatory school and community-based program created by the Centre for Sexuality in 2010 for boys ages 13-21, with a particular focus on grade 9 boys in school-based settings. The program addresses critical issues young men face by teaching them: tools to engage in healthy relationships; helping them understand the connection between masculinity and male norms, sexuality, and violence; providing targeted education, skills development, and support to help them achieve sexual well-being and healthy relationships. WiseGuyz impacts more than the boys themselves. It also influences peers and school culture. While short-term goals of encouraging healthy choices and better relationships are important, evidence suggests its long-term impact may decrease bullying, homophobia, and domestic violence.

2. **Relationships and Sexual Health Education Program.** This program works within the Alberta Learning curriculum, and follows the Canadian Guidelines for Sexual Health Education, to offer junior and senior high school students enrolled in Calgary, Rockyview, and Foothills School Divisions evidence-based education and resources for healthy bodies, healthy relationships, and healthy sexuality. Specifically, the program:
 - a. assists approximately 10,00 youth each year to build skills to make informed, healthy choices about their sexual and reproductive health. This includes diverse topics such as puberty, challenging stereotypes, being in positive and healthy relationships, understanding how media influences society, preventing sexually transmitted infections and unintended pregnancy, exploring gender identity and sexual orientation, and critically examining gender roles;
 - b. employs a social emotional learning approach to strengthen decision-making skills, relationship skills, critical thinking and so forth; and
 - c. is also offered in the community for vulnerable youth outside the traditional education system.

3. **The Training Centre Program.** The importance of training professionals to increase their skill, comfort, and communication efficacy in the areas of sexual health is well acknowledged in academic literature. Yet, professionals still receive little or no preparation. The Training Centre addresses this issue by delivering workshops designed to meet the learning needs of professionals, including extensive work with child and youth professionals (e.g., training teachers). Using the principles of adult education, our workshops increase professional skills, and challenge personal assumptions to build individual skills and community inclusion. Our skilled facilitators have created 14 distinct and interactive workshops and trained over 35,000 professionals employed by youth serving organizations, educational institutions, police services, medical professions, and other human and social service agencies locally, provincially, nationally, and internationally.

9.3 STATEMENT OF NEED

Problem statement; description of the situation you wish to change.

Pervasiveness of sexualized media, idealized girls and women's bodies, mental and emotional health challenges, bullying, cyber bullying, sexual harassment at school, dating violence, exposure to pornography, and issues of consent are but a few of the many issues affecting girls at increasingly younger ages, and all girls have been or will be exposed to one or more of these challenges before becoming an adult woman.

Evidence of Need

1. **The Need to Build a Strong Foundation Before Puberty:** Early maturing girls are especially vulnerable to greater risk for depression, eating disorders, psychosomatic symptoms, poor academic achievement and dropping out of school, substance use, and early sexual debut (Mendele et al., 2010)
2. **Transition from Girlhood to Adolescence Begins the Descent of Girls' Self-Esteem:** The detrimental impact of the transition from childhood to adolescence on self-esteem and self-confidence in girls is so considerable and universal. Low self-esteem and self-confidence are consistently identified as a risk factor for dropping out of school (Claussen, C. & Aboud, R., 2013), and influences risky sexual behaviours in adolescent girls (Bjornsdottir, 2015; Claussen & Aboud, 2013).
3. **The Prominence of Poor Body Image:** An astonishing 50% of girls between 8 and 11 years old want to be thinner, rate their weight as important, and support the idea of initiating weight loss activities (Ricciardelli, 2003). The thin ideal learned in elementary school intensifies as girls enter and continue through puberty. Research suggests girls with more positive body image are less likely to engage in risky sexual activity, more confident making sexually related decisions for themselves, more likely to delay first sexual intercourse, and more likely to use contraception (Satinsky, 2012; Wingood, 2002).

References

- Bjornsdottir, R. (2015). *Pathways to Risky Sexual Behavior: The Differential Effects of Body Image and Self-esteem on Risky Sexual Behavior across Gender Among Icelandic Adolescents*. Reykjavik: Reykjavik University.
- Claussen, C. & Aboud, R. (2013). *Success on the Horizon: Ways of supporting Calgary's girls to complete high school*. Calgary: Women's Leadership Council: United Way Calgary and Area.
- Mendle, J. T. (2007). Detrimental Psychological Outcomes Associated with Early Pubertal Timing in Adolescent Girls. *Development Review*, 27(2): 151–171.
- Ricciardelli, L. M. (2003). A biopsychosocial model for understanding body image and body change strategies in children. *Applied Developmental Psychology*, 24:475-495.

- Satinsky, S. R. (2012). An assessment of body appreciation and its relationship to sexual function in women. *Body Image*, 9(1):137-144.
- Wingood, G. D. (2002). Body image and African American females' sexual health. *Journal of Women's Health and Gender-Based Medicine*, 11(5):433-439.

9.4 STRATEGY/ACTIVITIES

How will the program address the specified need? What goal or long-term change or impact do you want to achieve? What are you going to do in the program to achieve your goal(s)?

The program focuses on equipping girls with tools they can use now and as they progress through the developmental stages and ages of middle childhood and adolescence. The foundation of the program is an integrated curriculum comprised of three core modules, which are sequenced so each build on the next: Self, Relationship to Others, and Community. The topics in the modules range from learning about identity, self-esteem and self-confidence promotion, mental health, healthy friendships, body image, puberty, gender, and media literacy. The program is delivered by trained health educators over 22 hours. The program's parent/caregiver capacity building component builds parents and caregivers knowledge about supporting their daughters' healthy development and reinforcing project learnings at home. It comprises three education workshops, as well as ongoing contact and resources through email and phone with the program educators.

Long-term Goal

Girls become resilient women. To achieve our goal, we ...

1. Build girls' knowledge about, and preparedness for, puberty and the mental, emotional, social, physical changes and challenges that will occur as girls age.
2. Promote and build self-confidence and healthy body image in girls.
3. Strengthen girls' skills for healthy relationships with peers, family, and others.
4. Promote and develop core skills to successfully navigate the growth and developmental challenges of puberty and adolescence.
5. Start building capacity of girls to examine and evaluate media, make healthy decisions, and grow into safe, confident, healthy young women.

Program Delivery Plans for the 2021-2022 School Year:

Plan A: Delivery of the Girls Program for the upcoming school year will depend on the schools' interest in the Girls Program being offered to their grade 4, 5, and 6 female identifying students; their ability to welcome external guests into their facilities; the potential Covid-19 restrictions and the impact of such restrictions on students' learning modality. We will be ready to deliver the program in partnership with schools in whichever modality is the safest for participants and staff and causes the least level of disruption to participant attendance and engagement: in person, online or in a hybrid model. We will work closely with school staff to decide what works best for their school and their students. We will be requesting meetings with school partners once they have returned from summer break to discuss which program delivery options are feasible.

Plan B: To deliver the program in community settings outside of regularly scheduled school hours and will be open to any girls residing in and around that community location and who are between 8 and 13 years of age. We will run two separate programming streams, one for girls 8-10 and another for girls 11-13. Each program will be a minimum of 22 hours. Depending on the needs and availability of a community, it will be implemented after school; on professional development days and school breaks; or over a series of weekends. In consultation with community members, we will identify appropriate community space to host program at. It should provide easy access for residents, be free or low cost, and be appropriate for girls between 8 and 13 years of age.

9.5 RATIONALE

An explanation of why you believe this strategy or approach will work; include research if possible.

From the literature, best and promising practice evidence, and our community engagement we determined that puberty, sexual and relationship programming is most effective when targets prepubescent or early pubescent girls; and focuses on social-emotional learning and self-esteem promotion. Also, a re-occurring theme throughout the literature was the importance of parents in relationship and sexual health development of children and youth. We used this research to inform and advise the development of the program, for example adding a parent/caregiver education and engagement arm to the program. Our program also has a strong theoretical basis. Therefore, we are confident that the strategies and program are grounded in the best available evidence to date.

Summary Promising Practices for Girls Programming Identified in Research

While a complete overview of the results of our evidence and literature review is beyond the scope of this application, we would like to share eleven promising practices which informed our program design and curriculum.

Programs for girls are most impactful when they are...

1. Specifically Developed for Girls

- Program promotes the development of a sense of self as a girl

2. Developmentally Appropriate

- Program is designed specifically for a precise age and maturity level

3. Safe and Positive

- Safe space where girls feel comfortable to share, builds trust in the group
- Happy and positive space
- Small group format is effective for building critical thinking skills
- Conscious use of language - language is accessible and easily understood
- Culturally relevant/inclusive

4. Strongly Focused on Relationships

- Girls are relational learners – they require establishing an affective relationship where program staff know them as individuals
- Enhancing social connections and relationships with other girls is critical - positive connections with peers strengthen girls' self-esteem and social connections, which are essential for positive identity and the health and wellbeing of girls

5. Strengths and Asset-Based (Educational and Skills-building)

- Builds life skills: healthy friendships and relationships, peer pressure management, coping skills, anti-bullying, communication
- Focuses on girls' strengths
- Incorporates critical thinking skill development
- Include skills building exercises and strategies in areas of social competence and emotional learning (conflict resolution, decision-making, analyzing issues, applying ideas, effective communication)

6. Healthy Body Image and Self-Esteem Promoting

- High self-esteem associated with better girls' outcomes
- Self-esteem in girls is closely connected with body image
- Addresses unrealistic standards of beauty and maladaptive behaviours girls and women engage in to meet standards

7. Inclusive of Characteristics of Effective Lessons

- Clear
- Relevant to girls' lives – relevance facilitates and deepens learning and holds interest (current events, social justice, school, personal life, issues involving girls/women). Interest is held when can apply to daily life and interactions.
 - o Curriculum tied to girls' interests and concerns

- Collaborative
- Uses combination of approaches (social skills, media literacy, mentoring approaches)
- Dosage important to building self-confidence and connectedness, more hours in girls programming the greater improvement in these areas
- Sufficiently resourced
- Variety of activities and approaches used (class discussions, hands-on, multimodal, creativity and the creative arts, out-of-class experiences)

8. Participatory, Involve Girls in Program

- Involves girls in program design and/or activity decisions (what to do or not do)
- Opportunities for girls to express themselves, participate in program delivery, engage in leadership roles
- Helps girls gather evidence to analyze their own environment and issues that affect them

9. Empowerment and “Voice-centred”

- Offer girls an opportunity to build leadership skills, be more assertive, and make a difference in their local environments (family, school, community)
- Social change opportunities empower girls to change inequalities they experience, and is critical to identity formation

10. Builds Supportive Environments Outside Program

- Parent engagement, support, connection, involvement built into program
- Fosters parent-child communication

Promising Practices Sources

- Canadian Active After School Partnership. (ND). *Girls and Young Women Mentorship Community: Boys and Girls Clubs of Hamilton*. Ottawa: Canadian Active After School Partnership.
- Claussen, C. & Aboud, R. (2013). *Success on the Horizon: Ways of supporting Calgary's girls to complete high school*. Calgary: Women's Leadership Council: United Way Calgary and Area.
- Crann, S. (2016). *G.I.R.L.S Power Camp Evaluation Research Report: The Experience, Value, and Impacts for Campers and Peer Facilitators*. Simcoe: Haldimand-Norfolk Women's Services.
- Crooks, C. &. (2010, January 10). After School Programs, Healthy Development and Resilience. Ottawa, Ontario.
- Girls Action Foundation. (2012). *Girls' Perspectives on Girls' Groups and Healthy Living: Research Summary*. Montreal: Girls Action Foundation.
- Girls Action Foundation. (2013). *Beyond Appearance: Brief on the Main Issues Facing Girls in Canada*. Montreal: Girls Action Foundation.
- Girls Action Foundation. (ND). *How Girls' Groups Can Promote Health: Promising Practices for Community Programs*. Montreal: Girls Action Foundation.
- Jacobs, C. K. (2014). Reaching Girls. *Phi Delta Kappan*, September:68-73.
- Muno, A. (2014). *And Girl Justice for All: Blending Girl-Specific & Youth Development Practices*. Seattle: Powerful Voices.
- Power Camp National/Filles D'Action. (2006). *Girl-Specific Programs: Sharing Practices and Strategies Toward Violence Prevention and Social Justice for Girls*. Montreal: Power Camp National.

Umme-Jihad, A. (2015). *Enhancing Canadian Girls' Resilience Through Girls-Only Programming*. Wilfred Laurier University: Theses and Dissertations (Comprehensive). 1786.

USAID. (2013). *Girl-Centered Programming: What are We Really Doing? Summary of Recommendations, Promising Programs, Resources and Tools Shared*. Washington: USAID.

9.6 INPUTS

***Please see end of application for budget shell. Budget sheet(s) MUST follow the template as provided.**

A. Have you researched or sourced other methods of funding? How do you propose to sustain this program?

Yes, we currently have other sources of funding to support the continued operation of the Girls Program and we continuously seek new and additional funding opportunities for the program. The program is sustained through these sources of support and through agency fundraising/donations.

B. Has this budget been authorized by your Board of Directors? Yes ☒ No ☐ If no, please explain:

9.7 PROJECTED OUTPUTS (Count of products and services delivered to the target group. For definitions, see the end of the report)

Please report the projected direct product of your activities, usually measured by volume of work accomplished. Must include projected number of individual participants, volunteers and volunteer hours. Other outputs may include projected number of training sessions, workshops, and community development programs. Include projected number of County residents utilizing services. Rocky View County residents do not include people who reside in Airdrie, Beiseker, Chestermere, Cochrane, Crossfield, Irricana or Redwood Meadows. It does include those who live outside of these municipalities and within the hamlets located within the County's borders.

A. PROJECTED NUMBER OF INDIVIDUAL PARTICIPANTS SERVED:

People served should only be counted once unless they are part of a family being served (see definitions). DO NOT include group participants, contacts, or community development initiatives if counted below.

Provide general summary of outputs here:

Number of girls in each group = 7 (maximum 10)

Total number of girls (4 groups x 7 girls) = 28

Total number of parents/caregivers of girls (minimum of 1 parent/caregiver per girl) = 28

Total number of families = 28

These numbers are conservative and are based on average group sizes we had this past school year due to COVID-19. We could potentially reach out to more individuals if there is uptake for online girl-parent sessions in the RVCFCSS funded communities. We welcome your input and advice on how to effectively reach girls and families in your communities.

Number of Children/Youth (0 to 18 years) 28 Number of County Residents: 28

Number of Adults (19 to 64 years) 28 Number of County Residents: 28

Number of Seniors (65+ years) Number of County Residents:

Number of Families 28 Number of County Families: 28

B. PROJECTED NUMBER OF GROUPS SERVED:

(e.g. workshops, training and/or education groups)

Provide general summary of outputs here:

Number of girls education groups = 4

Number of girls education hours per group = 22

Number of total girls education hours (4 groups x 22 hours) = minimum 88 hours

Number of parent groups = 4

Number of parent workshop hours = 8 hours (4 groups x 1 hours x 2 times)

Total number of hours = 96 hours

Number of Groups: 7 Total Number of Participants: 56 Number of County Residents: 56

C. PROJECTED NUMBER OF CONTACTS PROVIDED:

(e.g. providing assistance with forms/referral; telephone, mail outs, email, and social media)

Provide general summary of outputs here:

Given the age of the girls and nature of our program, it is designed so that program educators provide weekly opportunities for the girls to book 1:1 time where they can ask questions and have further discussion about the topics that they are learning in program. Based on our experience this past year, we estimate that the girls would ask educators to meet 1:1 with them on average 10 times throughout the duration of the program for an estimated total of 280 contacts. In addition, the program makes regular contact with parent and caregivers via general email updates as well as responding to emails and phone calls. At a minimum, parents/caregivers will be contacted 10 times resulting 280 contacts. Furthermore, if we assume 50% attendance at parent/caregiver workshops we would estimate another 28 contacts.

28 girls x 10 1:1 assistance by educator = ~ 280 contacts

28 parents x 4 newsletters = ~112 contacts

28 parents x 6 email/telephone inquiries = ~168 contacts

14 parents x 2 workshops = ~28 contacts.

Number of Clients: ~56 Number of County Residents: ~56

D. PROJECTED NUMBER OF COMMUNITY DEVELOPMENT INITIATIVES:

(E.g. community assessment, mobilization, and/or advocacy committees. Do not include service to individuals)

Provide general summary of outputs here:

N/A

Number of Initiatives: Number of Clients: Number of County Residents:

E. VOLUNTEERISM

a) What are the roles of volunteers in the program?

Volunteers are an integral component of our agency. They help us effectively and efficiently engage our communities and help us create impact. For the Girls Program, volunteers help with data entry, program preparation, office administration and beginning in the fall of 2021, program delivery support (assisting educators in their delivery).

b) How does the program promote, encourage, and facilitate the use of volunteers?

As an agency, we encourage volunteers by tailoring the volunteer experience and duties to the needs of our volunteers. We also run frequent volunteer training sessions and have volunteer recognition events.

c) Total number of volunteers in agency/program:

34 (This does not include board members)

d) Total number of volunteer hours in 2020:

485

e) Estimated number of volunteer hours until the end of 2021:

100 (lower because of COVID)

9.8 EXPECTED OUTCOMES

Statements, which describe the difference the agency/program intervention will make with clients in the short term, mid-term, and long term. These must logically connect to the Provincial and Rocky View County Outcomes in Section 7.2.

Short-term Outcomes

1. Girls increase their knowledge about bodies, puberty, gender, and healthy relationships
2. Girls enhance their social-emotional learning competencies
3. Girls increase their media literacy skills
4. Parents/caregivers are more knowledgeable and feel more confident in ability to support girls on topics related to healthy bodies, healthy relationships, and sexual health
5. Parents/caregivers encourage open communication with girls
6. Girls are catalysts and champions for school, family, or community change

Mid-Term Outcomes

1. Girls' increased knowledge and skills leads to increases in their resiliency and ability to meet demands of life (capacity)
2. Girls' attitudes are positive and support building resiliency and abilities to meet demands of life (motivation)
3. Girls behave in ways that support health and wellbeing – at present (behaviour)
4. Girls have the opportunity to build resiliency and abilities, and behave in ways that support health and wellbeing (opportunity)

Long-Term Outcomes

1. Girls grow up to become resilient women.

Impact

1. Girls grow up to be safe, confident, healthy women

Connects Directly with Provincial and Rocky View County Outcomes

Provincial Outcomes

- Improved social well-being of individuals
- Improved social well-being of families
- Improved social well-being of the community

Rocky View County Outcomes

- Outcome 1 – Individuals experience personal well-being
- Outcome 2 – Individuals are connected with others
- Outcome 3 – Children and youth develop positively
- Outcome 4 – Healthy functioning families
- Outcome 6 – The community is connected and engaged

9.9 OUTCOME INDICATORS

List the specific items of information that you will track to measure your program's success on outcomes. These are generally in the form of a cluster of questions or surveys and relate directly to the Rocky View County Outcome Indicators listed in Section 7.2. Copies of the Provincial FCSS Measures Bank are available upon request.

Outcome Indicators

- Puberty knowledge
- Healthy relationships knowledge
- Media literacy knowledge
- Self-esteem/self-worth
- Engagement
- Body-image
- Social-emotional skills
- Parent-child support
- Parent-child communication

Outcome Measurement Tools

- Culture-Free Self-Esteem Inventories, Third Edition (Battle, 2002)
- Children's Body Image Scale - CBIS (Truby & Paxton, 2002)
- Puberty, Relationships, and Media Literacy Knowledge Surveys
- Parent/Caregiver and Teachers/Administration Surveys
- Facilitator Curriculum Activity Notes and Reflections

Copies of the above-mentioned tools can be provided upon request.

10. ADDITIONAL INFORMATION

Please provide a brief agency/program history.

Since 2010 when we began delivering WiseGuyz to junior high boys, we have heard repeatedly from schools, parents, other organizations, and girls themselves "What about a program just for girls?" We decided in 2016 that it was the right time organizationally and social-politically to fill this unmet gap and create a comprehensive, girls-only sexual health promotion program for girls in Calgary and surrounding areas. We took the next year to complete our due diligence and ensure the program was informed by the best available evidence, that we consulted girls and parents, as well as other stakeholders in its creation, and that it was acceptable and appropriate to our community. As a result, what started as a program for junior high school girls became a program for elementary school girls. We completed our full 3-year pilot in June 2020 and are excited to continue to offer quality programming for girls in the community.

11. STORIES

Please provide 1 or 2 short anecdotal stories about some of your County rural clients who have received services from your organization, and how their situation has improved as a result of their involvement in this program. This story may be used for publication by FCSS. Please do not include any client identifying information.

Raising Girls Workshop Series Impact

The COVID-19 pandemic created many challenges for the Girls Program to be delivered safely to the Rocky View area. In response, we created the Raising Girls Workshop Series. This series was designed for parents/caregivers and their daughters, with the goal of fostering communication and understanding around important topics that affect children during the period of 'girlhood'. The topics included Puberty, Healthy Friendships, and Body Image & Media Literacy.

This workshop series has been beneficial to increase program participant numbers, since many of our school partnerships were put on hold during the COVID-19 pandemic. It also met community need, as we had been receiving community suggestions of programming for those whose schools cannot accommodate the year-long, school-based Girls Program.

It was extremely successful, with the original 3-part series being repeated multiple times due to community demand. In the Rocky View Area, 3 families attended from communities in the Rocky View area, for a total of 7 participants.

We received numerous emails from parents in support of the Raising Girls Workshop Series. Two are included below.

"Thanks so much, {facilitator name}. I completed the evaluation and will share it with [our daughter] too. Just wanted to pass along our thanks, though. The workshop was excellent. [Our daughter] is adopted, and we are a same sex family...so the workshop was helpful for her to hear from other women / girls. Even though she is comfortable talking to her dads, and we have been fostering good dialogue, she appreciated hearing from both presenters and other attendees."

"Hi {facilitator name}, Thanks for all of this, and for the fantastic workshop. (I was the mom with the three daughters – [REDACTED] I think our girls were apprehensive and said "Mom, why did you sign us up for this? Weird!" But, after the workshop, they asked me to sign up for Part 2. They asked if we would be learning about boys and puberty. That would be a good topic, too. They missed a lot of the in-school learning last year when things shut down. As a parent, it's tricky to find good and age-appropriate resources, so this was so timely. {Facilitators' names} were absolutely perfect facilitators and delivered the material in a fun, interactive and informative way. Thank you! "

After a careful review of our evaluations, parents and girls gave an overwhelming positive response to the workshop content and delivery. This feedback is encouraging for the continuation of the Raising Girls Workshop Series to be delivered to the Rocky View area.

INSERT BUDGET DETAILS ON THE FOLLOWING PAGE
DO NOT INCLUDE IN-KIND SUPPORTS, ONLY ACTUAL DOLLARS
AN EXCEL SPREADSHEET IS AVAILABLE FOR INSERTION

Please ensure that section 9.6 C starts on a page(s) with no other sections on the page(s). For consistency purposes, it is **IMPERATIVE** that you use the following template as provided and **NOT** modify it, other than adding additional lines.

9.6 C. INPUTS (Resources dedicated to the program. Include staff and budget for one year.)			
2022 PROPOSED BUDGET (Ensure all calculations are correct. Use the second column to itemize the program expenses to which you plan to direct the County FCSS funds. Column 1 + Column 2 = Column 3)			
ITEM	Column 1 2022 Costs to be paid or contributed by the Applicant and other funding partners (Agency Contribution)	Column 2 2022 Costs to be funded by County FCSS (Program Request)	Column 3 2022 Projected Year End Total Program Budget (Total Cost)
EXPENSES			
PERSONNEL (specify positions and hours per week)			
1 FTE including benefits – 35 hours/week	60000	12000	72000
a. SUBTOTAL PERSONNEL	60000		72000
TRAVEL & TRAINING (specify)			
Travel Expenses	4000	2000	6000
Professional Development	1000		1000
b. SUBTOTAL TRAVEL & TRAINING	5000	2000	7000
MATERIALS AND SUPPLIES (specify)			
Program Expenses	5000	1000	6000
c. SUBTOTAL MATERIALS AND SUPPLIES	5000	1000	6000
OTHER (specify)			
Evaluation	5000		5000
d. SUBTOTAL OTHER	5000		5000
e. TOTAL EXPENDITURES (e=a+b+c+d)	75000	15000	90000
REVENUE (specify other sources of funding including fundraising, fees for service, other grants, etc.)			
United Way of Calgary and Area	\$75,000		
f. TOTAL REVENUE	\$75,000		
g. FCSS REQUEST (DEFICIT = Total of Column 3 Expenditures – Total Revenue)			



Microsoft Excel
Worksheet

2021 Rocky View County FCSS Budget Page

Please ensure that section 9.6 C. starts on a page(s) with no other sections on the page(s). For consistency purposes, it is IMPERATIVE that you use the following template as provided and NOT modify it, other than adding additional lines.

9.6 C. INPUTS (Resources dedicated to the project. Include staff and budget for one year.)			
2021 PROPOSED BUDGET (Ensure all calculations are correct. Use the second column to itemize the program expenses to which you plan to direct County FCSS funds. Column 1 + Column 2 = Column 3)			
ITEM	Column 1 2021 Costs to be paid or contributed by the Applicant and other funding partners (Agency Contribution)	Column 2 2021 Costs to be funded by County FCSS (Program Request)	Column 3 2021 Projected Year End Total Project Budget (Total Cost)
EXPENSES			
PERSONNEL (specify positions and hours per week)			
1 FTE including benefits- 35 hours/week	60,000.00	12,000.00	72,000.00
			0.00
			0.00
			0.00
a. SUBTOTAL PERSONNEL	60,000.00	12,000.00	72,000.00
TRAVEL & TRAINING (specify)			
Travel Expenses	4,000.00	2,000.00	6,000.00
Professional development	1,000.00		1,000.00
			0.00
			0.00
b. SUBTOTAL TRAVEL & TRAINING	5,000.00	2,000.00	7,000.00
MATERIALS AND SUPPLIES (specify)			
Program Expenses	5,000.00	1,000.00	6,000.00
			0.00
			0.00
			0.00
c. SUBTOTAL MATERIALS AND SUPPLIES	5,000.00	1,000.00	6,000.00
OTHER (specify)			
Evaluation	5,000.00		5,000.00
			0.00
			0.00
			0.00
d. SUBTOTAL OTHER	5,000.00	0.00	5,000.00
e. TOTAL EXPENDITURES (e=a+b+c+d)	75,000.00	15,000.00	90,000.00
REVENUE (specify other sources of funding including fundraising, fees for service, other grants, etc.)			
United Way of Calgary and Area	75,000.00		
f. TOTAL REVENUE	75,000.00		
g. FCSS REQUEST (DEFICIT = Total of Column 3 Expenditures – Total Revenue)		15,000.00	

COMPLETE THIS SECTION ONLY IF YOU RECEIVED 2021 COUNTY FCSS FUNDING AND ARE APPLYING FOR AN INCREASE.

12. 2022 FUNDING INCREASE REQUEST EXPLANATION	
A. 2021 County FCSS Grant	
B. 2022 County FCSS Request	
C. Does this request result from a decrease in other funding support? Specify.	
D. Identify requested funding increase. List each category and the amount of increase (e.g. Personnel, Materials and Supplies).	
E. Provide a rationale together with supporting data, using demographics as necessary.	
F. How will this increase impact clients and services? How will the change be measured? If the increase is not granted, what effect will it have?	
G. Outline the efforts already taken to accommodate the proposed program adjustment.	
H. How many years have you received County FCSS funding?	



Board of Directors 2021

Michel Bourque, Chair

Laurie VandeSchoot, Vice-Chair

Zach Little, Treasurer

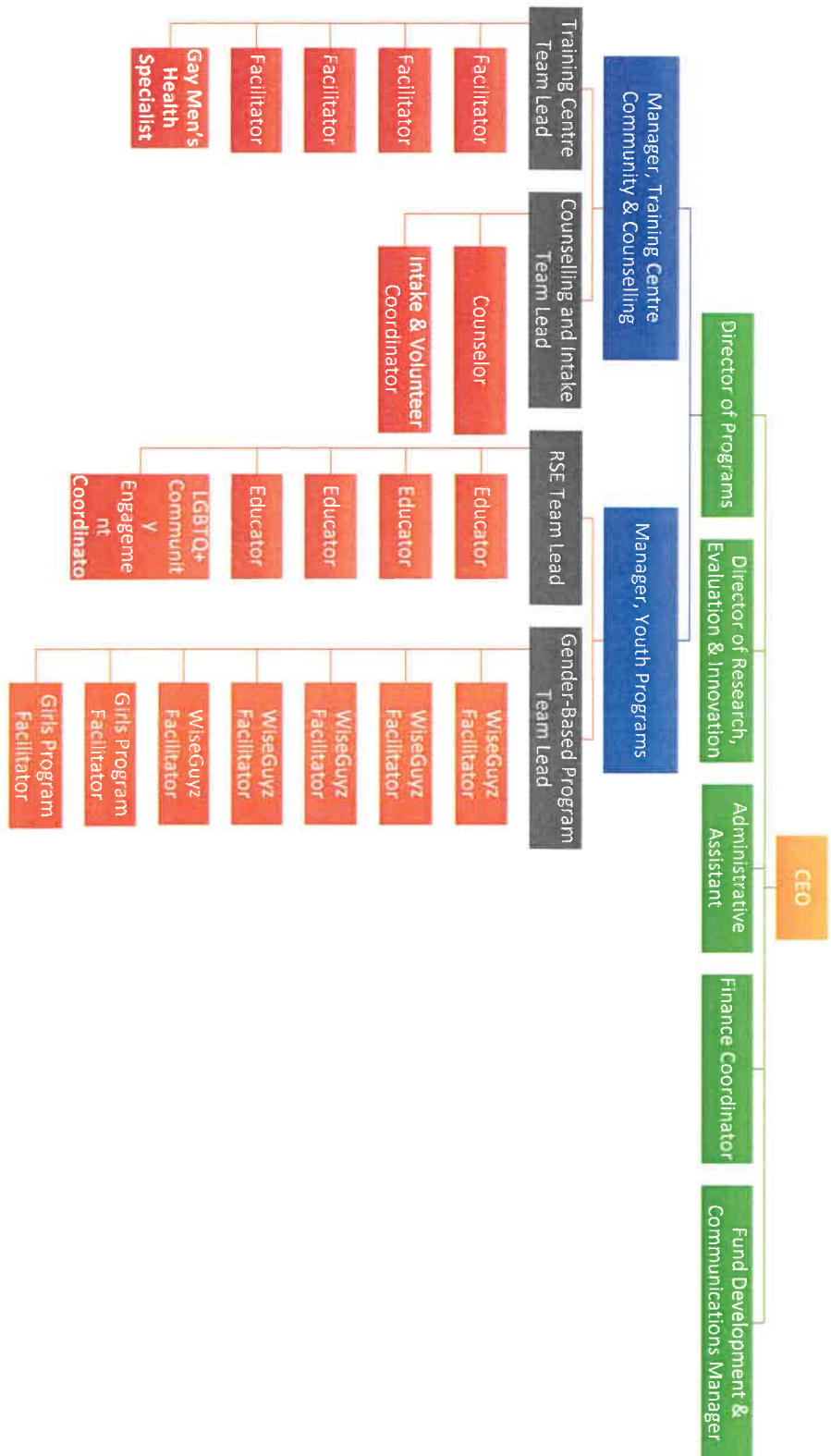
Lawna Hurl, Secretary

Gail Urquhart, Director

Jeni Piepgrass, Director

Dan Johnson, Director

Athyna Wolf, Director



CENTRE FOR SEXUALITY
(formerly Calgary Sexual Health Centre Society)

FINANCIAL STATEMENTS

DECEMBER 31, 2020

CENTRE FOR SEXUALITY
TABLE OF CONTENTS
DECEMBER 31, 2020
WITH COMPARATIVE INFORMATION FOR 2019

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INDEPENDENT AUDITOR'S REPORT

To the Directors of Centre for Sexuality

Opinion

We have audited the financial statements of Centre for Sexuality (the "Society") , which comprise the statement of financial position as at December 31, 2020, and the statements of operations, changes in fund balances and cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the Society as at December 31, 2020, and the results of its operations, changes in fund balances, and its cash flows for the year then ended in accordance with Canadian accounting standards for not-for-profit organizations (ASNPO).

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are independent of the Society in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with ASNPO, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Society's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Society or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Society's financial reporting process.

INDEPENDENT AUDITOR'S REPORT, continued

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements. As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- ♦ Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- ♦ Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Society's internal control.
- ♦ Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- ♦ Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Society's ability to continue as a going concern. If we conclude that a material uncertainty exists, required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify opinion. Our conclusions are based on the audit evidence obtained up to the date of auditor's report. However, future events or conditions may cause the Society to cease to continue as a going concern.
- ♦ Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

INDEPENDENT AUDITOR'S REPORT, continued

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

CALGARY, ALBERTA
MARCH 17, 2021

Catalyst LLP
**CHARTERED PROFESSIONAL
ACCOUNTANTS**

CENTRE FOR SEXUALITY
STATEMENT OF FINANCIAL POSITION
DECEMBER 31, 2020
WITH COMPARATIVE INFORMATION FOR 2019

	2020	2019
Assets		
Current		
Cash (Note 3)	\$ 367,455	\$ 449,075
Short-term investments (Note 4)	205,718	203,394
Accounts receivable	131,001	62,825
Prepaid expenses	15,754	5,903
Goods and services tax receivable	7,738	8,634
	<u>727,666</u>	<u>729,831</u>
Capital assets (Note 5)	232,833	265,048
Security deposit	<u>11,624</u>	<u>11,624</u>
	<u>\$ 972,123</u>	<u>\$ 1,006,503</u>
Liabilities and fund balances		
Current		
Accounts payable and accrued liabilities	\$ 79,380	\$ 45,517
Salaries payable	7,849	24,407
Deferred contributions (Note 6)	584,680	699,259
Current portion of deferred lease inducement (Note 7)	21,193	21,193
	<u>693,102</u>	<u>790,376</u>
Deferred lease inducement (Note 7)	<u>148,346</u>	<u>169,540</u>
	<u>841,448</u>	<u>959,916</u>
Internally restricted reserve (Note 4)	205,718	203,394
Net equity invested in capital assets	232,833	265,048
Unrestricted net deficit	<u>(307,876)</u>	<u>(421,855)</u>
	<u>130,675</u>	<u>46,587</u>
	<u>\$ 972,123</u>	<u>\$ 1,006,503</u>

Commitments (Note 8)**COVID-19 impact (Note 12)**

Approved on behalf of the Board

Evelyn Little

Director

Michael Bourque

Director

The accompanying notes are an integral part of the financial statements

CENTRE FOR SEXUALITY
STATEMENT OF OPERATIONS
FOR THE YEAR ENDED DECEMBER 31, 2020
WITH COMPARATIVE INFORMATION FOR 2019

	Community Outreach	Education	WiseGuyz	Training Centre	2020 Total	2019 Total
Revenue						
Contract funding						
Family and Community Support Services (Note 9)	\$ 387,986	\$ 42,740	\$ 239,394	\$ -	\$ 670,120	\$ 672,380
United Way	-	348,101	198,000	-	546,101	583,335
Government of Alberta	65,723	-	143,456	62,210	271,389	372,200
Other Grants	-	134,602	-	133,803	268,405	560,500
City of Calgary	85,000	-	75,000	-	160,000	160,000
ACHF	92,290	-	-	-	92,290	120,000
Anonymous donor	-	-	-	66,667	66,667	133,333
Calgary foundation	-	-	-	-	-	40,218
	630,999	525,443	655,850	262,680	2,074,972	2,641,966
Other revenue						
Fundraising and donations	124,010	60,165	44,214	45,019	273,408	190,335
Training and resource centre	-	-	-	62,774	62,774	54,202
Casino revenue	-	36,199	-	-	36,199	24,722
	755,009	621,807	700,064	370,473	2,447,353	2,911,225
Expenditures						
Salaries and benefits - Programs	436,379	415,979	564,074	229,859	1,646,291	1,808,568
Salaries and benefits - Administration	118,000	90,000	49,371	34,955	292,326	370,496
Occupancy (Note 7)	59,783	64,014	10,450	13,982	148,229	147,378
Program specific	28,167	27,858	48,653	46,402	151,080	259,322
General and administrative	24,240	20,954	14,001	30,698	89,893	85,262
Fundraising	80,080	-	-	-	80,080	12,835
Project development	23,713	15,686	30,189	3,500	73,088	128,737
Amortization	16,600	6,600	800	14,153	38,153	38,998
Professional fees	2,000	4,000	5,000	2,000	13,000	12,300
Professional development	4,500	-	3,000	2,983	10,483	24,597
Loss on disposal of capital assets	-	-	-	-	-	2,590
	793,462	645,091	725,538	378,532	2,542,623	2,891,083
Other income						
Government assistance (Note 10)	59,548	44,330	46,495	28,985	179,358	-
Excess of revenue over expenditures	\$ 21,095	\$ 21,046	\$ 21,021	\$ 20,926	\$ 84,088	\$ 20,142

The accompanying notes are an integral part of the financial statements

CENTRE FOR SEXUALITY
STATEMENT OF CHANGES IN FUND BALANCES
FOR THE YEAR ENDED DECEMBER 31, 2020
WITH COMPARATIVE INFORMATION FOR 2019

	Invested in capital assets	Internally restricted reserve	Unrestricted	2020	2019
Fund balances (deficiency), beginning of year	\$ 265,048	\$ 203,394	\$ (421,855)	\$ 46,587	\$ 26,445
Excess (deficiency) of revenue over expenditures	(38,153)	-	122,241	84,088	20,142
Transfers between funds during the year (Note 11)	5,938	2,324	(8,262)	-	-
Fund balances (deficiency), end of year	<u>\$ 232,833</u>	<u>\$ 205,718</u>	<u>\$ (307,876)</u>	<u>\$ 130,675</u>	<u>\$ 46,587</u>

The accompanying notes are an integral part of the financial statements

CENTRE FOR SEXUALITY
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED DECEMBER 31, 2020
WITH COMPARATIVE INFORMATION FOR 2019

	2020	2019
Cash flows from operating activities		
Excess of revenues over expenditures for the year	\$ 84,088	\$ 20,142
Adjustments for		
Amortization of capital assets	38,153	38,998
Amortization of deferred lease inducement	(21,193)	(21,193)
Loss on disposal of capital assets	-	4,261
	<u>101,048</u>	<u>42,208</u>
 Change in non-cash working capital items		
Accounts receivable	(68,176)	(8,246)
Prepaid expenses	(9,851)	(1,600)
Accounts payable and accrued liabilities	33,863	261
Goods and services tax receivable	896	10,125
Salaries payable	(16,559)	3,008
Deferred contributions	(114,579)	156,471
	<u>(73,358)</u>	<u>202,227</u>
 Cash flows from investing activities		
Purchase of capital assets	(5,938)	(19,325)
Purchase of short-term investments	(205,718)	(2,094)
Proceeds on sale of short-term investments	203,394	-
	<u>(8,262)</u>	<u>(21,419)</u>
 Increase (decrease) in cash	<u>(81,620)</u>	<u>180,808</u>
Cash, beginning of year	<u>449,075</u>	<u>268,267</u>
 Cash, end of year	<u>\$ 367,455</u>	<u>\$ 449,075</u>

CENTRE FOR SEXUALITY
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED DECEMBER 31, 2020
WITH COMPARATIVE INFORMATION FOR 2019

1. Nature of operations

Centre for Sexuality (the "Society") , formerly Calgary Sexual Health Centre Society, is a non-profit organization incorporated under the Societies Act of Alberta that provides programs and services that address sexual health issues in a comprehensive way, including sexual health education in schools, individual counselling, and specialized programming for specific populations. The Training Centre provides educational workshops to professionals to better equip them to integrate healthy sexuality policy and practice into their work.

2. Significant accounting policies

These financial statements are prepared in accordance with Canadian accounting standards for not-for-profit organizations. The significant policies are detailed as follows:

(a) Cash

Cash is defined as cash on hand and cash on deposit, net of cheques issued and outstanding at year-end.

(b) Deferred contributions

Deferred contributions represent donations and grants received in advance, intended for use with specific programs in the subsequent fiscal year.

(c) Financial instruments

(i) Measurement of financial instruments

The Society initially measures its financial assets and liabilities at fair value.

The Society subsequently measures all its financial assets and financial liabilities at amortized cost.

Financial assets measured at amortized cost include cash, short-term investments and accounts receivable.

Financial liabilities measured at amortized cost include accounts payable and accrued liabilities, and salaries payable.

The Society has not designated any financial asset or financial liability to be measured at fair value.

CENTRE FOR SEXUALITY
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED DECEMBER 31, 2020
WITH COMPARATIVE INFORMATION FOR 2019

2. Significant accounting policies, continued

(c) Financial instruments, continued

(ii) Impairment

Financial assets measured at amortized cost are tested for impairment when there are indicators of impairment. The amount of the write-down is recognized in the statement of operations. The previously recognized impairment loss may be reversed to the extent of the improvement, directly or by adjusting the allowance account, provided it is no greater than the amount that would have been reported at the date of the reversal had the impairment not been recognized previously. The amount of the reversal is recognized in the statement of operations.

(d) Fund accounting

The Society uses fund accounting to represent the core programs that the Society operates and includes: Community Outreach, Education, WiseGuyz, and Training Centre.

(e) Revenue recognition

The Society follows the deferral method of accounting for contributions. Externally restricted contributions are recognized as revenue in the year in which the related expenditures are incurred. Unrestricted contributions are recognized as revenue when received or receivable when the amount to be received can be reasonably estimated and collection is reasonably assured.

(f) Government assistance

Government assistance includes subsidies associated with the COVID-19 pandemic support initiatives, and is recognized when there is reasonable assurance that the assistance will be received.

Government assistance related to an expenditure item is recognized as other income in the period in which the subsidy is approved.

Government assistance recorded in current and prior periods is subject to government review, which could result in future adjustments to income.

CENTRE FOR SEXUALITY
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED DECEMBER 31, 2020
WITH COMPARATIVE INFORMATION FOR 2019

2. Significant accounting policies, continued

(g) Allocated expenditures

The Society engages in education and fundraising activities. The costs of each activity consist of salaries and consulting expenditures directly related to the activity.

The Society allocates certain of its salary and consulting expenditures by identifying the appropriate basis of allocating each component expenditure, and applies that basis consistently each year.

Management and administration salaries, and consulting expenditures are allocated proportionately, based on an estimate of time spent on the activity.

(h) Capital assets

Capital assets are recorded at cost. The Society provides for amortization using the following methods at rates designed to amortize the cost of the capital assets over their estimated useful lives. One half of the year's amortization is recorded in the year of acquisition. No amortization is recorded in the year of disposal. The annual amortization rates and methods are as follows:

Leasehold improvements	Straight-line	12 years
Computer equipment	Declining balance	30%
Office equipment	Declining balance	8%
Furniture and fixtures	Declining balance	20%

(i) Impairment of long-lived assets

The Society tests for impairment whenever events or changes in circumstances indicate that the carrying amount of the assets may not be recoverable. Recoverability is assessed by comparing the carrying amount to the projected undiscounted future net cash flows the long-lived assets are expected to generate through their direct use and eventual disposition. When a test for impairment indicates that the carrying amount of an asset is not recoverable, an impairment loss is recognized to the extent carrying value exceeds its fair value.

(j) Deferred lease inducements

Lease incentives received, including rent-free periods and tenant inducements for leasehold improvements, are recognized on a straight-line basis over the term of the lease as a reduction in occupancy expenditures.

CENTRE FOR SEXUALITY
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED DECEMBER 31, 2020
WITH COMPARATIVE INFORMATION FOR 2019

2. Significant accounting policies, continued

(k) Internally restricted reserve

The internally restricted reserve has been put in place by the Board of Directors of the Society to cover any unexpected costs to the Society in order to ensure its continued operations. The funds are internally restricted by means of deposit into Guaranteed Investment Certificates as described in Note 4 to these financial statements.

(l) Measurement uncertainty

The preparation of financial statements in accordance with Canadian accounting standards for not-for-profit organizations requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities at the date of the financial statements, and the reported amounts of revenues and expenditures during the period. Significant areas requiring the use of estimates include: useful lives of capital assets. Actual results may differ from management's best estimates as additional information becomes available in the future.

(m) Contributed services

A substantial number of volunteers contribute a significant amount of time each year. Due to the difficulty of determining the fair value, contributed services are not recognized in the financial statements.

3. Line of credit

An operating line of credit has been authorized by the bank to a maximum of \$50,000 and bears interest at the bank's prime lending rate plus 2.5% per annum. A general security agreement covering all assets of the Society has been pledged as security. No amount is outstanding on the line of credit as at the year end (2019 - \$nil).

4. Short-term investments

Short-term investments include 90 days - 12 months Guaranteed Investment Certificate ("GIC") agreements and a low-interest savings account with RBC for the amount of \$205,718 (2019 - \$203,394). The GICs and savings account bear interest at the rate of 0.45% per annum. The GICs mature between March 30, 2021 and November 5, 2021.

These investments were put in place as an internally restricted reserve by the Society to fund any unexpected costs that may arise in the future.

CENTRE FOR SEXUALITY
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED DECEMBER 31, 2020
WITH COMPARATIVE INFORMATION FOR 2019

5. Capital assets

	Cost	Accumulated Amortization	2020 Net Book Value	2019 Net Book Value
Leasehold improvements	\$ 280,270	\$ 93,077	\$ 187,193	\$ 210,456
Computer equipment	88,764	53,272	35,492	43,494
Office equipment	40,416	30,682	9,734	10,580
Furniture and fixtures	3,092	2,678	414	518
	<u>\$ 412,542</u>	<u>\$ 179,709</u>	<u>\$ 232,833</u>	<u>\$ 265,048</u>

6. Deferred contributions

	Balance, Beginning	Contributions	Contributions Utilized	Balance, Ending
CPHA	\$ 70,448	\$ 95,000	\$ (40,014)	\$ 125,434
Calgary Foundation	2,500	100,000	(13,900)	88,600
RBC Silver Gummy	63,479	62,500	(61,212)	64,767
Trico Foundation	50,000	-	-	50,000
U of C Wiseguyz	36,150	12,774	-	48,924
University of Western Ontario	7,930	32,271	-	40,201
United Way	-	40,000	-	40,000
Canadian Women's Foundation	-	33,407	-	33,407
Casino	68,299	-	(36,199)	32,100
FYrefly	20,600	24,407	(13,219)	31,788
Global Giving	38,748	-	(20,500)	18,248
Investment Readiness Pro	-	45,000	(33,789)	11,211
GSA/FYrefly	3,069	-	(3,069)	-
Government of Alberta - WG FCSP	143,456	-	(143,456)	-
Calgary Immigrant Women's Association - FSCP	65,720	-	(65,720)	-
Government of Alberta - Calgary Gets Consent	62,210	-	(62,210)	-
Anon - Training centre	66,650	-	(66,650)	-
	<u>\$ 699,259</u>	<u>\$ 445,359</u>	<u>\$ (559,938)</u>	<u>\$ 584,680</u>

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7. Deferred lease inducement

In 2017, the Society received \$254,310 of leasehold improvements as an inducement to enter into a lease for office premises. The \$254,310 was recorded as a deferred lease inducement. The deferred lease inducement is being recognized on a straight-line basis over twelve years as a reduction of occupancy costs.

During the year, \$21,193 (2019 - \$21,193) was amortized against occupancy costs.

	2020	2019
Balance, beginning of year	\$ 190,732	\$ 211,925
Amortization to reduce occupancy costs	<u>(21,193)</u>	<u>(21,193)</u>
	169,539	190,732
Less: current portion	<u>(21,193)</u>	<u>(21,193)</u>
Balance, end of year	<u>\$ 148,346</u>	<u>\$ 169,539</u>

8. Commitments

The Society is committed under a lease on premises as well as monthly payments for office equipment leases. The estimated minimum annual payments, exclusive of occupancy costs, of the above commitments are as follows:

2021	\$ 84,494
2022	81,808
2023	79,123
2024	79,123
2025	80,132
Thereafter	<u>347,774</u>
	<u>\$ 752,454</u>

9. City of Calgary, Family and Community Support Services

During 2020, the Society recognized \$670,120 (2019 - \$672,380) from the City of Calgary, Family and Community Support Services. Expenses were mainly related to salaries and benefits and other expenses including professional services, transportation, office expenses, and insurance.

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10. COVID relief subsidies

In an attempt to mitigate the impact of the COVID-19 pandemic, the Canadian government has introduced several grants and subsidies. The Society has taken advantage of the Canada Emergency Wage Subsidy and the Temporary Wage Subsidy, which relate to wage assistance for Canadian companies and not-for-profit entities experiencing decreases in revenues as a result of the pandemic. These subsidies have been recorded in the Statement of Operations for the year.

	<u>2020</u>
Canada Emergency Wage Subsidy	\$ 154,358
Temporary Wage Subsidy	<u>25,000</u>
	<u>\$ 179,358</u>

11. Interfund transfers

The unrestricted fund transferred \$2,324 to the internally restricted reserve for interest earned. The unrestricted fund transferred \$5,938 to the capital fund for the purchase of capital assets.

12. COVID-19 impact

In fiscal 2020, the Society was impacted by the COVID-19 pandemic due to the crowd restrictions put into place. However, the future impact of the pandemic, if any, cannot be reasonably determined at the time of the release of these financial statements.

13. Financial instruments

The Society is exposed to various financial risks through transactions in financial instruments. The following provides helpful information in assessing the extent of the Company's exposure to these risks.

(a) Credit risk

Credit risk is the risk that one party to a financial instrument will cause a financial loss for the other party by failing to discharge an obligation. The Society's main credit risk relates to its accounts receivable.

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13. Financial instruments, continued

(b) Liquidity risk

Liquidity risk is the risk that the Society will encounter difficulty in meeting obligations associated with financial liabilities. The Society is exposed to this risk mainly in respect of its accounts payable and accrued liabilities, operating leases and salaries payable.

(c) Interest rate risk

Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market interest rates. The Society is exposed to interest rate risk on its fixed interest rate financial instruments. Fixed-rate financial instruments subject the Society to a fair value risk.

There has been no change to the risk exposures from 2019. Unless otherwise noted, it is management's opinion that the Society is not exposed to significant currency risk or other price risks arising from these financial instruments.