

Facilitator's Agenda

A. 9:30 to 10:00 AM: Breakfast

B. 10:00 to 10:30 AM: Review of Group Agreement

- a. Briefly overview the agenda for the day so that the girls know what the objectives of the meeting are.
- b. Remind the girls of the issues they raised when discussing the group agreement during the retreat, and hand out the group agreement. Ask girls to read through the items popcorn style and ask if there is anything that should be added to or removed from list.
- c. Leave girls to have a private discussion on how they believe group dynamics are progressing so far, how to make things better and if there are stereotypes/presumptions/biases that you would like the group to stay away from when making decisions.

C. 10:30 to 11:30 AM: Discussion of Consensus

- a. Ask the girls: When you hear the word consensus, what do you think of?
 - i. Write comments on chart paper
- b. Ask the girls to describe an experience where they had to use consensus
- c. Ask the girls what they can do to make it an easier process and what they think will be difficult in building consensus. Use the handout for girls to make notes. Add the points in the Consensus Guidelines if girls don't identify them. Wait to hand out the guidelines at the end of the night.
- d. Write the Consensus Statement on a piece of chart paper, post it and review it

D. 11:30 AM to 12:30 PM: Communication Skills to Help Build Consensus:

- a. Go back to list of what makes consensus difficult and identify that communication is a key element to building consensus
- b. Ask girls what they know about "active listening"
- c. Review active listening definition and techniques on chart paper
- d. Ask girls to offer sentence starters and offer suggested ones on chart paper
- e. Discuss "The Critical Choice" and emphasize how important this is in building consensus

E. 12:30 to 1:00 PM: Lunch

F. 1:00 to 1:30 PM: Review Parts of an RFP

- a. Briefly explain the process the staff uses to determine which applications the girls will consider (i.e. invite agencies, look through applications, ensure all the parts were included, check against girls grantmaking guidelines and foundation's restrictions and pull out all those that do not qualify.)
- b. Take a few minutes and explain the foundation's allocation process, so girls have an idea that they are a part of a larger system of grantmaking.
- c. Hand out an example of an RFP and Applications, with all the sections on which the girls will provide input blank.

- d. Before going over any questions, direct the girls to their Glossaries and will go over what an RFP is and what the different sections are.
 - e. Hand out the budget glossary and explain the different terms in the budget.
- After explaining the different sections and what they would mean to a potential grantee reading it, give the girls the opportunity to ask questions about an RFP. *Emphasize that this time is only for questions and that a time for comments and suggestions about changing the RFP will come later.*

G. 1:30 to 2:30 PM: Designing the RFP

- a. Review the list of funding restrictions the girls must include in their application, as outlined by the foundation. Take time to discuss any restrictions the girls may want to put on their funding such as age limits.
- b. Introduce the idea of a mission statement. Explain what a mission statement is to the girls and why they need one (to explain to agencies who the girls grantmaking program is and what they do). Explain to the girls what a cover letter is and what an agency is looking for in one (mission, funding priorities, instructions).
- c. Split the girls up into five groups of four. Ask the groups to word specific guidelines (instructions) about the issues they would like included on the application. Ask them to include a recommendation about whether or not there should be an age limit on their services. Also ask them to discuss what they would like to put on the cover letter (what kind of information, specific language, etc).
- d. A facilitator will later reconvene the large group and write any suggestions down from the small groups on a flip chart.
- e. Ask girls to take time to individually write narratives describing themselves to be put in the RFP, hand out the sheet explaining the process of writing the description. Explain that while they are allowed to write down anything they wish, they must include their name, grade, and why they joined the girls grantmaking program. Emphasize the fact that what they write *will* appear on the RFP and that what they write is the final narrative. Give the girls about 10-15 minutes to write down the description of themselves.

H. 2:30 to 2:50 PM: Explanation of Research Projects

- a. Hand out list of past Grantees
- b. Each girl will choose one grantee to research and prepare brief report on 5 ways each grantee is helping girls in the community and which issues are being targeted by those grantees.
- c. Encourage girls to use the foundation's website as a resource to find these agencies on the web
- d. Ask them to come prepared to share what they learned about their agency with the group at the next meeting.
- e. Explain that the purpose of the exercise is for girls to learn about agencies already hard at work in the community to target girls' needs.

- f. Explain to girls what a philanthropist is. Explain their individual contributions to the philanthropy slide/video “I will do...to become a philanthropist” or “I am a philanthropist because I have done...”

I. 2:50 to 3:00 PM: Mentor/Mentee Break Out

- a. Ask girls what was difficult about reaching consensus. Ask girls to identify what help they will need in order to reach consensus
- b. Have each girl write a goal for herself to improve her ability to reach consensus on a post it and post them on chart paper
- c. Feedback: What are three words you would use to describe today? What is one thing that you learned that you want to remember?