

# Beyond the Classroom

Engaging Boomers in Encore Careers  
That Help Students Succeed

Michelle Hynes and Cal Halvorsen, Civic Ventures  
Ellen Pechman, EMP Consulting  
Washington, D.C.

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## Introduction

Youth-serving organizations need more talent to meet growing needs and achieve stronger outcomes. In fact, surprising as it may seem, the entire social sector will soon need more talent. Barry Bluestone, dean of the School of Public Policy and Urban Affairs at Northeastern University, projects that within eight years there will be more than two million open jobs in education, health care, government and nonprofit organizations. And, Bluestone says, workers over 55 will be needed to fill them.<sup>1</sup> Encore careers – combining social impact for communities with meaningful paid work for individuals – are therefore an essential ingredient in the nation’s economic recovery and in meeting the nation’s education, health and social service needs.

But how to make the best use of experienced workers is no easy task, particularly in fields as complex as public education and youth services. How will we make the most of their capacity to help more children, both in and outside school? How can we ensure that one generation – with millions of adults eager to pitch in – lives its legacy, helping the next generation succeed?

*By rethinking how to use talent, organizations are strengthening staffing for after-school programs, boosting high schools’ support for first-generation college applicants, expanding leadership for the nation’s largest dropout prevention network, and improving the performance of education nonprofits and their overall ability to help kids.*

We are beginning to see organizations get this complex task right. A handful of organizations now engage boomers in direct service roles that increase children’s literacy skills, enrich learning during the after-school hours, and provide structured mentoring support from the early grades through high school graduation and beyond. Programs like Experience Corps, a rigorously studied tutoring intervention, or Active Generations, OASIS’s after-school series that helps fight childhood obesity, are great examples of research-based intergenerational models that get results.<sup>2,3</sup>

This paper highlights four organizations that are using boomers’ professional expertise and life experience to help deliver more and better services to young people. By rethinking how to use talent, these organizations are strengthening staffing for after-school programs, boosting high schools’ support for first-generation college applicants, expanding leadership for the nation’s largest dropout prevention network, and improving the performance of education nonprofits and their overall ability to help kids. After describing these four models, we recommend ways to tap more encore talent for these youth-serving roles.

We at Civic Ventures hope the four approaches described below will inspire others. Further, we hope this paper will spark a conversation with those who want to engage experienced professionals in encore careers that make communities better places for children and youth. If you want to join the discussion, pose questions, or share another great program example, please write to [mhynes@civicventures.org](mailto:mhynes@civicventures.org).

## Engaging Encore Talent for Youth: Four Examples

Each of the four programs highlighted here represents a different approach to engaging encore talent in delivering better services to youth or strengthening youth-serving organizations.

- Aspiranet's **Encore After School** initiative hires people with 15+ years of experience into existing paid part-time jobs. Working with the YMCA of Silicon Valley, the Bay Area After School All-Stars, Aspiranet Oakland Afterschool, and the California School-Age Consortium, the Encore After School initiative helped 17 Bay Area afterschool sites hire a more age-diverse staff, retain a more stable workforce, and improve service delivery to youth. A publication based on lessons learned from the two-year pilot will help more afterschool programs do the same.
- **ReServe: READY** recruits and trains professionals 55+ to work in public schools in exchange for a stipend. In the program's first year, ReServists worked closely with under-resourced guidance counseling offices in 18 of New York City's small high schools to increase college access support for their students. With new public funding and continued support from the founding partners, including New York City's Department of Education, READY will expand to 60 schools in 2010-2011.
- Communities In Schools (CIS) has nearly 200 affiliates in 27 states providing extra academic support, basic health and social services, career and college readiness activities, and community service opportunities for more than two million young people. Their **Baldwin Fellows** program is a multigenerational strategy for retaining and growing talent within this large national nonprofit. The program provides a new way for the organization's emerging and experienced executives to help CIS recruit, prepare, and retain the next generation of leaders for the nation's largest dropout prevention network.
- Civic Ventures' **Silicon Valley Encore Fellows** program creates a bridge from the corporate world to the nonprofit sector. In its first year, retired corporate executives serving as fellows helped transform service delivery systems, marketing plans and performance management systems for youth-serving organizations that provide hands-on learning materials and lesson plans for teachers, after-school apprenticeships for middle school students, and professional development and on-site support for high-poverty public schools.

Reflecting on these innovations, described further in the following pages, can help design roles like these for even greater impact.

## Encore After School

*Encore Talent Builds a Stronger Workforce to Serve California's Youth After School*

### *Need*

In 2007, California's After School Education and Safety Act significantly increased funding to afterschool programs statewide, creating a short-term and potential long-term need to fill as many as 70,000 new staffing positions and to respond to afterschool staff turnover.

### *Program*

Aspiranet's Encore After School initiative was designed as a learning laboratory for increasing afterschool program quality and enhancing the afterschool workforce in Oakland and San Jose by infusing a long-term supply of skilled people with 15+ years of experience. Over a two-year period, Encore After School recruited, trained, and placed 41 "Encore Associates" aged 40+ into 17 afterschool programs. This infusion of new talent increased the percentage of afterschool workers aged 40+ in the two target communities from 6 percent to 26 percent.

### *Role*

Community members, averaging 53 years of age and 33 years of work experience in fields like accounting, marketing, finance and sales, were recruited as Encore Associates into one-year, part-time positions. Associates led daily afterschool activities with up to 20 students or taught specialized enrichment activities a few days each week.

### *Preparation*

Aspiranet provided training to hiring managers and afterschool site supervisors as well as to the associates. Topics included generational differences in work styles, managing a multigenerational team, classroom management, supervision, curriculum and lesson planning, workplace safety, and first aid. Individual coaching in curriculum development, lesson planning and managing behavior enhanced associates' job

*The presence of an Encore Associate helped strengthen the overall afterschool staff, improve student behavior, and improve the overall afterschool learning environment.*

performance. Pre-program and continuing in-service training also promoted a valuable cross-generational dialogue among afterschool staff and leaders.

### *Compensation*

\$10-\$15/hour for 15-20 hours/week, plus training and career-transition coaching that prepares associates to transition into sustainable afterschool staff roles. Aspiranet connects associates to information about future job opportunities and to a network of colleagues who help guide them into their encore career.

### *Partners*

Aspiranet designed and led the effort, including recruiting, screening, and helping to place associates. The California School-Age Coalition helped to structure and organize training. The YMCA of Silicon Valley, the Bay Area After School All-Stars, and Aspiranet Oakland Afterschool programs hired, placed, and trained associates as part-time staff.

### *Impact*

A full 100 percent of afterschool coordinators agreed that the presence of an Encore Associate helped strengthen the overall afterschool staff, improve student behavior, improve the overall afterschool learning environment, and increase professionalism among all afterschool staff.

Program leaders said the experience that comes with age is a major benefit to having Encore Associates on staff. "Having people both older and younger creates a great dynamic," said one site coordinator. Michael Funk, Aspiranet's Director of Policy and Partnership, observed that an intergenerational afterschool staff combines the "value of experience and the energy of youth."

### *Funding*

The Packard Foundation and the Koret Foundation provided funding for overall program development,

training and recruiting activities. Associates' salaries were paid directly by the afterschool programs as part of their personnel budgets.

### *Future*

Encore Associates are sticking around. Three quarters of them (76%) were still working in afterschool programs at the end of the two-year pilot. Encore After School is distributing a lessons-learned publication to share the program's successful strategies, including a decision-making framework for cultivating an age-diverse staff that has the capacity

and the drive to improve outcomes for youth in high-need communities. Encore After School will continue to seek opportunities to promote the success of the pilot program, highlight the accomplishments of the associates, and contribute lessons learned from this two-year learning lab to advocate for a strong, intergenerational afterschool workforce across California.

For more information, visit [www.aspiranet.org/encore](http://www.aspiranet.org/encore) or email [encore@aspiranet.org](mailto:encore@aspiranet.org).

## ReServe: READY

### *Encore Talent Helps New York City's Students Go to College*

#### *Need*

President Obama has urged leaders at all levels to raise our nation's graduation rates, not just from high school but also from higher education. He pledged, "By 2020, America will once again have the highest proportion of college graduates in the world." To help achieve this ambitious national goal, the U.S. Department of Education has placed a renewed emphasis on making college accessible and affordable, including streamlining financial aid application requirements.<sup>4</sup>

For students and their families to take advantage of college-access resources, though, they need help navigating admissions and financial aid systems that can be complex and confusing. Students in high-need public schools, first-generation applicants, and those whose families are foreign-born depend heavily on their schools for this assistance. School guidance counselors – even in small schools – often have caseloads of hundreds of students each, making it difficult for them to provide enough support for everyone who needs it.

New York's new small high schools are preparing more students – virtually all of whom are economically disadvantaged and many of whom come from families unfamiliar with the college admissions process – for a rigorous college experience. Guidance counselors at these schools are each typically responsible for 400 to 600 students.

#### *Program*

New York City's ReServe connects encore career professionals to part-time stipended work in public and nonprofit organizations. They responded to the city's college-access challenge by working with five nonprofit partners and the New York City Department of Education to launch the ReServe: READY program in June 2009. ReServe: READY recruits and trains professionals 55+ to assist school counselors in New

York City's small high schools for 15 hours each week.

#### *Role*

The ReServists bring maturity and experience to help students register for standardized entrance tests, brainstorm college essay topics, identify appropriate college choices, research potential scholarships, and manage the complexities of the Free Application for Federal Student Aid (FAFSA) forms. With decades of professional experience behind them, READY ReServists have the skills, confidence and networks to help students and their families overcome the obstacles they may face in securing a college education.

#### *Preparation*

Preparation for the READY role began with a full day of training focused on how to use online tools to complete financial aid forms and college applications. Subsequent half-day workshops offered further training in technical skills and topics such as identifying what college admissions officers look for in applications, helping students write compelling essays, and navigating sensitive conversations with immigrant parents about signing forms that disclose

personal information to the government. An online chat room and discussion board helped the ReServists connect with one another and with ReServe staff.

*ReServists are not only showing students how to complete application forms, they're also supporting students' aspirations and serving as role models for what their future could hold.*

#### *Compensation*

All ReServists are paid \$10/hour. The READY ReServists make a commitment of 15 hours/week for a full school year.

#### *Partners*

Partners in the pilot included school principals, leaders of their school support organizations (International Schools, CUNY's School Support Organizations, New Visions for New Schools, New

York City Outward Bound Schools, and Urban Assembly Schools) and the New York City Department of Education.

### *Impact*

In just one school semester, 18 ReServists delivered more than 2,000 hours of assistance to 430 youth at different stages of the college planning and application process. Of the students served, 63 completed college applications, 67 completed financial aid applications, 75 participated in introductory college visits, and 62 took college admissions tests.

And ReServists are bringing significant new resources into the schools. For example, a former IRS branch chief, bilingual in English and Spanish, spent hours researching scholarships for students and making sure students knew about them well in advance of deadlines. A former community college psychology professor introduced new career counseling and self-assessment tools to her students and is organizing her high school's first college fair. The ReServists are not only showing students how to complete application forms, they're also supporting students' aspirations and serving as role models for what their future could hold.

### *Funding*

ReServe estimates that it costs between \$11,000 and \$12,000 to recruit, screen, train and support a ReServist for one academic year. ReServe generally

expects schools to pay about half of this cost, with the balance coming from other sources.

In June 2010, just as the four-month pilot was ending, ReServe was awarded an AmeriCorps grant from New York State's Commission on National and Community Service to support 52 READY ReServists in 2010-2011.

### *Future*

ReServe: READY shows early promise as a strategy for managing a large-scale challenge – in New York City and beyond – in a scalable way. All of the READY ReServists are returning for a second year, except for one who is relocating to a new community. The new AmeriCorps grant will give READY a chance to triple the number of high school students whose guidance counselors can provide stronger college-access support, thanks to help from experienced professionals from their communities.

ReServe Executive Director Mary Bleiberg said, "READY is working because the ReServists and school staff share common goals. They support and energize each other in their daily challenges. They also have a clear understanding of their complementary job functions, and the stipend makes both parties take the work seriously. And they love the kids!"

For more information, visit [www.reserveinc.org](http://www.reserveinc.org) or email [info@reserveinc.org](mailto:info@reserveinc.org).

## Robert H.B. Baldwin Fellows Program

*Experienced and Emerging Leaders Build a Talent Pipeline to Reduce Dropout Rates*

### *Need*

Every 26 seconds, a student gives up on school in America. Nearly half of our nation's African American students and nearly 40 percent of Latino students attend a high school where graduating within four years is not the norm.<sup>5</sup> Communities In Schools (CIS), the nation's largest dropout prevention organization, focuses on changing this picture. CIS provides access to services for nearly 2.1 million youth annually, connecting them with the community resources they need to graduate from school and prepare for life.

A 2006 report from The Bridgespan Group sounded an alarm across the nonprofit sector about an impending leadership shortage.<sup>6</sup> At the same time, CIS was experiencing a high amount of turnover among executives heading local affiliates and state offices, both because of long-time leaders' retirements and transitions among younger staff.

### *Program*

To meet this growing challenge, CIS created the Robert H.B. Baldwin Fellows program. The Baldwin Fellowship is a multigenerational strategy that invites leaders or potential leaders from within the CIS network to tackle strategic and leadership challenges affecting the entire organization, ensuring that CIS continues to have the talent it needs to fulfill its mission. Prospective fellows apply to design, conduct, and document action-oriented research that meets their interests and the CIS network's needs.

### *Role*

The first cohort, launched in 2006, included five fellows of varying levels of experience who examined issues that they determined were of importance to the CIS network. Topics ranged from race equity to college access, and assignments were one year long. The second cohort, launched in 2009, included three leaders with 12+ years of experience in executive

leadership roles at CIS.<sup>7</sup> Based on lessons learned from the first cohort, the second Fellows cohort looked a little different. Assignments lasted six months rather than a full year. Each of the fellows examined one of three leadership development challenges that had been designated as strategic priorities for the CIS network: attracting and retaining talented staff, also known as talent pipelining; executive leadership development, with a focus on the CIS local affiliates' executive directors; and succession planning and leadership transitions. The goal for this cohort was to research and understand CIS's leadership needs and potential, identify best practices related to these topics in the nonprofit sector, and recommend leadership development strategies to attract and keep leadership talent.

### *Compensation*

The 2009-2010 Baldwin Fellowships were contracted positions that paid \$25,000 for the fellowship period.

The fellows were also reimbursed for research and travel expenses and professional development courses and activities. Through their research projects and follow-up activities, fellows remained closely connected to the CIS network during and after their assignments.

*One fellow's research culminated in a toolkit for succession planning and leadership transition that will be distributed nationally.*

### *Partners*

Local leadership and staff are active partners in the research process. Says Daria Teutonico, Baldwin Fellows program director, "The fellows have worked in the CIS network so long that they quickly uncover insights and information, especially related to sensitive issues, and can offer recommendations from a peer's perspective. This makes it more likely that their advice will be seriously considered." In addition, fellows conducted interviews with colleagues outside the CIS network to gain a broader understanding of their assigned topics.

### *Impact*

The projects have leverage and power because the fellows' extensive research into best practices is enhanced by their long and respected involvement with CIS. The fellows are known and in the know, so they can delve into sensitive issues and propose innovative solutions without concern about disquieting effects. Two projects from the first-year cohort resulted in a race equity initiative that is being implemented across the CIS network. Another project that focused on increasing students' college admission and retention rates is also being considered for replication across the network.

The 2009-2010 cohort uncovered best practices and proposed recommendations in several areas of leadership. Sample recommendations include a mentoring program for staff throughout the network and a leadership development framework for executive directors of local CIS affiliates. Additionally, one fellow's research culminated in a toolkit for succession planning and leadership transition that CIS will be distributing widely throughout its network.

### *Funding*

The initial funding came from the board of the CIS national office, with additional and continuing funding from MetLife Foundation.

### *Future*

A formal, systematic evaluation of the program is incorporated into the current MetLife Foundation grant. The initiative will share the results through a broad dissemination strategy that includes publishing the findings from the projects and reporting them at CIS events and other nonprofit sector meetings. Future fellowship programs may specifically target emerging leaders to participate as fellows.

Says Teutonico, "We will take the fellows' ideas and recommendations and run with them. We all felt what we have learned from the fellows' projects will be very useful and it is already making a difference. They are clearly sustaining resources for our nonprofit network."

For more information, visit [www.communitiesinschools.org](http://www.communitiesinschools.org) or email Daria Teutonico, Director, Fellows Program and Nonprofit Leadership, at [teutonicod@cisnet.org](mailto:teutonicod@cisnet.org).

## Silicon Valley Encore Fellows Program

*Encore Fellows Make Education Reform, Youth-Serving Organizations More Effective*

### *Need*

The nonprofit sector needs experienced employees more than ever. Bridgespan research released in 2006 reveals a shortage of nonprofit leaders and underscores boomers as one of the most promising talent pools to help close gaps in management and leadership capacity in the social sector.<sup>8</sup> Additionally, for those interested in encore careers, some of the most appealing work is with children and youth or in teaching.<sup>9</sup>

Bringing together the talent pool of those 50+ with a growing nonprofit sector in need of management capacity makes good common sense, but structured pathways into encore careers are few and far between. Switching from the private to the nonprofit sector, even for professionals with specialized expertise, is not always smooth or straightforward.

### *Program*

Civic Ventures launched the Silicon Valley Encore Fellows program as a learning laboratory for how to apply specialized corporate skills in areas like marketing, finance, human resources, and business and team management to nonprofits focused on education and the environment. Corporate employees, with 20+ years of experience at companies like HP and Apple, applied to work six months full-time or 12 months part-time on specific assignments within an assigned nonprofit. During the 2009 pilot year, a cohort of 10 fellows made an immediate impact at nine nonprofits while gaining hands-on experience and insight, helping them launch the next phase of their careers.

### *Role*

All of the original nonprofit organizations are youth-serving, with missions to improve math and science learning and the environment, and to increase arts exposure. Roles include raising awareness with the

public and key partners about the entrepreneurial work at Citizen Schools, increasing the quality of performance management and marketing at Partners in School Innovation, and bringing business development expertise to Aspiranet. All placements utilized the skills and experience that the fellows brought from their former corporate positions.

### *Preparation*

Selecting the fellows and matching them with nonprofit assignments was an integral and large part of the preparation process. Highly skilled, well-qualified candidates were screened for skills, interests and readiness. Just as important was the organizational buy-in and readiness at the nonprofits. The program used a mutual-match policy, in which the prospective fellow and host nonprofit had to choose each other. Clear roles, milestones and outcomes were outlined for the fellows and nonprofits.

*Nonprofit executive directors appreciated the benefits of the fellows so much that a majority of them estimated the \$25,000 investment in their Encore Fellow was worth \$100,000 or more.*

### *Compensation*

Fellows received a \$25,000 stipend, paid for by outside funders. Fellows also received hands-on experience working in and directly contributing to social purpose organizations.

### *Partners*

Civic Ventures designed and led the effort, with initial support from The David and Lucile Packard Foundation (Packard Foundation). HP was the original corporate sponsor. Civic Ventures staff worked hand-in-hand with the participating nonprofits, ensuring a good fit with the fellows.

### *Impact*

An independent evaluation showed extremely high levels of satisfaction among participants and nonprofits. Nonprofits appreciated the benefits of the fellows so much that a majority of the host executives estimated the \$25,000 investment in their Encore Fellow was worth \$100,000 or more. Of participating

nonprofits, 80 percent requested another fellow for 2010.

After the year-long fellowship, one fellow said, “[The fellowships] change you very fundamentally. There is no question that I want to spend the majority of my remaining working life in the nonprofit sector.” A nonprofit executive said: “The Encore Fellowship has been one of the most impactful opportunities this organization has ever received.”<sup>10</sup>

### *Funding*

The SVEF pilot, including fellows’ stipends and administrative costs, was sponsored by the Packard Foundation and HP. Said Carol Larson, president and CEO of the Packard Foundation, “We’re funding the Encore Fellows because it’s opening up a whole new set of leaders to contribute to nonprofit organizations and thereby contribute to conservation, the environment and children.”

### *Future*

Based on the success of the 2009 pilot, Civic Ventures is continuing the Silicon Valley Encore Fellows

program in 2010. For the 2010 cohort, 11 fellows are working in eight organizations.<sup>11</sup> In a strong testimony to the value of the fellowships, these nonprofits have agreed to pay between half and the entire fellow stipend cost in the second year. Additionally, eight of the 10 first-year fellows were offered longer-term staff roles with their host nonprofits, helping the great majority to successfully launch their encore careers.

Civic Ventures has also launched the Encore Fellowships Network to work with corporations, organizations and individuals that are interested in creating Encore Fellowships in other communities across the U.S.<sup>12</sup> This scaling strategy may be of interest to other organizations that develop a strong program model and want to encourage its spread to new communities.

For more information, visit [www.encore.org/fellowships](http://www.encore.org/fellowships). The page includes extensive information about the pilot project and a contact form for organizations interested in hosting or sponsoring a fellow.

## Designing for Success

The programs highlighted in this paper share features that contributed to their success in improving organizations' capacity to serve youth better. Among these are:

- **Clearly articulated goals and intended impact, tied to the organization's mission.** Every project was launched with a set of goals in mind and a way to evaluate progress. While evaluation methods varied in type and rigor, all four organizations included a way for individuals to understand the impact of their work and for organizations to use the pilot projects to improve internal practice as well as related external results.
- **Executive-level organizational commitment.** All four examples are guided by a senior staff member and have the attention, and often the direct involvement, of the organization's CEO. At least three of the four also had board members involved in the program's design.
- **Investment from multiple partners.** All of these examples rely explicitly on partnerships for implementation – with other nonprofit organizations, with schools and school districts, or across affiliates in a national network. Several of the examples are co-designed with partners and, in some cases, the initial funders. Each also has (or has had) multiple sources of funding – both public and private.
- **A “launch and learn” philosophy.** Each of these programs started out with a problem to solve, a good idea for an approach, a theory of change, and – if they were lucky – an emerging research base to consult. They also displayed a commitment to learn from implementation and to make changes as new lessons unfolded.
- **Careful matching of individuals' skills with the assignment and thoughtful training.** A good matching process begins with a good job description – one that clearly defines the skills and knowledge necessary to the role. At the same time, it's important for organizations to understand what preparation might be needed so that individuals can apply what they know in a new context.
- **Leveraging individuals' experiences, networks, and perspectives in addition to their skills.** Someone with 20+ years of experience as an educational psychologist, a marketing executive or a salesperson can add value to an organization not just through specialized skills, but also their richer networks and broader perspectives. A willingness to respect this value-added *beyond* the job description, and to see learning as a two-way street, served individuals and organizations well across these four examples.

- **Clear value exchange for individuals.** Viewed in terms of an annual full-time salary equivalent, cash compensation for these roles ranged from \$20,000 (the \$10/hour ReServists) to \$50,000 a year (the half-time fellows' roles). Particularly for corporate sector-switchers, these amounts were small compared to the long years of experience and the specialized talent that people were able to bring to their encore roles. Nevertheless, all valued getting a regular paycheck in exchange for their work.<sup>13</sup> New knowledge, new networks, and the chance to make an impact on a social problem were also important compensation.
- **Sharing lessons learned within and beyond the organization.** As noted above, all four organizations are incorporating learnings from these programs in a nearly real-time cycle. Additionally, all are making an effort to disseminate what they know to colleagues – through their web sites, through conference presentations, and through informal exchanges. This “open source” orientation can help good ideas spread more quickly and offer additional lessons from different settings.

## Getting from Successful Pilots to Scalable Programs

How can we help programs like the ones described here reach greater impact, bigger scale, and wider distribution to new communities? We could start with strategic implementation of existing education and national service laws, creative investments from public and private funders, an emphasis on encore talent within federal and state programs, and new approaches among nonprofit leaders to scaling and replication. A few examples:

- **Use AmeriCorps as a deliberate pathway to encore careers.** The one-year-old Edward M. Kennedy Serve America Act, which reauthorized programs like AmeriCorps, includes significant new incentives for people 55+ to enter “encore service” roles in education, health, and other high-need social sectors. Participants can make a full- or part-time commitment, one year at a time, in exchange for modest monthly compensation and a post-service education award. The training, experience and education benefits associated with these roles can help people make transitions from full- or part-time service to sustainable paid, post-service roles. Policymakers and practitioners can encourage full implementation and continued full funding for the 55+-focused provisions in this legislation, which could launch 5,000+ encores each year in service to communities.<sup>14</sup> The Serve America legislation also launched a new Nonprofit Sector Capacity Building Fund. In future years, this fund could support encore fellowships as a way to build capacity.
- **Include language encouraging encore talent in ESEA.** The Elementary and Secondary Education Act is likely to be reauthorized in 2011. As the new legislation is drafted, provisions related to before- and after-school programs, summer learning, specialized support for math and science career development,

school-based and school-linked health and social services, and college access can include language encouraging the use of encore talent in a wide variety of paid and pro bono roles.

- **Encourage all innovation projects to recruit multigenerational teams.** In the meantime, the U.S. Department of Education’s ARRA (“stimulus”) funding is sharply focused on innovation, through programs like Race to the Top, the Investing in Innovation (i3) Fund, Promise Neighborhoods, and Full-Service Community Schools. Human resource development is critical to all of these efforts, and people in encore careers could play significant roles in building the capacity that is needed. Agency leaders, school district leaders, and grantees can all be encouraged to recruit multigenerational teams, including highly experienced professionals, to maximize these once-in-a-lifetime investments.
- **Place more SCSEP positions in youth-serving organizations.** The Senior Community Service Employment Program (SCSEP) is a federal program that provides a modest hourly stipend to nearly 90,000 low-income people 55 and older to work in local nonprofit and public agencies. After a period of subsidized work and related training, SCSEP works with host agencies to hire these individuals outright.<sup>15</sup> After-school associate, paraprofessional, maintenance, administrative and other positions could all be filled through this route. This program creates a real pathway to encore careers in jobs where more talent is needed, and in roles that people want to fill.<sup>16</sup>
- **Consider new, faster models for scaling successful pilots.** Replication and scaling have traditionally been “wholly-owned” activities, with regional and national networks centralizing control over program features. While this keeps quality high, and maximizes faithful implementation, it’s also relatively slow and expensive. A network strategy, like the one currently being tested by Civic Ventures’ Silicon Valley Encore Fellows team, or other diffusion methods like franchising, can lead to faster spreading of new ideas. Embedding rigorous evaluation within a few “learning labs” can help keep a focus on the core program elements and the most promising practices.
- **Dispel stereotypes with all kinds of storytelling – online, in person, on video, and via the media.** Lingering stereotypes about older adults limit the design of new, high-impact roles. Spreading the story of people and promising programs can begin to break down these barriers. Both Encore After School and the Silicon Valley Encore Fellows offer great examples of storytelling via short videos.
- **Encourage cross-program and cross-sector learning.** To make best use of emerging research, evaluation findings, and lessons learned, nonprofit leaders need time to work together, to envision new ways of organizing talent to get things done, and to co-create high-impact programs. Public and private funders can encourage collaborative efforts by funding easy-to-read short publications, in-person and virtual convenings, and evolving publications like this one.

What else? Policymakers, philanthropists, public and private innovation investors, and social-sector leaders can all help envision new ways of doing business. Could a national intermediary, a community foundation, or even a public agency sponsor a model encore fellowship program focused on a big national priority like raising high school graduation rates? Could a foundation or an agency interested in our country's global competitiveness partner with an education reform organization to launch a large-scale pilot program that involves retired scientists as paid adjunct teachers in middle schools? Could public and private funders interested in nonprofit capacity provide an encore fellow to each of their education- and youth-focused grantees? And how, as these ideas develop, might we keep convening multiple parties to promote deeper learning and faster replication across sectors?

The programs highlighted here are promising examples, backed by emerging evidence, that show the critical role that sector-switchers with specialized skills and late-career nonprofit leaders can play as they pursue encore careers focused on improving education for young people. To realize the full impact that encore careers could have on improving outcomes for the next generation, all of us have roles to play to build on what is and to imagine what could be.

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- <sup>1</sup> Bluestone, Barry and Melnick, Mark. (2010). *After the Recovery: Help Needed – The Coming Labor Shortage and How People in Encore Careers Can Help Solve It*. Kitty and Michael Dukakis Center for Urban and Regional Policy, Northeastern University, Boston, for Civic Ventures. [www.encore.org/research](http://www.encore.org/research)
  - <sup>2</sup> See links to research on the program's impact on student achievement at [www.experiencecorps.org/publications/research.cfm](http://www.experiencecorps.org/publications/research.cfm).
  - <sup>3</sup> See links to research and a replication toolkit at [www.oasisnet.org/DiscoverOASIS/Programs/ActiveGenerations.aspx](http://www.oasisnet.org/DiscoverOASIS/Programs/ActiveGenerations.aspx).
  - <sup>4</sup> See, for example, the U.S. Department of Education's [www.college.gov](http://www.college.gov), which features links to information about student aid and FAFSA; information on the simpler FAFSA application at [www.ed.gov/blog/2010/01/a-simpler-application-for-student-aid](http://www.ed.gov/blog/2010/01/a-simpler-application-for-student-aid); and legislative updates from the House and Senate's respective committees on education at [edlabor.house.gov](http://edlabor.house.gov) and [help.senate.gov](http://help.senate.gov).
  - <sup>5</sup> Balfanz, Robert, et al. (Feb. 2009). *Grad Nation: A Guidebook to Help Communities Tackle The Dropout Crisis*. America's Promise Alliance. [www.civicenterprises.net/pdfs/gradnation.pdf](http://www.civicenterprises.net/pdfs/gradnation.pdf)
  - <sup>6</sup> Tierney, Thomas. (March 2006). *The Nonprofit Sector's Leadership Deficit*. The Bridgespan Group. [www.bridgespan.org/WorkArea/linkit.aspx?LinkIdIdentifier=id&ItemID=944](http://www.bridgespan.org/WorkArea/linkit.aspx?LinkIdIdentifier=id&ItemID=944)
  - <sup>7</sup> See press releases for both rounds of Baldwin Fellowships at [www.communitiesinschools.org/media/prdetail.php?rsid=23](http://www.communitiesinschools.org/media/prdetail.php?rsid=23) and [www.communitiesinschools.org/media/prdetail.php?rsid=70](http://www.communitiesinschools.org/media/prdetail.php?rsid=70).
  - <sup>8</sup> See Tierney, Thomas, above.
  - <sup>9</sup> MetLife Foundation and Civic Ventures. (2008). *Encore Career Survey*. [www.encore.org/news/encore-career-survey-enc](http://www.encore.org/news/encore-career-survey-enc)
  - <sup>10</sup> LFA Group. (May 2010). *Evaluation of the Silicon Valley Encore Fellows Pilot*. [www.encore.org/files/FellowsEvalRpt.pdf](http://www.encore.org/files/FellowsEvalRpt.pdf)
  - <sup>11</sup> See more about the fellows from both rounds at [www.encore.org/fellowships/ourfellows](http://www.encore.org/fellowships/ourfellows).
  - <sup>12</sup> See more at [www.encore.org/independent-evaluation](http://www.encore.org/independent-evaluation).
  - <sup>13</sup> See LFA Group, above. Also see [www.experiencecorps.org/publications/research.cfm](http://www.experiencecorps.org/publications/research.cfm) for further findings about the value of stipends.
  - <sup>14</sup> See more about encore service at [www.encore.org/find/resources/encore-service-white-pap](http://www.encore.org/find/resources/encore-service-white-pap).
  - <sup>15</sup> See more about SCSEP at [www.doleta.gov/seniors/html\\_docs/AboutSCSEP.cfm](http://www.doleta.gov/seniors/html_docs/AboutSCSEP.cfm).
  - <sup>16</sup> See MetLife Foundation, above.

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## *About the Authors*

**Michelle Hynes** leads Civic Ventures' work related to education, youth, and national service. From 2003-2009, she managed the growth of Civic Ventures' Experience Corps program – doubling Experience Corps' size, facilitating a major external evaluation of the program's impact, and spinning it off as an independent national organization. Originally trained as a middle school reading teacher, Hynes has worked in the nonprofit sector for more than 20 years as a program developer, organizational leader, board member and volunteer. She holds an M.Ed. in Reading, Writing, and Literacy from the University of Pennsylvania.

**Cal Halvorsen** supports several Civic Ventures programs and policy efforts related to education, health and national service as a pathway to encore careers, and the multigenerational work force. He has conducted extensive research on policies and programs affecting older adults, with a focus on civic engagement and healthy aging. Halvorsen holds an M.S.W. with a concentration in gerontology from Washington University in St. Louis.

**Ellen Pechman**, a long-time educator and evaluation researcher, has dedicated her career to defining the qualities of schools that make them most effective for children. After more than 30 years in schools, school systems, and consulting firms, she is currently pursuing her own encore career as an independent consultant and visual artist. Pechman serves on the editorial board for the *Journal of Education for Students Placed at Risk* (JESPAR) and on several nonprofit boards of directors. She holds a Ph.D. in Educational Psychology and Foundations from the University of Michigan.

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