


THE MANHATTAN INSTITUTE

Social Entrepreneurship

AWARDS 2005




Recognizing enterprising individuals who are helping Americans realize their full potential as citizens and members of society

The Manhattan Institute

Social Entrepreneurship Awards

2005

Social Entrepreneurship Award Mission Statement

The Manhattan Institute Award for Social Entrepreneurship honors non-profit leaders who have found innovative, private solutions for America's most pressing social problems.

Throughout its history, the United States has been distinguished by the capacity of citizens to solve social problems through their own initiative. From Ben Franklin and his University of Pennsylvania, to Clara Barton and her American Red Cross, to Millard Fuller and his Habitat for Humanity, and to George McDonald with his Doe Fund, Americans have come forward to organize volunteer and non-profit action to improve American society. Winners of this award exemplify the joyful eclecticism in America's civil society.

Applicant organizations are assessed according to the following criteria:

- Energetic founding leaders;
- Strong vision;
- Committed volunteers;
- Creative, entrepreneurial ways of conceiving and meeting goals;
- Significant private sector financial support;
- Sustainability or permanence;
- Clear, measurable results;
- Commitment to sustaining the vitality of civil society.

Recognition is reserved for those organizations whose guiding purpose and function stem from private initiatives and ideas. However, accepting government funds does not, in itself, preclude consideration.

The award recognizes the creative energy of the non-profit sector by highlighting new ideas and approaches even by mature organizations.

Any non-profit organization that provides a direct service to address a public problem can be nominated for this award. Examples of the types of organizations we want to recognize include:

- Private social service groups that assist poor families with housing, health care, job training, and other similar needs;
- Reformative organizations that help people cope with moral or psychological problems, such as drug addiction or criminal behavior;
- Education groups that through mentoring, counseling, or other after-school programs improve children's educational achievement and possibilities;
- Community groups that improve the quality-of-life in their neighborhoods;
- Conservancies that use private donations from corporations or individuals to purchase land and preserve it from development.

Non-profit organizations that engage in political advocacy or that bring legal actions, or whose primary activities are in response to government RFPs, are not eligible for this award.

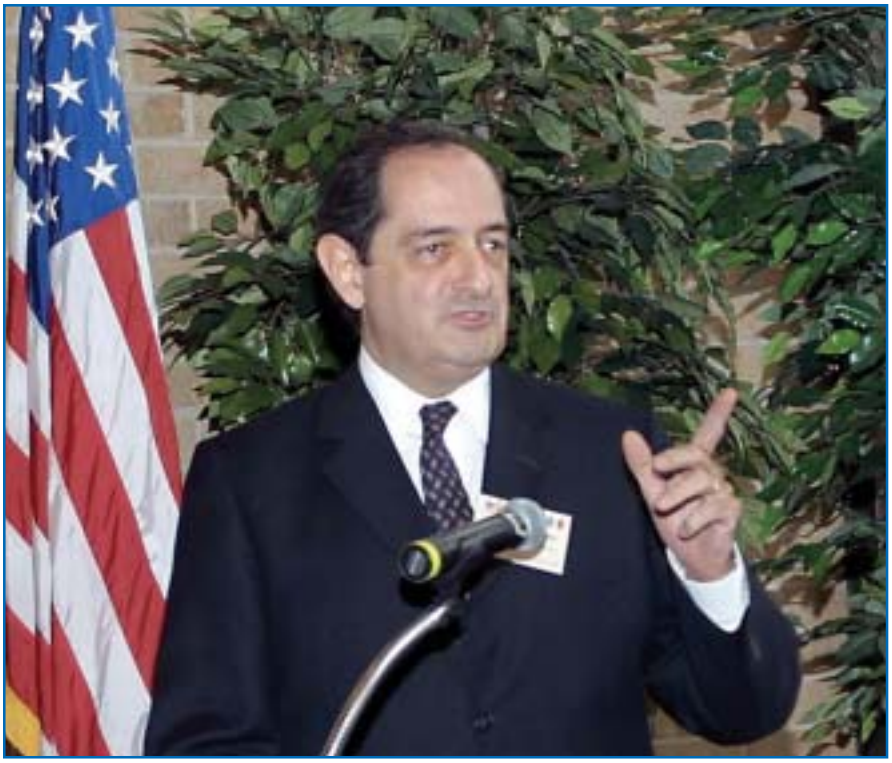
Up to five Awards are presented annually. Gifts of up to $10,000 are presented to the organization founded or led by the award winner. Nominations may be submitted by anyone familiar with a person's or group's activities.

Award applications for 2006 are available from the Institute's web site (www.manhattan-institute.org/se) after January 6, 2006.

The Social Entrepreneurship Award program is supported by funds from the J.M. Kaplan Fund. Howard Husock, Research Fellow at the Hauser Center for Nonprofit Organizations, Harvard University, and contributing editor, *City Journal*, is the director of the program.

Mexican Institute of Greater Houston, Inc.

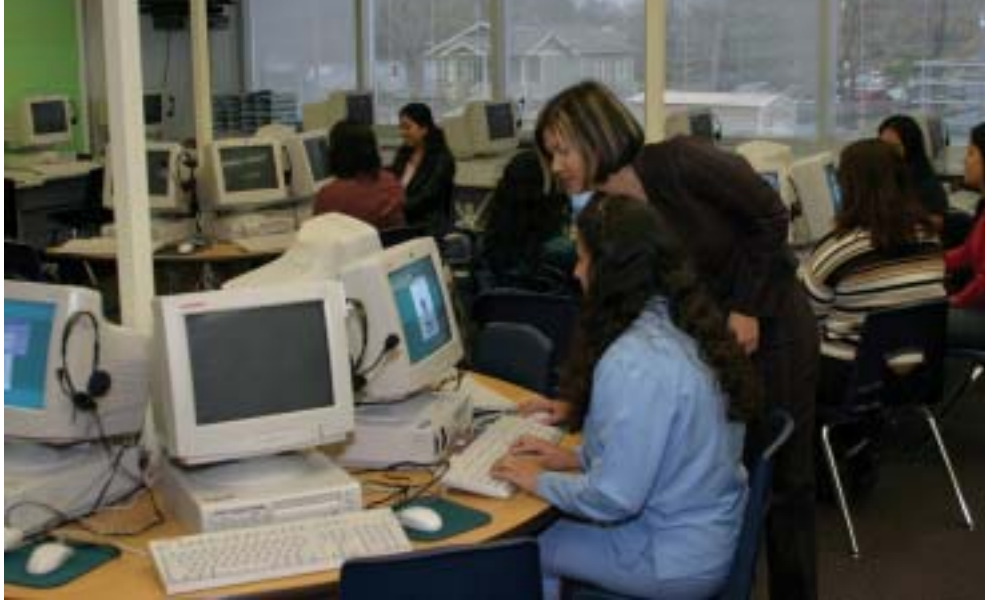
Jose-Pablo Fernandez
Houston, Texas



www.mexico-info.com/mexicani.html
4601 Caroline street
Houston, TX 77004
jp@mexico-info.com
(713) 988-6699

Jose-Pablo Fernandez, a Mexican publishing business executive, had long hoped to improve the lives of the rural "indios" in Mexico. Ironically, he, and many of them, have moved to Houston, where he is now organizing such help. In conjunction with the Houston Independent School District (the Houston public school system) and the Monterrey (Mexico) Institute of Technology, he has forged a program which, in less than 3 years, has taught hundreds of recent immigrants, some barely literate in Spanish, to become relatively sophisticated computer users. Through a combination of school computer rooms and distance learning, graduates have qualified for office jobs, and have done such things as start their own small web-based businesses. The program draws immigrants into American life, providing a reason for them to come to their children's schools, introduces them to American formal education, allowing them to help their children with homework, and motivates them to pursue further education in the city's community college system.

The program developed somewhat by happenstance. The Mexican-American Cultural Institute, an annex of sorts to the Mexican Consulate in Houston, provided immigrant services such as passports, visas, auto insurance for Mexico, and a civic "gala" celebration of Mexican culture. Fernandez was approached to take it over. He did, and had it legally separated from the Consulate in 2002. It continued to serve as an expediter of visas and such as a source of revenue. Looking for social service programs to also undertake, Fernandez arranged with Monterrey Tech, with its extensive distance education service throughout Mexico and Latin America, to offer their new on-line computer literacy course at a local community center. Tech wanted to reach Mexicans living in Houston and was willing to offer this at minimal cost, providing



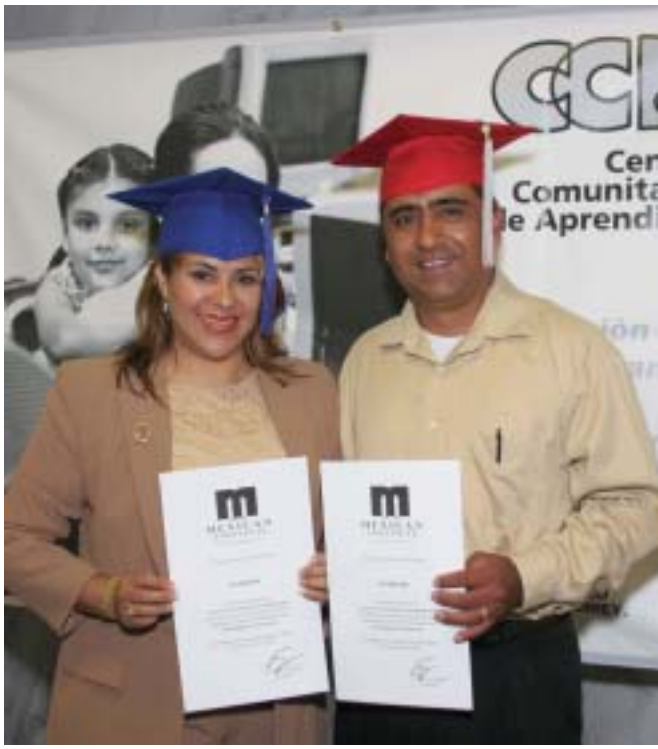
computers. Fernandez arranged for local "facilitators" to lecture a small class, whose members would deal individually, as well, with an on-line coach.

By coincidence, the Houston schools were searching for ways to bring Mexican parents into contact with the schools their children were attending and to address adult illiteracy amongst immigrants. An extensive collaboration between the Institute and the schools resulted. Beginning at one school, the program has grown to include Computer Learning Centers offering the 100-hour course at 76 schools, 47 in the Houston district. It is a formal, quite structured program, employing a "facilitator" at each site (paid $10/hour) and a network of dozens of on-line tutors (paid $7.50/hour.) In less than three years, 1,800 people have completed the course. They must pass an exam and, upon doing so, receive certificates from Monterrey Tech-considered the top private university in Mexico-indicating they have successfully completed the course.

Fernandez, an Ashoka Fellow, brings business experience to bear. The program keeps detailed, school-by-school records on enrollees, most of whom are married women. An evaluation by the University of Houston reported high customer satisfaction, although it did not attempt to measure long-term effects. Some 30 percent of those who complete the computer course go on to enroll in a community college course.

Fernandez has been aggressive in his fundraising efforts. He has raised the profile of the organization's traditional Mexican Independence Day Gala and uses it as a vehicle to raise $200,000 annually. He has raised additional funds from the Houston Endowment (a community foundation) as well as banks and oil companies (ExxonMobil, Shell, JPMorgan Chase). However, the CCA (Centros Comunitarios de Aprendizaje) program relies for both facilities and funding on the Houston public schools and would not be in business otherwise. Indeed, the school system has, using federal Title 1 monies, directed $120,000 this year, and $100,000 for each of the next two years, to the program. Nonetheless, the Institute will spend twice that on the program from funds it has raised itself. Indeed, the Houston Endowment alone has pledged $100,000 a year for the CCA. More broadly, Fernandez has quite simply created a splash in Houston. Once a year the Institute holds a graduation for all those in the computer classes. This "Dia de Familias" (Day of the Families) has become a high-profile event in the city.

Fernandez is reflective about what he had accomplished, believing that he could never have mounted such a program in Mexico itself. There is, he observes, simply not a well-developed philanthropic tradition in Mexico or Latin America, and this carries through to the Mexican-American businessmen in Houston. He finds that frustrating and wants to do something about it. The computer training program is just his first step, one might say, in his effort to introduce a formal philanthropic tradition into Mexican, or at least Mexican-American, culture. This is a striking aspiration, and he is a deserving recipient of the award.



Philadelphia Futures for Youth

Joan C. Mazzotti
Philadelphia, Pennsylvania

www.philadelphiafutures.org
230 S. Broad Street, 7th Floor
Philadelphia, PA 19102
joanmazzotti@philadelphiafutures.org
(215) 790-1666, Ext. 18

Philadelphia Futures began 15 years ago as a pledge of college funding for low-income students who complete high school. Joan Mazzotti, a corporate attorney, took charge in 1999 and turned around and expanded what had been a faltering program, professionalizing its administration and finances. She is a second-career social entrepreneur.

Today, Philadelphia Futures annually enrolls 60 Philadelphia public school ninth-graders in a program to prepare them for college and support them financially, emotionally, and academically until they graduate. Fifty can be expected to complete the program. Some 607 Philadelphia Future students have matriculated at the college level; 196 have graduated. Almost all stay at least two years. The students Philadelphia Futures helps are from sub-standard Philadelphia public schools, the first in their family to attend college. Average household income is $19,000; more than 75 percent come from single-parent homes; 77 percent are black, most of the remainder Hispanic. Their failing schools do such things as lose test results; misspell the names of colleges on teacher recommendations; lack art or music programs; and, most significantly, fail to graduate the vast majority of those who enter the ninth grade.

The selection process is rigorous, as is the record-keeping. Philadelphia Futures makes presentations at school assemblies to virtually all Philadelphia's 15,000 ninth-grade neighborhood public school students. Perhaps 500 take an application. Those admitted go through three rounds of screening: a questionnaire, an essay, and an interview. Futures tries to balance its incoming classes between males and females.

The program costs $2,700 per student per year, with an intensity justifying the cost: after-school enrichment classes two afternoons a week and Saturday, a three-week summer course, and an afternoon book

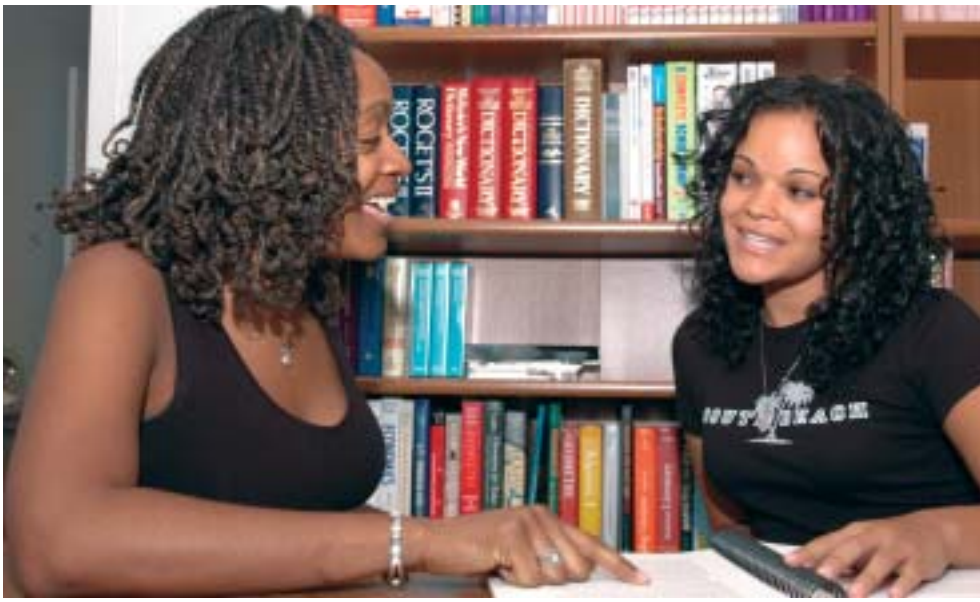
club. Each student is matched with a volunteer mentor who stays with him/her through high school and college. The 192 "corps of active mentors" complement the staff of ten full-time and five part-time employees. Many mentors also "sponsor," donating at least $7,500, some $6,000 of which going directly for the student's college-related expenses (books, transportation) but not tuition. Futures holds the funds from sponsors as an endowment, investing in a portfolio of stocks and bonds.

The organization sees this money as substituting for the funds and resources of typical middle-class students. It is hard to overstate how much Philadelphia Futures does for its students. It holds its own college fair; provides SAT counseling; and files high school transcripts because the Philadelphia public schools are not reliable. There is much to do to get these students ready for upward mobility.

The financing for this intense program relies primarily on corporations (28) including Sunoco, Lincoln Financial, and a host of banks; and foundations (16) including Horace W. Goldsmith and Pew. They receive a small amount from government ($130,000 annually, Department of Labor workforce development funding) primarily for the summer program. Mazzotti has concentrated on obtaining corporate support. She is in this and other ways entrepreneurial. She has arranged with two Pennsylvania schools, Gettysburg and Dickinson, to provide virtually full scholarships to the Philadelphia Futures students they accept. Gettysburg has put up $2 million in tuition assistance for 20 students; Dickinson, $1 million for nine.

While there are some dramatic stories (a Futures student graduating from Bowdoin College and then going on to Goldman Sachs), Philadelphia Futures does not push its students toward name schools. Most go to the various campuses of Penn State (bringing "diversity" to such locales as Bloomsburg and Abington, Pennsylvania) and to a variety of community colleges. Of all those who have gone to college, 41 percent have gone to private schools, 43 percent to state schools, and the remainder to community colleges.

The program is small, but effective. This organization can point the way for others, and thus "expand" via imitation. It has shown how much is required to substitute for middle-class parents, an important thing to have discovered. Its accomplishments include both the assistance it has provided and the discovery of how intense that assistance has to be.



RISE (Resources for Indispensable Schools and Educators)

Temp Keller
San Francisco, California

www.risenetwork.org
2601 Mission Street, Suite 902
San Francisco, CA 94110
tkeller@risenetwork.org
(415) 821-7473

Established four years ago by Temp Keller, a former fifth-grade teacher who had gone from Princeton (class of 1998) to Teach for America, RISE was known as Charter Teach. It is based on research which shows that a significant number of effective teachers leave the profession after three to five years mostly because they are working in bad schools. RISE seeks to match effective young teachers with good, "emerging" schools, virtually all of which are charter schools. RISE has worked closely with two of the best-known charter organizations, KIPP (Knowledge is Power), which runs charters in San Francisco, Houston, and New York, and ASPIRE, with charters throughout California. Temp Keller, young and well-spoken, puts it this way: "If you're an effective teacher in a low-income public school, we will move you to another similar school with a better environment, most likely a charter."

The mechanism for making such matches is a web-based system through which RISE-approved teachers signal their availability to RISE-enrolled schools, and RISE has established serious procedures to decide which of each to accept. Not all teacher applicants are selected. Some RISE-certified schools have been dropped from the program, and some schools refused outright. Quality control is a function of RISE. A site visit is conducted at every school that seeks to enroll, and schools have to be re-certified each year. Five years after its founding, 71 percent of RISE teachers are still teaching, a number that is both notable and credible.

The organization requires a detailed four-page application from teachers, who must indicate that they have helped low-income, underachieving students make progress toward performing at grade level. This includes, but is not limited to, standardized test results. The results of reading programs with their own structured assessments would also be

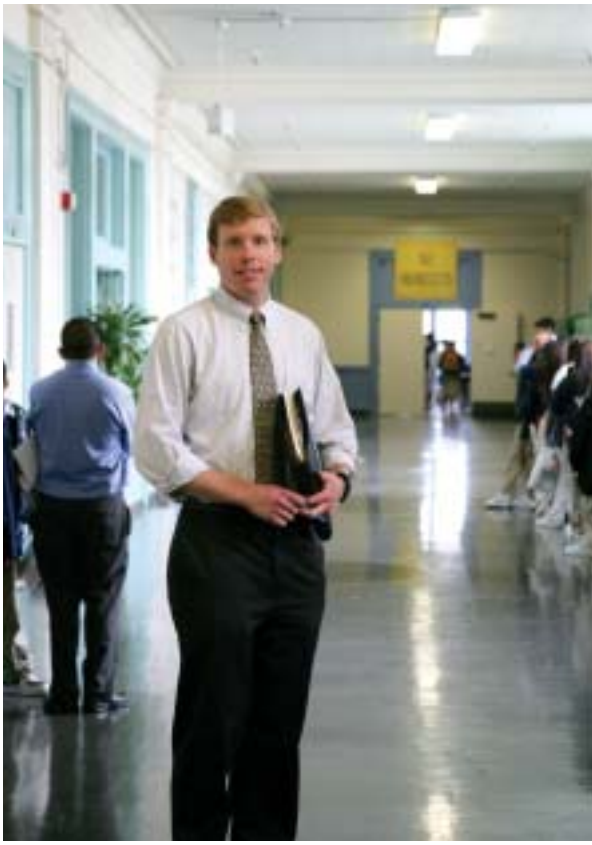
counted. Teachers have been dropped even after being enrolled for failing to demonstrate their continued effectiveness. Retired volunteer educators review each application and call required references. This is a process requiring almost an hour to complete.

To become part of the RISE network, a principal must have independent hiring authority. Otherwise the premise of the matching service would break down. Principals can only search for RISE teachers who list themselves as job-seekers to guard against unsolicited recruitment. Teachers may respond to job postings at RISE schools. Keller sees RISE as a fledgling labor market alternative to unions (which he hopes to avoid confronting) and a restoration of teacher professionalism. RISE has also begun a program to provide cash awards to the best RISE teachers.

RISE has gone through a difficult and not inexpensive start-up period and is now poised to expand and to become more efficient. The goal this year is to make 55 matches, bringing the cost per match down from $10,000 to $7,500. The organization has operating systems up and running and is gaining notice as well. Keller is an Ashoka Fellow, and RISE is being heavily-recruited to open an office in New York City.

Some 70 percent of funds come from individual private donations (250 donors give an average of $4,000). The remainder is from foundations and earned income. RISE charges schools $300 each year just to participate and $700 for each teacher match. Teachers themselves do not pay any dues, which is the way RISE differentiates itself from teachers unions with their high monthly dues supporting political activity. RISE projects at least one match at each of its 52 schools and thus $52,000 this year in fee income, equal to 13 percent of its entire $400,000 budget. It has neither sought nor received government grants. This is how they see their market and mission: of the 3.4 million total elementary and secondary school teachers, perhaps one million are teaching low-income students, and perhaps one-quarter of those are good. RISE hopes to have a network of up to seven regional offices and 25,000 RISE teachers by 2020 and thereby to serve as a model that will change education culture.

Principals at charter schools in East Palo Alto and San Jose are enthusiastic in praising the organization, saying they turned to its listings first when seeking new teachers. The charter school movement is a movement that is inspiring a generation and seems poised to take off. RISE with its young staff, combination of well-organized operating systems, strong sense of mission, ambition to "go to scale," and a well-spoken founder/social entrepreneur is prepared to go with it.



Shreveport-Bossier Community Renewal

Reverend Mack McCarter
Shreveport, Louisiana

www.sbcr.us
1700 Buckner Square
Shreveport, LA 71101
mackmccarter@sbcr.us
(318) 425-3222

Grady "Mack" McCarter, a minister without congregation in Shreveport, has revived Jane Adams' early settlement house movement in the black neighborhoods of Shreveport and neighboring Bossier. In the ten years since he founded this organization, it has, among other accomplishments, built seven "Friendship Houses" in some of the poorest neighborhoods to be found in America.

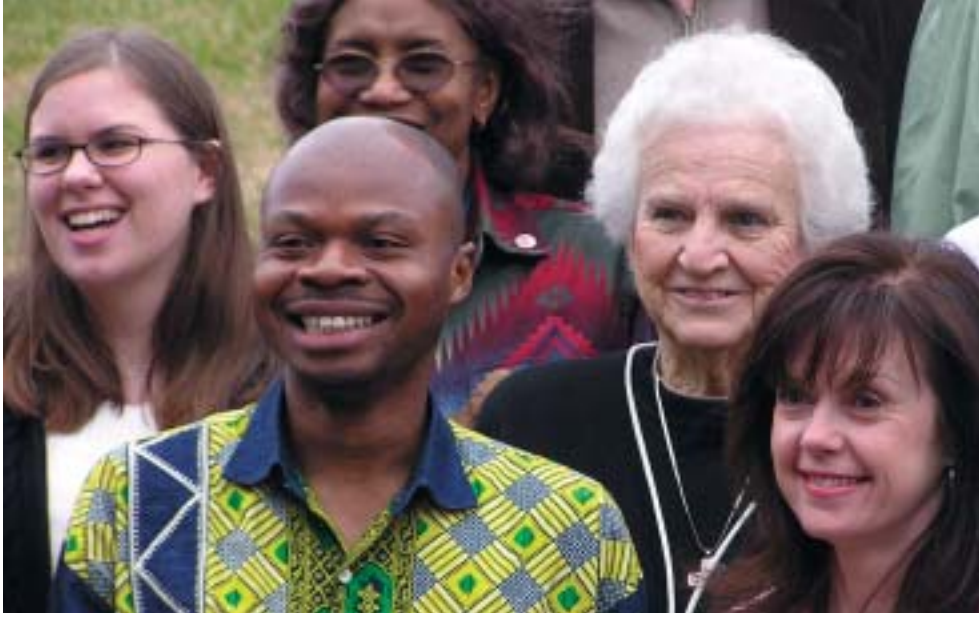
The Friendship Houses provide, for example, after-school homework classes for kids, high school equivalency classes for adults, and pediatric health care delivered via a mobile van from the Louisiana State University health service. They are staffed by resident married couples, almost all African-American, who oversee programs and provide an example of married life in areas in which it is virtually extinct. Most are young retirees, often from the military, and some are raising young children. All are inspired Christians, and their work attracts glowing public attention. Except for the first one, Friendship Houses are newly-constructed, homey frame structures, costing an average of $270,000 each. Most are the first new structures built in their areas for decades.

On an average day adults attend "renewal academy sessions," and children come to after-school tutoring. Bible study, too, is common, and some 1,200 volunteers help in SBCR projects. This is but a small percentage of the 25,000-plus who have signed up for SBCR's "We Care" team. They pay $25/year and wear a button signaling their support for the organization which has an extremely high profile in Shreveport. The Friendship Houses set the stage for activities ranging from a local college student providing free music lessons to serving as a point of contact for public school administrators looking for an absent student. The mobile medical van inspires great enthusiasm

amongst local hospitals that had despaired of finding ways to provide preventive care.

For McCarter, these specific accomplishments are less the goal of SBCR than they are the positive side effects of the larger undertaking of "relationship-building." He believes all sorts of unplanned improvements in the lives of people and communities should develop. And so it appears. Haven House leaders and some 600 quasi-block captains whose number included rich and poor, from good neighborhoods and bad, meet regularly to learn of the problems that those elsewhere face and volunteer to make connections as needed. If someone at a Friendship House adult renewal academy hopes to become a nurse, someone else might refer her to a local medical school for advice. If another is being threatened by violence, someone else might know someone in the police department who could be called. If others have health problems such as asthma, someone else might refer them to Dr. Boggs who heads the local asthma control project. In McCarter's theory, anyone walking into a Friendship House, or befriended by the Friendship House community coordinators, stands to benefit and to help others as well. The network that has emerged to help communities and individuals in need is known as a "covenant team."

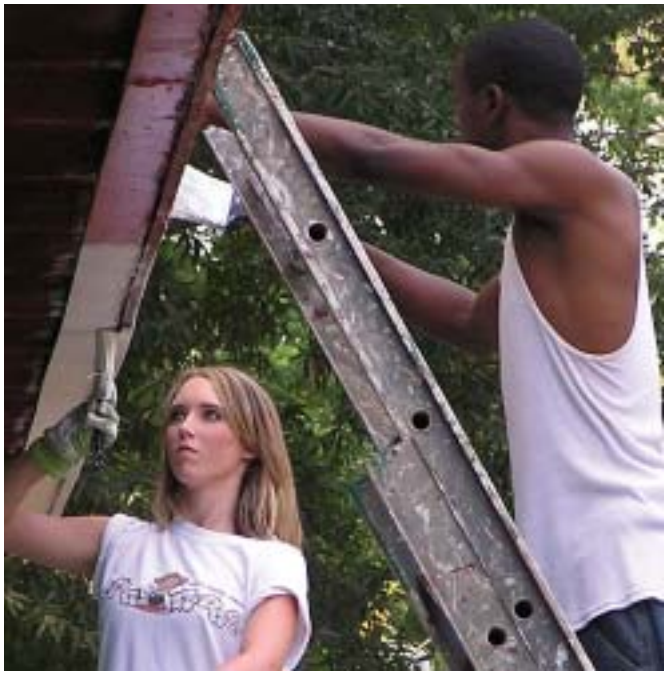
McCarter's vision of "community renewal" has much to do both with uplifting the black poor and creating a vehicle such that black and white of all social classes will come to feel they are part of the same cause: a better Shreveport. The local Catholic bishop and the top black minister in town both serve on McCarter's board. He sees himself as completing work



left undone even after the passage of civil rights laws and the subsequent end to Jim Crow. An adept fundraiser, McCarter has combined hundreds of individual donations with some big-ticket support from local celebrities. Backed by a wide range of Shreveport businesses and churches, he has built an organization with a staff of 35 and a $2.5 million annual budget. He has spoken at nearly 100 churches, successfully recruiting volunteers. The organization's work was cited in a successful 1999 application to gain "All-American City" status from the National League of Cities, and is supported by Shreveport's elite, struggling to help the city find a new economic life that goes beyond oil and cotton. The Robert Wood Johnson Foundation has given them some substantial grants.

McCarter is in the "relationship" business not the "transaction" (categorical program) business, and thus it is hard to measure the results of what he does. But as his program is taking shape in Shreveport, he is trying to spread his gospel elsewhere, having inspired the establishment of similar "community renewal" programs in Austin and Abilene, Texas, and even traveled to French West Africa in an effort to transplant his "we care" vision there. He has a vision of expansion.

Even if one cannot yet quantify what they're accomplishing, the Friendship Houses, representing a revival of the settlement house ideal, are thriving, and with the vision and leadership of Mack McCarter much good, indeed, may result.



Past Social Entrepreneurship Award Winners

Bridges To Life, 2004

John Sage
www.bridgestolife.org
P.O. Box 19039
Houston, TX 77224-9039
Jsage1@aol.com
(713) 463-7200

Bridges to Life is predicated on the belief that understanding the impact of crime will spark empathy and remorse and diminish the chance that criminals, once released, will commit new crimes. The social entrepreneur behind this six-year-old program is 57-year-old John Sage, a one-time Louisiana State football all-American and Merrill Lynch broker whose own sister was horribly murdered by a man and woman who picked her randomly in order to steal her car.

Bridges has 300-plus volunteers predominantly drawn from churches. The 13-week program combines the personal reflections of both victims and victimizers, "facilitated" by a designated group leader, complemented by a structured curriculum, the reading of which is assigned "homework" for inmates. The goal is to change the hearts of convicted criminals due for imminent release so that they do not commit new crimes.

It has grown dramatically from a presence in a single Texas prison in 1999 to a presence in 18 today. Costs per program have been decreasing-from $650 per inmate in 2000 to $375 today. To date, some 2,150 inmates have "graduated."

Participation in this program is a powerful experience. Inmates at one Bridges program were frank in confessing that they had never considered the impact of their crimes on the families of their victims.

The state assists Bridges in tracking "graduates" after their release. The overall recidivism rate for the general population ranges from 35 to 40 percent. Only 20 percent of Bridges to Life graduates are reincarcerated; half of them because of parole violations rather than new crimes. Of the first 1,706 released inmates, just 18 have been re-arrested for having committed violent crimes. That's 1.1 percent.

Bridges to Life does not seek or accept government funding and has developed an impressive list of donors, including 20 Houston-area foundations, 12 church congregations, and some notable corporate donors, including IBM and ExxonMobil.

Sage has mobilized a very large number of volunteers to travel long distances to spend much of a day in prison talking to criminals to re-introduce them to the world outside. There is something brave and powerful about what is going on here.

Center for Teaching Entrepreneurship, 2004

ReDonna Rodgers
www.ceoofme.biz
2821 N. 4th Street
Milwaukee, WI 53212
ReDonnaRod@aol.com
(414) 263-1833

As a child ReDonna Rodgers closely observed the way her stepfather operated: always on the lookout for work, forming relationships with general contractors who might need him, teaching himself new skills. Thanks to his entrepreneurship their family of four children saved money, albeit slowly, and moved to better neighborhoods.

She founded the Center for Teaching Entrepreneurship in Milwaukee's East Side black neighborhood fourteen years ago, seeking to revive the tradition of self-reliance she saw in her stepfather, a tradition she views as having atrophied and being under assault. As befitting an entrepreneur, she began this effort using her own funds and worked nights as a security guard.

CTE comprises five programs: an introductory workshop program, and a series of more specialized programs for those who become more serious about starting businesses. Students are taught the overall "CEO of Me" idea. Some develop written business plans and start their own small businesses. Typical are kids from sixth-graders to high school who started businesses such as candle making and landscaping. Her polite, well dressed, and well spoken students attend events for young entrepreneurs throughout the upper Midwest, frequently as the only black participants.

By encouraging young people to take charge of their lives, Rodgers believes she can lead them away from passivity and fatalism. She encourages her students to think about future employment and to think of themselves as citizens with the potential to, and responsibility for, keeping their neighborhoods clean and safe. "I talk to kids who tell me that the streets or yards being dirty, well that's just the way it is," she says. "And I tell them, 'No, things don't have to be that way.'"

Most of CTE's funding comes from 12 Milwaukee foundations, including the Bradley Foundation, and an annual fundraising dinner in November, attracting 300 ticket-buyers and a range of local businesses who buy space in her program. There is an active board of directors with skills and a willingness to volunteer time. This program is well integrated into the fabric of community life and is improving Milwaukee's minority youth and neighborhoods.

Past Social Entrepreneurship Award Winners

Reading Excellence & Discovery Foundation, 2004

Al Sikes
www.readnyc.org
250 West 34th Street
New York, NY 10119
alsikes@direcway.com
(212) 849 6830

The Reading Excellence and Discovery (READ) Foundation was founded six years ago to help children learn to read. The READ model pairs kindergarten, first, or second-grade children, identified by their teachers as poor readers, with academically-successful teenagers, often from their own neighborhoods, to tutor them , both in school and after school during the school year, or in an intensive summer program. Tutors who volunteer during the school year compete for paid summer jobs as READ tutors. This program is designed both to help young children learn the most basic skill necessary to succeed in school and to provide jobs and encourage teaching careers.

Since a modest start in which 24 teens tutored 37 students in two schools, the program has grown dramatically. In 2005, READ served 800 students and more than 800 teens in 23 schools (three parochial, thirteen public, and three charter). Children come only from schools in which at least 25 percent of students are poor readers.

READ employs a simple, effective program requiring minimal training (eight hours) for their tutors. With 40 sessions a year, their phonics-based approach uses a series of 60 reading workbooks and includes a progress test after every five. Of the 2,881 students tutored from 2000 to 2005, 88 percent improved by at least half a grade level, and 57 percent improved a full grade level. This is an impressive and credible result.

The social entrepreneur behind READ is former Federal Communications Commission Chairman Alfred Sikes. Sikes and a core group of what became the READ board decided on the program, hired curriculum specialists to implement it, and hired a former American Express executive, Anne Adler, to put all the pieces together, including the recruitment of participating schools and teen tutors.

That is an especially impressive feat: only the summer tutoring is a paid job, and during the school year the tutors are volunteers. Those who fail to show up for work regularly or who don't have the knack for being both encouraging and demanding at the same time are dismissed. The program's budget includes required payments from participating schools. READ's long-term goal is to replicate its highly effective model on a national scale.

READ has accomplished much and holds the promise of accomplishing much more.

Upwardly Global, 2004

Jane Leu
www.upwardlyglobal.org
582 Market Street, Suite 1207
San Francisco, CA 94104
janeleu@upwardlyglobal.org
(415) 834-9901

Upwardly Global acculturates immigrants to succeed in America, and works with employers to help them better understand the skills in the immigrant workforce. A small, paid staff, augmented by extensive volunteers, mentor job candidates and share their experience in workshops. With a cutting-edge web site to assemble a database of job applicant resumes, employers can log in to review job candidates. Founder Jane Leu hopes to expand across the U.S. and be recognized as "the Fortune 1000's premier resource on immigrant professionals in the workplace."

UpGlo teaches its clients through individual counseling and group sessions such lessons as the importance of a firm handshake and the need to look interviewers in the eye. There are group-counseling sessions on "surviving the American workplace." Clients include immigrants from Belarus, Kenya, Syria, Russia, Bolivia, and Sierra Leone. Participants are asked to reflect on a variety of ways American culture differs from that which they left. Skills are learned this way, and there is a dramatic Americanization that goes on. Immigrants learn that they face a common problem, that of making clear to employers the nature of their skills and experience, and, thanks to the emphasis in the U.S. on individual merit, it is a problem they can overcome.

UpGlo has already created an extensive network of some 70 Bay Area employers who provide representation on the board of directors and the "workplace diversity advisory council" and attend workshops on such topics as how to interview immigrant job applicants. Such major firms as Wells Fargo, Robert Half (a major job placement firm), California State Automobile Association (Triple A), Merrill Lynch, and BearingPoint are involved with UpGlo on an ongoing basis. UpGlo can be thought of as two businesses: one, a job placement service for immigrants, and the other, a corporate education enterprise meant to help firms understand the immigrant labor market and to effectively hire and promote immigrants who may or may not have been referred by UpGlo.

It is one of the great strengths of the United States that we are able to welcome and make good use of the talents of immigrants from around the world. Jane Leu has devised a next generation model for this great tradition and has begun to implement it in an effective, step-by-step way. The country will hear from her.

Past Social Entrepreneurship Award Winners

The First Place Fund for Youth, 2003

Amy Lemley *
Deanne Pearn, Co-Founder and Executive Director
www.firstplacefund.org
1755 Broadway, Suite 304
Oakland, CA 94612
DeannePearn@firstplacefund.org
(510) 272-0979, ext. 23

"Aging out" of foster care is an issue advanced by children's advocates. Federal funds have been appropriated to help such children live independently. But Amy Lemley, the founder of First Place saw a lack of funds as the least of the problems facing emancipated foster children. She said they lacked any real preparation for independent living. Besides helping with housing, reading skills, health care and more for those enrolled, the First Place Fund seeks to prepare their enrollees to become self-reliant.

Amy Lemley devised an elaborate and demanding structure to help applicants make the transition to independent adulthood. While providing reduced-rate housing in private apartments, she insisted on appropriate behaviors. Many coming from group homes have never learned to work out arrangements of intimate living, and First Place helps guide these young people toward productive adult lives.

Each year, First Place provides safe, affordable housing and supportive services to 70 foster youth in transition, and their 25 children. First Place leases this housing from private property owners along with non-profit developers. The owners are pleased to have her organization take responsibility for monitoring the upkeep of the apartments, sign the lease, and pay on time, and, at the same time, help these youth who, without assistance, could easily descend into crime and homelessness.

Sensitized by her own experience as a case worker in a publicly-supported group home, Amy Lemley imagined and successfully established a way to help others in such situations towards a better future.

**Amy has left the First Place Fund, and her co-founder, Deanne Pearn, is currently the group's Executive Director.*

Living Lands and Waters, 2003

Chad Pregracke
www livinglandsandwaters.org
Route 84 North
17615 Great River Road
East Moline, IL 61244
chad@cleanrivers.com
(309) 496-9848

From his original impulse as a 22-year-old to clean up the banks of the Mississippi, along which he grew up in the "Quad Cities" area of western Illinois, Chad Pregracke has developed a multi-faceted operation. Living Lands and Waters organizes the clean-up of America's greatest waterway and sparks an outpouring of effort by thousands of volunteers.

LL&W is a floating recycling center which comes to a long series of river towns once a year. Its three barges each stores a different sort of trash. A fourth is the quarters for the seven-member crew and houses Pregracke's office as well as a classroom for seminars for classroom teachers on the history and ecology of the Mississippi. Lashed to the barges are small boats for carrying volunteers on the river and trucks to transport trash to landfill sites or recycling centers. LL&W works not only on the Mississippi, but on the Missouri, Illinois, and Ohio Rivers as well. The crew is afloat ten months a year.

Chad Pregracke is fundraiser, crew chief, motivational speaker (at local schools and at the actual clean-up days,) scheduler, and volunteer coordinator. He has raised funds from more than 50 corporations and foundations. He has organized the pick-up of thousands of tires and refrigerators and filled thousands more 55-gallon bags of trash.

The results are tangible and inspiring, and because of his efforts much of America's greatest river today is a far cleaner place.

Past Social Entrepreneurship Award Winners

Think Detroit, 2003

Michael Tenbusch and Daniel Varner
Daniel S. Varner, Chief Executive Officer
www.thinkdetroit.org
111 West Willis
Detroit, MI 48201
DanVarner@thinkdetroit.org
(313) 833-1600

University of Michigan Law School graduates with promising careers in front of them and esteemed judicial clerkships behind, Mike Tenbusch and Dan Varner founded the youth sports non-profit, Think Detroit, to give other Detroit kids access to the kinds of well-coached and well-equipped teams they had had in their own years in youth sports when Detroit was not a deeply distressed city.

They have accomplished extraordinary things, enrolling more than 5,000 kids in their sports and leadership development programs and recruiting over 650 community members to serve as coaches and volunteers. In addition to annual operating funds, they've raised more than $1,000,000 of private funds to renovate five diamonds in a previously dilapidated city park.

Think Detroit requires parents to show up in person at the kids schools or organization's office to register their kids, or to do so through its web site. A small fee is required. This is a community effort, and families come out in force for their early evening games. They also seek to encourage computer literacy among the kids and the parents.

In 2005, Tenbusch moved on to a leadership role at a prominent Detroit charter school providing high-quality K-12 education to hundreds of the same Detroit kids.

Tenbusch and Varner, energetic and creative, have created a high-functioning, on-the-ground organization. Thanks to Think Detroit, a lot of low-income kids in Detroit who might otherwise be prey to drugs and gangs are, instead, playing baseball under the watchful eyes of adults.

Working Today, 2003

Sara Horowitz
www.workingtoday.org
55 Washington Street
Brooklyn, NY 11201
shorowitz@workingtoday.org
(718) 222-1099

Sara Horowitz founded Working Today in 1995 to represent the needs and concerns of the growing independent workforce. Working Today seeks to update the nation's social safety net, developing systems so that all working people can access affordable benefits, regardless of their job arrangement. As executive director, Sara takes an entrepreneurial approach, pursuing creative, market-based solutions to pressing social problems. Working Today is a potential model for chipping away at the problem posed by the situation of those millions of Americans who lack health insurance.

Sara has created a non-profit insurance brokerage that provides portable health insurance products through HIP Health Plan. Working Today's monthly premiums are $175 to $270 per month, approximately one-third of the price of average plans on the individual market in New York City. Prices are kept low through group purchasing power and because the organization uses technology for efficient online registration, billing, and customer service.

Working Today also offers life, disability, and dental insurance as well as education and discounts for independent workers. The organization currently provides benefits to 7,500 freelancers in New York City and has an additional 6,500 members who support Working Today's mission. Working Today's program both demonstrates the viability of a portable benefits delivery system and creates a constituency that can advocate for a new social safety net.

Combining the qualities of businesswoman and policy analyst, Sara Horowitz is a worthy social entrepreneur.

Past Social Entrepreneurship Award Winners

Year Up, 2003

Gerald Chertavian
www.yearup.org
93 Summer Street, 5th floor
Boston, MA 02110
gchertavian@yearup.org
(617) 542-1533 x1001

Gerald Chertavian, a one-time London-based software magnate, founded Year Up in Greater Boston in October, 2000. Year Up is a one-year intensive education and apprenticeship program for urban young adults (18-24) that takes on one of the great labor market challenges the country faces, training minority youth for an economy in which unskilled labor is no longer in much demand.

Year Up prepares participants for the disciplines needed for success in careers and higher education, targeting those with limited skills but good attitudes. Those chosen must be interviewed and agree to such sanctions as immediate expulsion for drug use and a reduction in stipend for tardiness.

Classroom training aimed at placing participants at IT help desks and other behind-the-scene computer-dependent jobs is augmented by staff advisors, guest speakers, and individual mentoring.

Year Up serves more than 200 students annually in Boston, Cambridge, and Providence, RI, and hopes to create a network of such sites, including New York City and Washington, DC, for 450 urban young adults annually by 2007. Ultimately, the goal is to create and implement a replication model to effectively reach tens of thousands across the country.

Program results are measured closely. Eighty-five percent of those who completed the program work at jobs averaging $14.50/hour.

Chertavian and his staff closely monitor everything from participant behavior to the labor market itself, from recruiting at inner-city schools to lining up big-time employers. An enthusiastic champion, he has shown that the qualities that make one successful in the private sector can be transferred to social entrepreneurship.

Shepherd's Hope, Inc, 2002

Dr. William S. Barnes
www.shepherdshope.org
4851 S. Apopka-Vineland Road
Orlando, FL 32819
admin@shepherdshope.org
(407) 876-6699

Eight years ago the Rev. William Barnes, Pastor of St. Luke's United Methodist Church of Orlando, was inspired to do something about the situation of working men and women in the Orlando area who, because they'd lost their jobs, had lost their health care benefits, or whose jobs did not provide such benefits. His hope was to harness the talents of members of his congregation which included many medical professionals. Today, two or three nights each week, rooms in eight public schools in and around Orlando are transformed into medical clinics for poor families without health insurance. Barnes' idea of church-organized health care has been realized. Led by St. Luke's, a consortium of local churches has drawn from their congregations a staff of volunteers, including physicians and nurses, who see patients. Partnerships with all area hospitals provide radiological and laboratory services to help complete the cycle of care for patients.

Some 1,200 volunteers work at least one night a month in one or the other of the eight clinics. Rev. Barnes has devised a way for people of means to offer help to Orlando's uninsured, generally service employees in the city's tourist industry who endure spells of unemployment and the temporary loss of health insurance.

Government plays no role as funder. The entrepreneurial vision inspiring Dr. Barnes has permitted over one thousand volunteers to put their talents to use and thousands more to be helped. To date, over 40,000 patient visits have been provided free of charge to those desperately in need of health care.

Past Social Entrepreneurship Award Winners

College Summit, 2002

Jacob Schramm, Founder and CEO
www.collegesummit.org
1763 Columbia Road NW, Second Floor
Washington, DC 20009
info@collegesummit.org
(202) 319 - 1763

J. B. Schramm, a Harvard Divinity School graduate directing a youth counseling and recreation center in a low-income DC public housing project, wanted to increase the number of college admissions among the kids with whom he was working. His target group was not the high achieving kids over whom diversity-hungry selective schools would fight, but, rather the mid-tier students, often from mediocre high schools. Eleven years later, Schramm heads a $9 million organization which over the years has provided a new sort of college counseling-intensive service to some 6,000 students. Seventy-nine percent have been admitted to college, and some 80 percent of those have remained in the schools in which they are enrolled. This past summer, College Summit had 31 workshops in ten regions across the country, run by volunteer writing coaches whom College Summit trains, one coach for every five students. At every workshop forty to fifty students, having just completed their junior year, are encouraged to compose and polish college applications. The workshops include sessions for teachers from the students own schools who can then help them through the college application process during the subsequent school year using a structured College Summit-designed curriculum. In addition to the specific kinds of help it provides, College Summit also helps its participants visualize themselves as college students and see their lives and prospects in different ways.

New Jersey Orators, 2002

James G. Hunter
www.njorators.org
812 Hamilton Street
Somerset, NJ 08873
info@njorators.org
(732) 846-5011

New Jersey Orators is the labor of love of its unpaid executive director James Hunter, one of the original six black professionals who, concerned about the poor interviewing skills they saw in young black job candidates, founded the Orators in 1985.They are plainspoken in their praise and encouragement of the timeless virtues of self-improvement. At weekly sessions public speaking is the central, but not exclusive, focus. There are discussions of current events, nutrition education, and homework help, as well. The Orators provide an oasis for academically oriented students, and their graduates have gone on to top colleges and professional schools and often return to help out those following in their footsteps. Using volunteers and donated facilities, most chapters meet in space provided by local churches. Dozens of successful professionals donate their time to NJO—enough for one evening and one Saturday morning session every week during the entire school year. Knowing the perils that can befall kids, James Hunter has taken it as his own responsibility to help them follow a constructive path, and the many hours of volunteered time provided by him and the local New Jersey Orators chapter leaders are the key ingredient in the organization's success.

Past Social Entrepreneurship Award Winners

JUMP: Junior Uniformed Mentoring Program, 2001

John (deceased) and Catherine Dixon
Buffalo, NY 14204

John Dixon*, a one-time Army sergeant, knew that the legions of fatherless and undisciplined kids in his neighborhood could benefit from a structured military-style program run by former military officers, although he anticipated that only a 'handful' of kids and parents might come. Within months, however, hundreds were attending. It was staffed by a corps of volunteer officers who led military drills, followed by homework help provided by suburban and retired public school teachers on their own time, and classes on sexual abstinence and controlling anger. Neighborhood residents came to talk about what work, and their own jobs, are like.

John and his wife Catherine Dixon charged only small fees (not always collectible) but were rewarded in the improvement they saw in the behavior of individual children. Faced with the city's problems, their task was daunting. But the impact of JUMP was such that the *Buffalo News* called it one of the "good programs, the ones making a difference."

**Sadly, John Dixon has passed away, and JUMP is currently not in operation.*

Neighborhood Trust Federal Credit Union/Credit Where Credit is Due, 2001

Justine Zinkin, Executive Director
www.cwcid.org
4211 Broadway
New York, NY 10033
(212) 927-5771

Mark Levine*, a former New York City public school teacher, was concerned about those on the outside of the formal financial system. Starting with $85,000 in seed money from the Echoing Green Foundation, he established Credit Where Credit Is Due, a non-profit organization designed to promote economic empowerment in Upper Manhattan by increasing low-income people's access to, understanding of, and control over financial services. To that end, CWCID runs a bilingual Financial Education Program, and in 1997 CWCID opened the doors of a community development credit union called Neighborhood Trust.

Community owned and controlled, NTFCU is a dynamic cooperative. Through a viable means of savings, access to credit, and financial education, NTFCU helps low-income families, particularly new immigrants, enter the economic mainstream, promoting neighborhood revitalization.

Today, NTFCU has 3,300 members and close to $6 million in assets. Every dollar deposited remains in the neighborhood. Credit Where Credit Is Due is entering its eighth year providing complementary financial literacy education programs to youth and adults, having served over 2,000 people in its Personal Finance, Entrepreneurship, and Homeownership courses, and School Banking program for local youth. And all these educational services are reinforced through the provision of affordable financial products and tools generating asset development and wealth creation opportunities.

**Mark Levine left CWCID three years ago but remains the president of the NTFCU's board.*

Past Social Entrepreneurship Award Winners

The SEED Foundation, 2001

Eric Adler and Rajiv Vinnakota
www.seedfoundation.com
1712 Eye Street NW, Suite 300
Washington, DC 20006
seedfoundation@seedfoundation.com
(202) 785-4123

Eric Adler and fellow management consultant Rajiv Vinnakota could have made money in the private sector, as did most of their business school classmates. Instead, they decided to build and manage a boarding school for kids in an impoverished area in Southeast Washington, DC to provide underserved students with a college prep education. One year later, in 1998, The SEED School of Washington, DC opened its doors. SEED is a boarding school where kids learn in a safe, secure, and highly-structured environment. The early results appear promising: test scores have risen steadily, and 100 percent of both of the School's graduating classes have been accepted to four-year colleges and universities. Having raised $26 million and borrowed additional funds to give life to their dream, Adler and Vinnakota show that talent, perseverance, and hard work can make a difference in young lives. SEED is currently undertaking efforts to build additional schools in DC and around the country.

Recipient of many awards, the SEED School this year was selected by the Ash Institute for Democratic Governance and Innovation at Harvard University's Kennedy School of Government to receive the prestigious Innovations in American Government Award with its accompanying $100,000 grant.

Steppingstone Foundation, 2001

Michael Danziger
www.tsf.org
155 Federal Street, Suite 800
Boston, MA 02110
mdanziger@tsf.org
(617) 423-6300

Former teacher Michael Danziger asked himself the question of what it would take not just to improve the education of poor children, but also to provide some with a "life-transforming experience" such that they would excel academically and go on to realize their life potential. He came to believe that the vehicle for such an experience would be an intensive academic program—both after school and on Saturdays during the school year and over the summer—such that students selected could go on to qualify for top private schools or Boston's academic middle and high schools which admit on the basis of an entrance exam. Steppingstone is the result—a school in all ways except that it does not have a building of its own. It has clearly succeeded, if not in transforming the lives of its students, at least in helping them gain admission to selective secondary schools and colleges. Eighty-five percent of those admitted complete the program, and 90 percent of those are successfully placed; 89 percent of those placed still attend or have graduated from the schools to which they were admitted, and 95 percent of those go on to college, including selective schools such as Harvard, Johns Hopkins, Columbia, Williams, and Georgetown.

The Manhattan Institute for Policy Research
52 Vanderbilt Avenue, New York, NY 10017
Phone: 212.599.7000 Fax: 212.599.3494
www.manhattan-institute.org