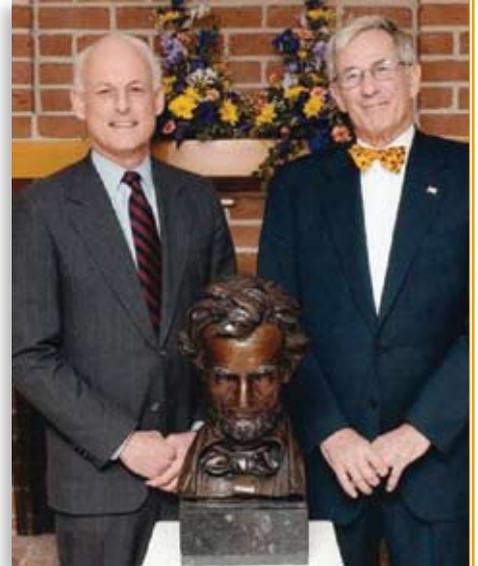


SOCIAL ENTREPRENEURSHIP AWARDS

MANHATTAN INSTITUTE

2010



Recognizing individuals who are addressing some of America's most difficult social problems

SOCIAL ENTREPRENEURSHIP AWARDS

MISSION STATEMENT

The Manhattan Institute's Social Entrepreneurship Awards honor nonprofit leaders who have founded innovative, private organizations to help address some of America's most pressing social problems. Up to five Social Entrepreneurship Awards are given each year to organizations that have demonstrated both effectiveness and the promise of significant impact. A prize of \$25,000 is presented to the organization founded or led by the award winner. In addition, the William E. Simon Lifetime Achievement Award and a \$100,000 prize are presented to the leader of an organization that has been both demonstrably effective and widely influential.

What Is a Social Entrepreneur?

Throughout our history, the United States has been distinguished by the capacity of citizens to address social problems through new organizations established through their own initiative. From Clara Barton and the American Red Cross

to Millard Fuller and Habitat for Humanity, Americans have consistently come forward, without prompting or assistance from government, to organize nonprofit action to improve American society by providing services to those in need. It is those who follow in such footsteps whom the Manhattan Institute's Social Entrepreneurship Awards seek to recognize.

The characteristics of winning organizations have included:

- Energetic founding leaders with a strong vision;
- Provision of specific services to a clearly-targeted group of those in need;
- Creative, entrepreneurial ways of meeting the organization's goal;
- Significant earned income and a diverse base of donors;
- Clear and measurable results; and
- Use of volunteers.

The Social Entrepreneurship Award program is supported by funds from the J. M. Kaplan Fund, William E. Simon Foundation, Nick Ohnell, and Carol F. and Joseph H. Reich. Howard Husock, vice president for policy research at the Manhattan Institute, is director of the program.

For both the annual award and the Simon Prize, nominations may be submitted by anyone familiar with a person's or group's activities except for a current employee of that person or group. Award applications for 2011 will be available online at www.manhattan-institute.org/se after January 24, 2011, and will be accepted until March 11th of that year. Winners are selected by the Manhattan Institute with the assistance of the following selection committee: Howard Husock, vice president of policy research, Manhattan Institute, and director, Social Entrepreneurship Initiative; Anne Marie Burgoyne, portfolio director, Draper Richards Foundation, San Francisco, CA; Cheryl Keller, foundation consultant, Rye, New York; Leslie Lenkowsky, professor of public affairs and philanthropic studies, Indiana University, Bloomington, IN; Adam Meyerson, president, the Philanthropy Roundtable, Washington, D.C.; Lawrence Mone, president, Manhattan Institute; Sheila Mulcahy, consultant, William E. Simon Foundation, Inc., New York, NY; William Schambra, director, Bradley Center for Philanthropy and Civic Renewal, Hudson Institute, Washington, D.C..

Recognition is reserved for those organizations whose guiding purpose and function stem from private initiatives and ideas, but acceptance of some government funding does not, in itself, preclude consideration. This award recognizes the creative energy of the nonprofit sector by highlighting new ideas and approaches even by mature organizations.

Any nonprofit organization that provides a direct service within the continental United States to address a public problem can be nominated for this award. Examples of such organizations include:

- Private social-services groups that assist the poor and disadvantaged with services designed to improve their prospects for success and upward mobility in American society;
- Reformatory organizations that help people cope with moral or psychological problems, such as drug addiction and criminal behavior;
- Education groups that improve children's educational achievement and possibilities through mentoring, counseling, or other after-school programs;
- Community groups that improve the quality of life in their neighborhoods; and
- Conservancies that use private donations from corporations or individuals to purchase land and preserve it from development.

As many as ten organizations may qualify for site visits, the impressions and information from which will augment that provided by written nominations. Nonprofit organizations

that engage in political advocacy or that bring legal actions, or whose primary activities are in response to government grants are not eligible for this award. Individual schools are not considered for the award, but novel approaches to education may be considered.

A complete list of award winners, 2001-10, can be found at http://www.manhattan-institute.org/html/se_winners.htm.

The William E. Simon Prize for Lifetime Achievement in Social Entrepreneurship

The William E. Simon Prize recognizes individuals who have founded and led organizations that have been clearly effective in their work and who have emerged as prominent public leaders in their fields. Past winners include Wendy Kopp, founder of Teach for America, which has successfully drawn some of America's best and brightest college graduates into teaching in some of the country's most challenging school districts; Eunice Kennedy Shriver, whose key role in the Special Olympics helped change the way that the developmentally disabled are viewed; Peter Flanigan, whose commitment to inner-city students and Student Sponsor Partners has been changing lives for many years; and Daniel Biederman, founder of the Bryant Park Corporation, 34th Street Partnership, and Grand Central Partnership, whose vision and use of private, nonprofit management and finance has restored and maintained some of New York City's greatest public spaces.

Nominations are accepted for the Simon Prize, but potential winners are not limited to those nominated.

THE MANHATTAN INSTITUTE

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RICHARD GILDER AND LEWIS LEHRMAN

The Gilder Lehrman Institute of American History
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It wouldn't be a stretch to call Richard Gilder and Lewis Lehrman serial social entrepreneurs, for they have helped conceive a breathtaking range of organizations. Dick Gilder played a key role in the formation of the Central Park Conservancy, and Lew Lehrman founded the Lincoln Institute, which promotes the study of America's sixteenth president. The mission, reach, and breadth of their Gilder Lehrman Institute of American History give it a special power. Through the institute, Gilder and Lehrman are preserving American history and enhancing its teaching in high schools and elementary schools throughout the United States.

Long before their interest and passion combined to form the Gilder Lehrman

Institute, Gilder and Lehrman were deeply committed students of American history. Through his Gilder Foundation, Gilder had become a key funder of Civil War battlefield preservation. Lehrman had been a Carnegie Teaching Fellow in History at Yale and a Woodrow Wilson Fellow in History at Harvard. Both men were eager to find a solution for what historian David McCullough has called "a very serious problem. We're raising generations of young Americans who are by and large historically illiterate." Indeed, a recent, well-publicized survey found that an overwhelming number of Americans failed a test of basic U.S. history. Only 11 percent could identify John Jay as the first chief justice of the U.S. Supreme Court, and just a little over half

2010
WILLIAM E. SIMON
LIFETIME ACHIEVEMENT
AWARD WINNERS



knew that James Madison is considered the “Father of the Constitution.”

The scale of the Gilder Lehrman Institute’s work reflects the depth of the problem. Originally founded as a repository for rare and invaluable historical documents—including original copies of the Constitution, the Emancipation Proclamation, and numerous letters written by the Founding Fathers—the Institute, now sixteen years old, has expanded dramatically. This “active enterprise for the teaching of American history,” as Lehrman describes it, now brings historical exhibits directly to the American public and improves the teaching of history by exposing K–12 teachers to noted biographers and scholars.

“Here’s the only country built on ideas, and these ideas have got to be mastered,” Gilder told C-SPAN’s Brian Lamb in 2005. “I’d like to inject them into every person. All men are created equal: just start with that!”

Through the efforts of its thirty-two-person staff, led by executive director Lesley S. Herrmann and president James G. Basker, the Gilder Lehrman Institute aims to bring U.S. history out of the shadows of “social studies” departments and back into the instructional and scholarly spotlight. It does this by creating history-centered schools and academic research centers, organizing seminars and enrichment programs for educators, and



sponsoring lectures by eminent historians. Since 1994, teachers from fifty states, the District of Columbia, and nineteen other countries have participated in more than 250 Gilder Lehrman seminars. In 2009, the Gilder Lehrman Institute held thirty-eight seminars for more than 1,000 educators. Participants included elementary, middle, and high school teachers, community college and small-college professors, and educators from museums and National Park Service sites.

All these programs are geared toward supporting the love and study of American history. Perhaps the most potent examples of this impulse are the traveling exhibitions that the Gilder Lehrman Institute dispatches to schools, libraries, historical sites, and other venues across the country. These exhibitions, which include graphic reproductions of rare documents, images, and interpretive text, circulate nationwide,

providing an introduction to critical topics in American history for students, teachers, and the public. Recent exhibition titles include *Alexander Hamilton: The Man Who Made Modern America*; *Abraham Lincoln: A Man of His Time, A Man for All Times*; and *Free at Last: A History of the Abolition of Slavery in America*.

“The Gilder-Lehrman Institute is in a class by itself,” Daniel Jordan, former head of the Thomas Jefferson Foundation, recently told *City Journal* editor-at-large Myron Magnet. “There is no other organization in second place. In their range and quality, its programs have done more than any others to help teachers of American history, from kindergarten through grad school.”

REV. JOHN P. FOLEY, S.J.

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In 1992, a young Jesuit in Chicago, Father Brad Schaeffer, recruited fellow Jesuit John Foley to conceive and construct a brand new high school. At the time, the archdiocese of Chicago was closing schools, not opening new ones. Schaeffer gave Foley and his team eighteen months to get the school up and running. It was a nearly impossible task.

Foley and his team walked the streets of the Pilsen/Little Village neighborhood on Chicago's west side, urging kids to apply to the newly christened Cristo Rey Jesuit High School. They enlisted the volunteer support of a local real-estate attorney and developer who came up with the idea of a work-study program that allowed several students to share a single entry-level job. Salaries for the students would be paid to the school to help cover tuition costs.

Responding to a challenge from Foley, the Christian Brothers religious order opened the second Cristo Rey high school, in Portland, Oregon in 2001. By 2003, there were Cristo Rey schools in Los Angeles and Denver.

In 2001, philanthropists B. J. and Bebe Cassin brought the Cristo Rey model to scale with a major funding commitment. Today, dozens of foundations, including the Bill & Melinda Gates Foundation,

and individual donors throughout the country have contributed to the efforts of the Cristo Rey Network, which now boasts twenty-four schools and 6,000 students across seventeen states and the District of Columbia. Each school operates a fully licensed "temp agency" that processes insurance and payroll taxes for the students, allowing employers to pay a lump sum to the school without any administrative burdens. As one supervisor noted, "You're the only agency we use where employee problems are taken up with the employee's mother!"

The dozens of local employers recruited by each school are supplemented by efforts through the national network office to leverage large employers to hire students across multiple cities. National corporate partners include Best Buy, HSBC, and A-1 Storage, as well as smaller businesses, law firms, and nonprofits. The network has about a thousand work-study jobs for students at 1,252 sponsoring companies.

Cristo Rey students undergo a weeklong introduction to work life before they begin their internships: how to shake hands, what to wear, the importance of not missing work or being late, how to operate a copy machine or answer the phone, how to ask for more work when everything is completed, and so on. Students meet at school every morning for

an assembly and are then taken in groups to their places of employment. Corporate supervisors sign off on attendance sheets collected at the end of each day from each student before they are sent home.

Just as important as the work-study component, the network has developed an Educational Enrichment Initiative with a focus on innovative curriculum design and teacher effectiveness. The goal is to create educational approaches that will ultimately close the educational attainment gap that hinders many students in urban neighborhoods.

The Cristo Rey Network spawned by Father Foley’s “impossible task” is doing something more than simply rescuing potential high-achievers from bad schools. It is educating poor kids from the middle of the pack: students with



average grades, few financial resources, and bleak educational options. Admission is restricted to the economically disadvantaged but is open to students of all faiths and cultures who desire a college preparatory curriculum. Indeed, the class of 2009 saw 100 percent of its graduates accepted into two- or four-year colleges. When considered along with

its corporate work-study program and national partnerships with colleges and universities, the Cristo Rey Network is a profoundly far-reaching innovation in urban education.



ERIC GREITENS

The Mission Continues

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“There are powerful cultural currents that seek to portray military service as a pathological experience,” says Eric Greitens, chairman and CEO of The Mission Continues. A former Rhodes Scholar with a Ph.D. from Oxford University, Greitens is a Navy SEAL officer who led Special Forces soldiers in the hunt for al-Qaeda. He eschews the contemporary notion of soldier as victim. He is, instead, intent on reviving the tradition of the citizen-soldier, even providing visitors to his office with a copy of Edith Hamilton’s *The Greek Way*, to acquaint them with the idea’s classical antecedents.

Greitens founded The Mission Continues in 2007 to serve veterans of Iraq

and Afghanistan. In contrast to other contemporary organizations that serve veterans through a charity-driven model, the Mission Continues casts veterans as Americans who not only should be honored and assisted because of their service but whose service should be viewed as qualifying them to be leaders in other walks of life.

As veterans of a volunteer fighting force, contemporary soldiers have demonstrated a deep commitment to public service. Greitens believes that helping these veterans adjust to life after the military should involve providing them the opportunity to continue to serve. Through its signature fellowship program, which pays recent veterans a

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modest stipend (up to \$6,000 for six months) to pursue community service projects, The Mission Continues seeks to help physically and emotionally disabled veterans find new meaning in their lives, as well as to expose communities to the veterans among them—not as a threat but as a key social resource.

Founded with an initial investment of just \$16,000 (from Greitens’s combat pay and the disability checks of two of his friends), The Mission Continues maintains three major program areas: fellowships that cover the cost of living for veterans who work in public service projects; the “Warriors in Service” initiative, which allows veterans to lead service projects in their community and to work together with civilians; and projects that allow citizens to honor a fallen service member from their community. All three programs have grown rapidly. The organization has sponsored, as of October 2010, seventy-two individual fellowships (twenty-eight in the previous five months alone).

Since 2007, the organization has hosted 137 service projects, including forty-seven events in the first five months of 2010. A total of 173 volunteer-hosted events have been affiliated with the organization, some of which were fund-raisers—indeed, the organization has developed a national network of “volunteer outreach coordinators” who assist in identifying potential fellows and who help organize community service events.

Many community-wide projects have been timed to correspond with National Service Week, September 11, or Veterans Day. There is often a veterans-related theme to such events. Recent examples include assistance for Operation Home Front in San Diego (which assists families of soldiers and veterans), Appalachian Trail plantings near Washington, D.C., cleanup of the Over-the-Rhine neighborhood in Cincinnati, and restoration of the downtown soldiers’ memorial in St. Louis. The Mission Continues has engaged more than 1,350 volunteers in such projects, and its geographic reach now extends be-

yond St. Louis, where it started, to include Washington, D.C., San Antonio, San Diego, Tampa, Philadelphia, Tennessee, and Washington State.

The organization’s current budget includes funds for as many as sixty individual fellowships; the group hopes to double that to 120 in 2011 and already has a backlog of eighty-eight applications. “Once we have 500 or 1,000 fellows,” says Greitens, “we will start to influence the way the country thinks.”

Greitens, through The Mission Continues, envisions “an America where every returning veteran can serve again as a citizen leader and where together we honor the fallen by living their values through service.”

SCOTT STIMPFEL

Resources for Educational and Employment Opportunities (REEO)

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Community colleges fulfill a number of cultural, economic, political, and social goals. Yet, while nearly 11 million students—50 percent of America’s college students—attend community colleges, fully half drop out after their second year without graduating, and only a quarter graduate within three years. Of those who do graduate, most require an average of five years to do so.

Scott Stimpfel’s own experience as a student at Pasadena City College left him wondering how to improve transfer rates to four-year colleges and scholarship opportunities for community college students. The organization he founded in 2002, Resources for Educational and Employment Opportunities (REEO),

has increased the odds that promising community college students are given the guidance and encouragement they need to transfer to, and ultimately graduate from, a four-year college.

REEO has identified a number of barriers preventing community college students from achieving their academic and professional dreams. Citing his own experience, Stimpfel maintains that most community college students are at a loss as to how to land an internship, how to prepare a résumé, or even how to choose which classes to take.

“There’s a different level of preparation that students need to have to secure a corporate-level job,” Stimpfel said in a



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recent interview with the College Board. “They have to know how to interview, how to dress for business, how to craft a résumé. Students at community colleges often are not getting the early initiation into this part of their education. They may not be developing those skills in the way that even first-year or second-year students in a university setting would be.”

Stimpfel is determined to level the playing field. REEO guides students, helping them gain skills and confidence, through three program components: the Jump Start Program brings distinguished speakers to campus to discuss their life and work and how they overcame challenges on the road to success; the Rising Stars Program is a series of seventeen standardized workshops addressing academic and professional development that is open to a select group of high-achieving sophomores; and the Scholars Program provides students who will be transferring with the resources necessary for a seamless transition to a university through mentoring and networking events.

All three programs work in tandem, but the Rising Stars Program is the heart of what REEO does. Workshops cover how to prepare a transfer application, how to prepare a personal statement, and how to succeed in an interview. The inaugural class of thirty-five Rising Star sophomores at Pasadena City College and Glendale Community College were accepted into REEO in 2007. Thirty-four transferred to a four-year university (the thirty-fifth student will transfer in spring 2011). Over 50 percent were first-generation college students, and 84 percent were minorities. The students went to many University of California schools (including UCLA, Berkeley, and San Diego) as well as the University of Southern California and California State. One student went to the University of Michigan.

In 2008, the Rising Stars Program was expanded to four community colleges in Los Angeles and included sixty-two students. In 2009, Kingsborough Community College in Brooklyn joined the network. In 2011, three more City

University of New York community colleges—Borough of Manhattan, Bronx, and LaGuardia—will join, bringing the total number of REEO schools to ten.

The great merit of REEO is that it shows the community colleges a variety of simple steps to increase college transfers using existing staff at no additional cost. Seemingly minor program elements, such as the requirement that students wear professional attire to REEO events, have attracted positive attention from other students and helped spread a culture of greater expectations. Stimpfel has found a way to help students who are determined to “make it” but are lacking some basic skills, information, or confidence to achieve their goals.

“I think there has been a sea change in the way two- and four-year institutions are working together,” Stimpfel told the College Board. “It’s good for everyone, individually and as states and a nation, to serve these students well.”

DAVID UMANSKY

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For those who believe that charter schools are an important innovation in public education, especially as providers of more effective instruction for disadvantaged students, the essential idea underlying Civic Builders made good sense from the start: relieve charter school operators, who are mainly—if not solely—interested in education, of the burden of planning, developing, financing, and managing real estate. After all, school charters provide only the right to open a school and seek students, not a place in which to teach them, so charter operators are forced to expend valuable resources and energy on adapting a facility to their needs or erecting a new building.

This insight led David Umansky to found Civic Builders in 2002. A graduate of the New York University Stern School of Business, Umansky originally conceived of Civic Builders as an advisory partner to charter schools, offering needs assessment, site and facilities analysis, and project management services. Before long, the nonprofit organization became a full-fledged real-estate developer, providing high-quality and affordable school buildings to New York City charter schools.

At the time Civic Builders was founded, the New York City Department of Education was effectively outsourcing construction of charter schools. The city, through construction grants to Civic

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Builders, the nominal property owner, was able to finance the construction of eight charter schools. Once completed, these facilities were transferred to city ownership and “deeded” as charter school facilities for ninety-nine rent-free years.

Today, Civic Builders works directly with charter schools in need of facilities and makes use of private, for-profit lenders as well as philanthropic donors. Civic Builders effectively makes it possible for community-based nonprofits that aspire to operate charter schools to do so in a more efficient manner. Crucially, the charters that partner with Civic Builders must do more than merely pay rent; they must also fulfill a pledge to meet certain academic standards. Specifically, Civic Builders’ charters must exceed the three-year average of traditional public schools in their districts on annual New York State reading and math tests. They must also meet a minimum level of “absolute proficiency.” In other words, just doing better than poor-performing schools is not enough.

As a group, the twelve Civic Builders schools exceeded the academic achievement of district public schools in 2009 by 13 percent for “English arts” (75 percent proficiency compared with 62) and 15 percent for math (90 percent compared with 75).



Discussion of education outcomes and financing sources does little justice to the sheer complexity of the organization that Umansky has built. Notably, Civic Builders maintains a high-functioning construction arm that operates with significantly lower costs than the city’s School Construction Authority, whose costs average \$1,053 per square foot. In contrast, the next major project planned by Civic Builders, the Hyde Leadership School, is projected to cost \$525 per square foot. This has been achieved despite Civic Builders’ (required) use of union labor.

Further, unlike many nonprofits, Civic Builders does not rely on donated labor or materials. To ensure timely completion and high quality, says Umansky, “We want every job we take on to be viewed as a ‘real job.’” He notes that failure to have a facility ready in time for the start

of a school year would jeopardize Civic Builders’ reputation. In such ways, Civic Builders faces market discipline in a way that public construction authorities do not (except very indirectly, it might be argued, through elections).

Umansky envisions a robust market of charter school construction providers competing on cost, quality, educational outcomes, and other measures. To achieve this, Civic Builders employs a unique combination of both private and public money. Guided by the traditional idealism of the independent sector—focused, in this case, on improving urban education—Civic Builders boasts a promising model and impressive results to date.

GREG ZAFF

SquashBusters/National Urban Squash and Education Association Roxbury Crossing, MA



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As a highly ranked amateur squash player at Williams College and a professional on the World Pro Squash Association's tour, Greg Zaff learned much about persistence, discipline, and sportsmanship. But it wasn't until he retired from professional athletics and entered the Kennedy School of Government at Harvard University that his dream of an after-school squash program for urban youth took shape.

Zaff knew that in order to be successful, his program would have to be intense, demanding, fun, and frequent. Using his Cambridge bedroom as an office, he launched SquashBusters in the spring of 1995. In the beginning, he relied on

the facilities of the Cambridge Racquet and Fitness Club, the Harvard Club, and Harvard University. Each after-school session ran for three hours: two hours of academics and one hour of squash, three days a week. The kids participated in monthly community service projects. They traveled to squash tournaments and were offered other outings such as sailing trips and visits to Broadway shows.

In 2003, SquashBusters moved into a new facility, on the campus of Northeastern University in Boston. The program now serves 110 kids a year in three team cohorts. Recruited as sixth-graders, students stay in the program for up to seven years. Program directors move with their



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ENTREPRENEURSHIP
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students through each grade transition in middle school, creating close relationships with the families.

Twenty-eight students over the past seven years have won full scholarships to private high schools such as Tabor Academy, Beaver Country Day, and Milton Academy. All SquashBusters students matriculate to the next grade level. Seventy percent of sixth-graders and 91 percent of seventh-graders passed the Massachusetts Comprehensive Assessment System test. Their peers in the Boston Public Schools only pass at a rate of 51 percent for sixth-graders and 83 percent for seventh-graders. School attendance rates for SquashBusters are better than 90 percent. SquashBusters teams up with a nonprofit college-counseling service to aid students in college selection. Since 1996, 100 percent of the program's seniors have graduated from



high school, and 83 percent have gone on to college.

There is no “creaming” of bright students here. These are regular kids from local public middle schools who have seized an opportunity to do better. Zaff believes in high standards; he also believes in second chances. Kids who struggle to stick with the program are given a lot of assistance; those who drop out are given multiple opportunities to earn their way back in.

The program includes regular treadmill running, circuit training, and a daily stretching routine, all aimed at teaching a healthy lifestyle. As their squash skills improve, the students take part in tournaments and matches against private schools around New England. But SquashBusters has never been primarily about squash. Very few students have proved to have the skills for the profes-



sional circuit that Zaff once played on. Instead, SquashBusters introduces urban youth to a variety of life-broadening experiences through a structured, fun, and physically challenging program.

The urban squash model that Zaff pioneered through SquashBusters has since been replicated in Harlem, the Bronx, Philadelphia, Chicago, New Haven, Baltimore, Denver, San Diego, and Detroit. Zaff left SquashBusters in 2007 to become head of the National Urban Squash and Education Association (NUSEA), an organization created to oversee the development and growth of urban squash around the country. The success of SquashBusters and the NUSEA has demonstrated that persistence, discipline, and sportsmanship can be more than just a recipe for squash success. They can be a vehicle for remarkable change in kids' lives.

PAST LIFETIME ACHIEVEMENT AWARD WINNERS

2009

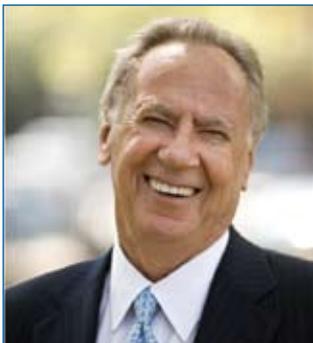


KIPP (KNOWLEDGE IS POWER PROGRAM)

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KIPP, the Knowledge Is Power Program, is a national network of free, open-enrollment, college-preparatory public schools with a track record of preparing students in underserved communities for success in college and in life. Founded by Mike Feinberg and David Levin, the KIPP network now boasts ninety-nine schools in twenty states and the District of Columbia serving more than 26,000 students.

2008



THE DOE FUND, INC.

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In twenty years, George McDonald's Doe Fund has graduated more than 3,500 of the hardest-to-help from the streets to work, changing the face of New York City in the process. The Doe Fund's guiding premise is that the homeless are neither victims nor enemies but human beings with "the potential to be contributing members of society." The Fund's Ready, Willing & Able program is the manifestation of McDonald's straightforward philosophy, shared by the Manhattan Institute: that people can rebuild their lives through the structure and sense of accomplishment that employment provides.

2007



BRYANT PARK CORPORATION & 34TH STREET PARTNERSHIP

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The work of Daniel Biederman, founder of the Bryant Park Corporation, 4th Street Partnership, and Grand Central Partnership, is known to virtually all New Yorkers. Mr. Biederman has used private, nonprofit management and finance to restore and maintain some of New York City's—and the world's—greatest public spaces. The rescue of Bryant Park from crime and degradation sparked and symbolized the renaissance of New York.

PAST SOCIAL ENTREPRENEURSHIP AWARD WINNERS

2009



ROCKING THE BOAT

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Rocking the Boat uses boats to help young people challenged by severe economic, educational, and social disadvantage develop into empowered and responsible adults. Participating during the school-day, after-school, and summer in hands-on wooden boatbuilding and on-water education programs, young people in the South Bronx develop the self-confidence to set ambitious goals and the skills needed to achieve them. Adam Green launched Rocking the Boat in 1996 as a volunteer project in an East Harlem junior high school. It has since developed into a fully sustainable independent non-profit organization annually serving over 2,500 young people and community members.



NATIONAL KIDNEY REGISTRY

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The mission of the National Kidney Registry is to save and improve the lives of people facing kidney failure by increasing the quality, speed, and number of living donor transplants in the world. The Registry's vision is that every incompatible or poorly compatible living donor in the world will pass through a common registry—95 percent of these pairs will find a match in less than six months with the majority being age-compatible, six-antigen matches—extending the functioning life of these transplanted kidneys while simultaneously reducing the deceased donor waiting lists.



CINCINNATI WORKS

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www.cincinnatipworks.org

Cincinnati Works offers a holistic approach to eliminating poverty in the Cincinnati Tri-State area through a network of services and partnerships designed to help its members overcome the barriers to stable, long-term employment. Its members include the currently unemployed, and those who are underemployed (i.e. the working poor). The short-term goal for the unemployed is to help them stabilize in a job that pays \$7.00 to \$10.00 per hour with health benefits. The long-term goal for the underemployed is for them to earn 200 percent of the federal poverty rate and move to economic self-sufficiency. Economically self-sufficient people become taxpayers and productive citizens who no longer require public assistance.



UNITED NEIGHBORHOOD ORGANIZATION PATH TO AMERICAN CITIZENSHIP AND ASSIMILATION

Juan Rangel, CEO
954 West Washington
Boulevard, 3rd Floor
Chicago, IL 60607
(312) 432-6301
www.uno-online.org

For two decades, the United Neighborhood Organization (UNO) has been challenging Hispanics to play active roles in the development of a vital American community. UNO has carried this mission into an array of major campaigns and initiatives, ranging from Chicago's school reform movement in the 1980's, to our naturalization drive—which has serviced over 65,000 new American citizens since the 1990's—to the establishment of the UNO Charter School Network in 2004.



CAREERS THROUGH CULINARY ARTS PROGRAM (C-CAP)

Richard Grausman
www.ccapinc.org
 250 West 57th Street,
 Suite 2015
 New York, NY 10107
info@ccapinc.org
 212-974-7111

Careers through Culinary Arts Program (C-CAP) is a curriculum enrichment program linking public high school culinary teachers and their students to the foodservice industry and preparing students for careers in hospitality. New York City is the headquarters and flagship program. The C-CAP National Network includes Arizona (statewide); Chicago; Hampton Roads, Virginia; Los Angeles; Philadelphia; and Prince George's County, MD.



GIRLS EDUCATIONAL & MENTORING SERVICES (GEMS)

Rachel Lloyd
www.gems-girls.org
 298B West 149th Street
 New York, NY 10039
rachel@gems-girls.org
 212-926-8089

Girls Educational & Mentoring Services (GEMS) is the only organization in New York State specifically designed to serve girls and young women who have experienced commercial sexual exploitation and domestic trafficking. GEMS was founded in 1999 by Rachel Lloyd, a young woman who had been sexually exploited as a teenager. GEMS has helped hundreds of young women and girls, ages 12-21, who have experienced commercial sexual exploitation and domestic trafficking to exit the commercial sex industry and to develop to their full potential.



BEACON HILL VILLAGE

Susan McWhinney-Morse
www.beaconhillvillage.org
 74 Joy Street
 Boston, MA 02114
info@beaconhillvillage.org
 617-723-9713

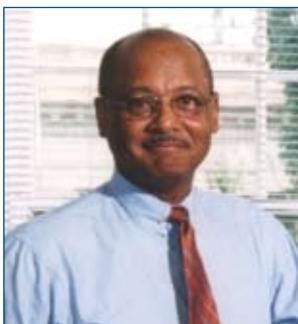
Beacon Hill Village is a membership organization in the heart of Boston. Created in 2001 by a group of long-time Beacon Hill residents as an alternative to moving into retirement or assisted living communities, Beacon Hill Village organizes and delivers programs and services that allow members to lead safe, healthy, and productive lives in their own homes.



ST. BERNARD PROJECT

Zack Rosenberg and
 Elizabeth McCartney
www.stbernardproject.org
 8324 Parc Place
 Chalmette, LA 70043
zack@stbernardproject.org
 504-277-6831

The St. Bernard Project creates housing opportunities so that Hurricane Katrina survivors can return to their homes and communities. Started in March 2006 by Zack Rosenberg and Liz McCartney the organization provides vital resources and support to families in a seamless and timely manner. The St. Bernard Project's programs and goals are directly driven by the needs expressed by the community members.



CENTER FOR NEIGHBORHOOD ENTERPRISE: VIOLENCE-FREE ZONE PROGRAM

Robert L. Woodson, Sr.
www.cneonline.org
 1625 K Street NW, Suite 1200
 Washington, DC 20006
rwoodson@cneonline.org
 202-518-6500

The Center for Neighborhood Enterprise was founded in 1981 to help residents of low-income neighborhoods address the problems of their communities. CNE has headquarters in Washington, D.C., but operates throughout the nation to help community and faith-based organizations with training, technical assistance, and linkages to sources of support. The Center chronicles and interprets their experiences to make recommendations for public policy and works to remove barriers that hamper their efforts to solve societal problems. CNE has provided training to more than 2,600 leaders of grassroots organizations in thirty-nine states.



**MORE THAN WHEELS
(BONNIE CLAC)**

Robert Chambers
www.bonnieclac.org
 2 Whipple Place
 Lebanon NH 03766
robertchambers@bonnieclac.org
 (866) 456-2522

More Than Wheels (formerly Bonnie CLAC) helps people get the best deal on a reliable and fuel-efficient car. Since its establishment in 2001, More Than Wheels has helped nearly 1,200 New England residents get the best deal on a new or nearly new car by negotiating with dealers to secure the lowest price and providing the lowest interest rate available.



A HOME WITHIN, INC.

Toni V. Heineman, DMH
www.ahomewithin.org
 2500-18th Street
 San Francisco CA 94110
Toni.heineman@ucsf.edu
 (888) 896-2249

A Home Within seeks to heal the chronic loss experienced by foster children by providing lasting and caring relationships to current and former foster youth. A Home Within chapters around the country improve the lives of foster youth through direct services, professional training, public awareness, and advocacy.



**RECLAIM A YOUTH
ORGANIZATION**

Addie Mix
Reclaimayouth.org
 P. O. Box 720
 Glenwood IL 60425
reclaimayouth@comcast.net
 (708) 757-7293

Reclaim A Youth's mission is to empower youth ages twelve through eighteen with basic values, affirm their individual talents, and help to build a healthy sense of self-worth and community. The vision is to improve the quality of life for our future young leaders and ensure a better tomorrow.



**PRISON ENTREPRENEURSHIP
PROGRAM (PEP)**

Catherine F. Rohr
www.pep.org
 P.O. Box 926274
 HOUSTON TX 77292-6274
info@pep.org
 (832) 767-0928

Prison Entrepreneurship Program (PEP) helps ex-offenders reintegrate into their communities. PEP staff, volunteer business executives, and MBA students teach business concepts, etiquette, writing and grammar, interview technique, team dynamics, even how to offer a firm handshake. Within four weeks of release, 97 percent of PEP graduates have found employment.



THE FRIENDSHIP CIRCLE

Rabbi Levi and Bassie Shemtov
www.friendshipcircle.org
 6892 West Maple Road
 West Bloomfield, MI 48322
friend@friendshipcircle.org
 (248) 788-7878

The Friendship Circle provides assistance and support to the families of children with special needs. In addition to helping those in need, the Friendship Circle enriches its vast network of volunteers by enabling them to reap the rewards of selfless giving, and its affiliate, Friendship House, provides support to individuals and families struggling with addiction, isolation, and other crises.



VOLUNTEERS IN MEDICINE

Amy Hamlin
www.Volunteersinmedicine.org
 162 Saint Paul Street
 Burlington VT 05401
info@vimi.org
 (802) 651-0112

Volunteers in Medicine (VIM) was started by retired physician Jack McConnell in 1994 in South Carolina, where seasonal unemployment left many people without health insurance. Executive director Amy Hamlin, a former nurse practitioner from Vermont, has been the entrepreneurial chief executive for over a decade and now oversees a network of sixty clinics in twenty-five states.



THE TAPROOT FOUNDATION

Aaron Hurst
www.taprootfoundation.org
 466 Geary Street, Suite 200
 San Francisco CA 94102
national@taprootfoundation.org
 (415) 359-1423

The Taproot Foundation (TF), founded in San Francisco in 2001, delivers support to organizations through a structured volunteer management process. TF provides “service grant” awards of teams of prescreened volunteers with specific roles. Five volunteers work together for about five hours per week for six months on each project. A Taproot volunteer manager directs the team with a detailed blueprint to deliver a specific product.



PROJECT LEAD THE WAY

Richard C. Liebich
www.pltw.org
 747 Pierce Road
 Clifton Park NY 12065
info@pltw.org
 (518) 877-6491

Founding benefactor and CEO Richard Liebich established Project Lead the Way in 1997. The mission: to create dynamic partnerships with schools to prepare a diverse group of students for success in science, engineering, and engineering technology.

PROJECT KID — RESPONDING TO KIDS IN DEVASTATION,
Paige T. Ellison-Smith

Dr. Lenore Ealy, Chairman
www.project-kid.org
 P.O. Box 3218
 Carmel, IN 46082-3218
 (251) 533-3810

Project K.I.D. promotes the development of intentional and integrated community-based capabilities for effectively addressing the needs of children and families in disasters. Project K.I.D. was founded in September 2005 in the days immediately after Hurricane Katrina and successfully developed and deployed its PlayCare response model in Mississippi, Alabama, and Louisiana for six months.

INNER-CITY NEIGHBORHOOD ART HOUSE
Mary Lou Kownacki, OSB

Sister Anne Wambach,
 Executive Director
www.eriebenedictines.org
 201 East 10th Street
 Erie, PA 16503
annewosb@yahoo.com
 (814) 455-5508

The mission of the Benedictine Sisters of Erie Inner-City Neighborhood Art House is to enable children to experience beauty, grow in positive self-expression and self-discipline, and develop into full and productive human beings. The program provides classes in the visual, performing and literary arts to “at risk” children in Erie, PA in a safe, nourishing and caring environment.



MEXICAN INSTITUTE OF GREATER HOUSTON, INC.

Jose-Pablo Fernandez, Founder

CCA Alliance, Inc.
4295 San Felipe Street, Suite 206
Houston, TX 77027
(713) 871-0744

Jose-Pablo Fernandez, with the Houston public schools and the Monterrey (Mexico) Institute of Technology, created a program that helped hundreds of recent immigrants, some barely literate in Spanish, become computer-literate. Through school computer rooms and distance learning, graduates get jobs and start their own businesses. The community learning center program draws immigrants into American life, brings them to their children's schools, and motivates them for higher education.



PHILADELPHIA FUTURES FOR YOUTH

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

Philadelphia Futures prepares students from low-income families to enter and succeed in college, providing mentoring, academic enrichment, college guidance, and financial incentives. The goal is to increase the percentage of Philadelphia graduates prepared for higher education and to reduce the institutional barriers to their academic success. Corporate attorney Joan Mazzotti took charge in 1999.



RISE (RESOURCES FOR INDISPENSABLE SCHOOLS AND EDUCATORS)

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

Temp Keller, a former teacher, founded Resources for Indispensable Schools and Educators (RISE) to connect job-seeking teachers with dynamic principals and to strengthen work environments. The target clientele are experienced teachers with enthusiasm and a valid teaching credential.



SHREVEPORT-BOSSIER COMMUNITY RENEWAL

Reverend Mack McCarter
www.sbcr.us
P. O. Box 4678
Shreveport, LA 71134
mackmccarter@communityrenewal.us
(318) 425-3222

Grady "Mack" McCarter, a minister without a congregation, revived Jane Addams's early settlement-house movement in the black neighborhoods of Shreveport and neighboring Bossier, building eight "Friendship Houses" in some of the poorest neighborhoods in America. Some 40,000 people have joined Shreveport-Bossier Community Renewal's (SBCR) "We Care Team," paying \$2 a year and wearing an SBCR button. Block leaders unite these members and help them become friends as well as neighbors.



BRIDGES TO LIFE

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

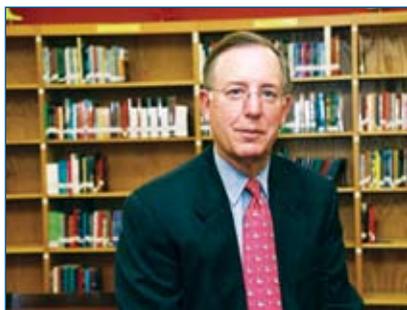
Bridges to Life believes that understanding the impact of crime will spark remorse in criminals and lessen the chance that they will commit new crimes after being released from prison. Bridges is a fourteen-week project conducted in prison and led by trained volunteers. The curriculum includes victim-impact panels and small-group discussions, typically with five inmates, two victims, and a lay facilitator.



CENTER FOR TEACHING ENTREPRENEURSHIP

ReDonna Rodgers
www.ceoofme.biz
 2821 N. 4th Street, Suite 305,
 Mailbox 58
 Milwaukee, WI 53212
rrodgers@ceoofme.biz
 (414) 263-1833

The Center for Teaching Entrepreneurship (CTE) was founded fifteen years ago in Milwaukee's East Side neighborhood by ReDonna Rodgers as an effort to revive the tradition of self-reliance and business skills that she was fortunate to learn as a child. Fundamental to the program philosophy is the "CEO of me": punctuality, self-discipline, business etiquette, perseverance, motivation, leadership, and money management.

READING EXCELLENCE & DISCOVERY FOUNDATION,
Al Sikes, Chairman

www.readnyc.org
 250 West 34th Street, Suite 3600
 New York, NY 10119
aadler@readnyc.org
 (646) 867-6101

The Reading Excellence and Discovery Foundation (READ) was founded in 2000 to help children learn to read. The READ model pairs pool readers in kindergarten, first- and second-grade with academically successful teenagers, to tutor them after school or in an intensive summer program. The program is also designed to provide jobs and encourage teaching careers.



UPWARDLY GLOBAL

Jane Leu, Founder
 Nikki Cicerani, Executive Director
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 helps employers understand the skills of the immigrant workforce. Founded in San Francisco, UpGlo opened a second office in New York in 2008, and in 2009, a Chicago office was opened. It serves immigrants of less than five years who have permanent work authorization, a university degree, good English and computer skills but who are unemployed or underemployed because they don't know how to apply for work in America. UpGlo also enlists corporate partners seeking workplace diversity and immigrants' job skills.



FIRST PLACE FUND FOR YOUTH

Amy Lemley, Cofounder

Sam Cobbs, Executive Director
www.firstplacefund.org
 519 17th Street, Suite 600
 Oakland, CA 94612
info@firstplacefund.org
 (510) 272-0979

Life in foster care is arduous for children whose parents cannot adequately raise them. A continued concern is the fate of these children as they “age out” of foster care at age eighteen. These teenagers are handed their possessions and sent out into the world with poor academic skills, few life skills, and much psychological damage. Amy Lemley, cofounder of the First Place Fund for Youth in Oakland, created an organization that helps with housing, reading skills, and health care, and prepares these teenagers for self-reliance and independent living.



LIVING LANDS AND WATERS

Chad Pregracke
www.livinglandsandwaters.org
 17624 Route 84 North
 East Moline, IL 61244
chad@livinglandsandwaters.org
 (309) 496-9848

Living Lands and Waters (LL&W) is a floating recycling center visiting a long list of river towns once a year. The organization has grown from three barges a year (with a fourth for crew quarters and office) to using six or seven barges, visiting nine states in the Midwest and collecting four million pounds of garbage annually from the Mississippi, Ohio, Illinois, and Missouri Rivers. LL&W has trained 1,500 teachers in educational workshops on the history and ecology of the rivers.



THINK DETROIT

Michael Tenbusch and Daniel Varner

Think Detroit PAL (2007)
 Daniel S. Varner,
 Chief Executive Officer
www.thinkdetroit.org
 111 West Willis
 Detroit, MI 48201
generalinfo@thinkdetroit.org
 (313) 833-1600

Mike Tenbusch and Dan Varner founded Think Detroit in 1997. These two University of Michigan law school graduates remembered their own sports teams as children and started a baseball league in a Detroit housing project, appealing to local merchants for funds to renovate the nearby city-owned baseball diamond. By 2003, their nonprofit organization Think Detroit enrolled 4,000 kids in baseball and soccer leagues with 500 volunteers as coaches.



WORKING TODAY

Sara Horowitz
www.freelancersunion.org
 45 Main Street, Suite 710
 Brooklyn, NY 11201
shorowitz@workingtoday.org
 (718) 532-1515

Sara Horowitz founded Working Today in 1995 to address the needs of the growing independent workforce. Working Today seeks to update the nation's social safety net, developing systems for all working people to access affordable benefits, regardless of their job arrangement. As executive director, Horowitz takes an entrepreneurial approach, pursuing creative, market-based solutions to pressing social problems.



Year Up

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

Gerald Chertavian's Year Up (YU) combines high expectations with marketable job skills, stipends, apprenticeships, college credit, and a behavior management system to place young adults on a path to economic self-sufficiency. YU places participants in information technology help desks and other behind-the-scenes computer-dependent jobs.



SHEPHERD'S HOPE

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

In 1996, the Reverend William Barnes, pastor of Saint Luke's United Methodist Church of Orlando, Florida, felt compelled to help the working men and women in Orlando who had no access to health care. Thinking that some medical professionals in his congregation might be interested in helping, he could not have imagined the network of volunteers that would become Shepherd's Hope, a consortium of local churches that treats patients free of charge.



COLLEGE SUMMIT

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

Through summer workshops, College Summit motivates and trains students to boost college enrollment in their high schools. College Summit also works with educators to embed postsecondary planning structures and resources into each school. This includes a for-credit College Summit class, teacher training, and application-management tools.



THE NEW JERSEY ORATORS

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

The New Jersey Orators is a volunteer organization founded in 1985 by a small group of New Jersey African-American corporate executives who set out to improve the language skills primarily of African-American youth, from ages seven to eighteen years, in preparation for roles of leadership and employment.



JUMP (JUNIOR UNIFORMED MENTORING PROGRAM)

John and Catherine Dixon
Buffalo, NY 14204

John Dixon, a retired army sergeant, and his wife Catherine knew that the legions of fatherless and undisciplined kids in their Buffalo, NY neighborhood would benefit from a structured military-style program run by former military officers. Sadly, John Dixon passed away, and the Junior Uniformed Mentoring Program (JUMP) is no longer in operation. His legacy is the many lives he touched in Buffalo.



CREDIT WHERE CREDIT IS DUE Mark Levine

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

Starting with \$85,000 in seed money from the Echoing Green Foundation, Mark Levine established Credit Where Credit Is Due, a nonprofit organization that promotes economic empowerment in upper Manhattan by increasing low-income people's access to, understanding of, and control over financial services. CWCID runs a bilingual financial education program and in 1997 opened a community development credit union called Neighborhood Trust Federal Credit Union (NTFCU).



THE SEED FOUNDATION

Eric Adler and Rajiv Vinnakota
www.seedfoundation.com
1776 Massachusetts Avenue NW,
Suite 600
Washington, DC 20036
seedfoundation@seedfoundation.com
(202) 785-4123

Eric Adler and fellow management consultant Rajiv Vinnakota built and manage a boarding school in an impoverished area of southeast Washington, D.C., providing underserved students with a college-prep education. The SEED School opened in 1998, admits all students by lottery, and is the only urban public boarding school in the nation. SEED has a rigorous academic program in a safe and structured environment.



THE STEPPINGSTONE FOUNDATION

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

Founded in 1990, Steppingstone develops and implements programs that prepare urban schoolchildren for educational opportunities leading to college. The program began in Boston and Philadelphia and recently expanded to Hartford. Currently, 850 students are enrolled in Boston, 200 in Philadelphia, and thirty in Hartford. Steppingstone "Scholars" participate in a fourteen-month program, from fourth to seventh grade.

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