

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

2014

SOCIAL
ENTREPRENEURSHIP
AWARDS
MANHATTAN INSTITUTE

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. The Awards include two prizes. The William E. Simon Prize for Lifetime Achievement in Social Entrepreneurship is presented to the leader of an organization that has been both demonstrably effective and widely influential. An honorarium of \$100,000 accompanies the Simon Prize.

The Richard Cornuelle Award for Social Entrepreneurship is given each year to up to five 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.

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

The 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 Geoffrey Canada, whose Harlem Children's Zone has helped thousands of families break the cycle of intergenerational poverty; Brian Lamb, whose C-SPAN networks have brought the business of the American government into the homes of ordinary citizens; Eunice Kennedy Shriver, whose key role in the Special Olympics helped change how the developmentally disabled are viewed; and Daniel Biederman, founder of the Bryant Park Corporation, 34th Street Partnership, and Grand Cen-

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

For both the Cornuelle Awards 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 2015 will be available online at www.manhattan-institute.org/se after January 1, 2015, and will be accepted until March 1, 2015. Winners are selected by the Manhattan Institute with the assistance of the following selection committee: Howard Husock, Manhattan Institute; Cheryl Keller, foundation consultant; Leslie Lenkowsky, Indiana University; Adam Meyerson, The Philanthropy Roundtable; Lawrence Mone, Manhattan Institute; and James Piereson, William E. Simon Foundation/Manhattan Institute.

tral 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.

Richard Cornuelle Award for Social Entrepreneurship

Throughout its history, the United States has been distinguished by the capacity of citizens to address social problems through new organizations established through private 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 seeks to recognize with its Richard Cornuelle Award for Social Entrepreneurship.

The characteristics of winning organizations have included:

- Energetic founding leaders with strong visions
- Provision of specific services to clearly-targeted groups 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
- Use of volunteers

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. The Cornuelle 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 to address a public problem can be nominated for this award. Examples of such organizations include:

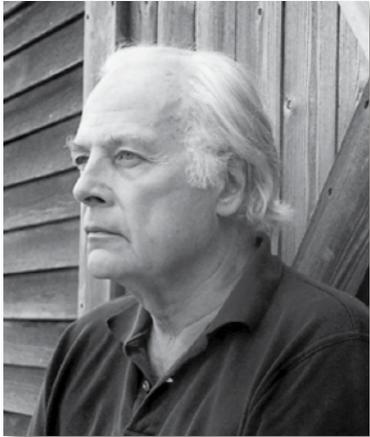
- Private social-services groups that assist the poor and disadvantaged with services designed to improve their prospects for success and upward mobility in American society
- Reformatory organizations that help people cope with moral or psychological problems, such as drug addiction and criminal behavior
- 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
- Conservancies that use private donations from corporations or individuals to purchase land and preserve it from development

As many as 10 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, 2001-14, can be found at: http://www.manhattan-institute.org/html/cornuelleaward_winners.htm.

THE MAN WHO NAMED THE ‘INDEPENDENT SECTOR’: THE LEGACY OF RICHARD CORNUELLE

By William Schambra May 5, 2011



Richard C. Cornuelle (1927–2011)

With the death of Richard Cornuelle last week at the age of 84, America’s “independent sector” has lost one of its most faithful and vigorous champions.

Indeed, one of his claims to fame was the very invention of the term “independent sector,” deployed in his landmark 1965 volume *Reclaiming the American Dream* as a way to describe, in the words of the book’s subtitle, “the role of private individuals and voluntary associations” in our national life.

Richard Cornuelle was a life-long libertarian, convinced that “man’s power over man should be strictly limited and that any design for social improvement that depended on government for its execution was ill-advised.”

He developed this political outlook in his studies with one of its pioneers, Ludwig von Mises, then teaching at the Graduate School of Business at New York University. It was the only job, Mr. Cornuelle noted, that even

a libertarian economic genius like Mr. von Mises could find in the late 1940s, when big-government devotees utterly dominated the American academy.

Mr. Cornuelle became a program officer at one of the early foundations on the right, the William Volker Fund, where he mined economics journals for telltale indications of libertarian tendencies. Once he discovered these scholars—typically scattered and disconnected loners at lower-tier colleges—the foundation would offer them what modest financial support it could afford.

In a time when lurid headlines tell stories of behemoth conservative foundations buying and selling public policy at will, it is hard indeed to imagine these hard-scrabble origins. As Mr. Cornuelle put it, free-market advocates could fit in a phone booth, possessed by the “haunting, subliminal suspicion that we were fighting not just a losing battle but a war already lost.”

In a sentiment familiar to any foundation program officer, Mr. Cornuelle soon cast covetous glances at the Volker grants going not to his projects but rather to the small, local humanitarian groups that William Volker, who created the foundation, said his philanthropy should also support. Instead of converting those grants to his cause, however, they soon converted Mr. Cornuelle to theirs—the notion that human suffering was best reduced by local voluntary efforts. Mr. Cornuelle’s abstract intellectual inclinations could not efface his origins as the son of a Midwestern Presbyterian minister, called to a life of purpose and service.

Libertarianism may have offered a philosophically devastating analysis of the failures of government social programs and the superiority of free markets, in his view. But it failed to speak to our irrepressible humanitarian impulses, for which government programs, however faulty, seemed to be the only politically plausible expression.

In *Reclaiming the American Dream*, Mr. Cornuelle outlined a way to deal with urgent social needs in a manner both humane and free. Drawing on Alexis de Tocqueville (by no means as commonly cited then as today), he noted that “as a frontier people, accustomed to interdependence, we developed a genius for solving common problems. People joined together in bewildering combinations to found schools, churches, opera houses, co-ops, hospitals, to build bridges and canals, to help the poor.”

Mr. Cornuelle maintained that we had all but forgotten this vast array of voluntary civic associations—an “important third force” which he termed “the independent sector”—in our growing reliance on government-financed, centrally administered, professionally delivered social services.

But he insisted that the human “desire to serve” was just as primal and powerful as the yearning for political power or material gain, and once unleashed, it could re-energize our voluntary associations and address our problems without oppressive bureaucracies.

Even 50 years ago, Mr. Cornuelle understood that America’s nonprofits had all too readily become servile adjuncts of govern-

ment. But he looked to the “revival of a lively competition” between government and nonprofits, even though that very idea “is by a weird public myth, thought to be illegitimate, disruptive, divisive, unproductive, and perhaps immoral.”

To drive home the point, he obtained financing from several foundations to start private programs that worked to provide housing, urban renewal, employment, and especially low-income college loans that proved to be at once more effective and less expensive than their government counterparts.

“The notion that a conservative is indifferent to human problems is part of a myth—the same myth that says that the government is the only instrument that can solve social problems,” Mr. Cornuelle insisted in a *Life* magazine article on his efforts in June 1968.

It is entirely forgotten today, but well before other conservative presidents in the 1980s extolled the virtues of “private-sector initiatives” or “a thousand points of light,” Richard Nixon eagerly embraced Mr. Cornuelle’s voluntarist notions.

In his 1969 inaugural address, President Nixon insisted that “to match the magnitude of our tasks, we need the energies of our people—enlisted not only in grand enterprises but more importantly in those small, splendid efforts that make headlines in the neighborhood newspaper instead of the national journal.”

President Nixon started both a Cabinet committee and a White House office on voluntary action to cultivate this approach.

The rapid and quiet demise of President Nixon’s volunteerism program, as well as similar experiences with civil-society efforts in subsequent administrations, taught Mr. Cornuelle that the “independent sector”—in his understanding,

nonpolitical or even counterpolitical—was not likely to be revived by any political figure.

But in his later years, with the collapse of Soviet totalitarianism abroad and the decline of centralized, command-and-control corporate organization at home, Mr. Cornuelle came to the optimistic view that completely without elite guidance, everyday citizens were beginning to reorganize themselves into small, self-governing communities.

No longer satisfied with the roles of passive voter and taxpayer or pliant corporate employee, they wanted to have a larger and more immediate say in their own lives through their own, freely organized, self-administered associations.

Mr. Cornuelle suggested that libertarian thinkers—who had so accurately described the theoretical superiority of free markets to government management but who had so little to say about solving social problems—now needed to turn their minds to this new phenomenon.

So he organized financial support for efforts by Lenore Ealy at the journal *Conversations on Philanthropy*, as well as scholars associated with George Mason University and the New York City think tank the Manhattan Institute, to document, celebrate, and provide a secure theoretical footing for these new civic examples of what libertarians call “spontaneous order.”

Leaders of today’s nonprofit organizations will look at Richard Cornuelle’s call for competition, rather than collaboration, with government agencies as hopelessly naïve, given their massive reliance on government money.

Yet with governments at all levels today resolved to balance their budgets on the backs of nonprofits, it is no longer so

evident that “public-private partnership” is the path recommended by realism.

At any rate, it is a continuing source of sadness for any champion of civil society to see its once-proud and self-sustaining institutions engaged in such vigorous denial of their own capacity to meet society’s problems were they forced to rely on voluntary contributions rather than mandatory taxation.

But Mr. Cornuelle’s life and message should be even more compelling and perhaps troubling for his conservative colleagues today, who seem to devote their political energies almost exclusively to engineering a decline in government spending.

Mr. Cornuelle maintained that it is not enough to show that government programs are too expensive or ineffective. Champions of a free society must also demonstrate, both in thought and in practice, that it too can provide ways to satisfy the human impulse to serve others and to alleviate their suffering.

Conservative donors today seem to be more focused on securing electoral victory for their ideas than on nurturing their concrete expression in the resuscitation of local civic associations.

Richard Cornuelle’s life and work remind us that for friends of liberty, no momentary political triumph is an adequate substitute for the painstaking, immediate, hands-on work of reconstituting, in thought and deed, the sector to which he affixed the proud adjective “independent.”

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THE MANHATTAN INSTITUTE SOCIAL ENTREPRENEURSHIP AWARDS 2014

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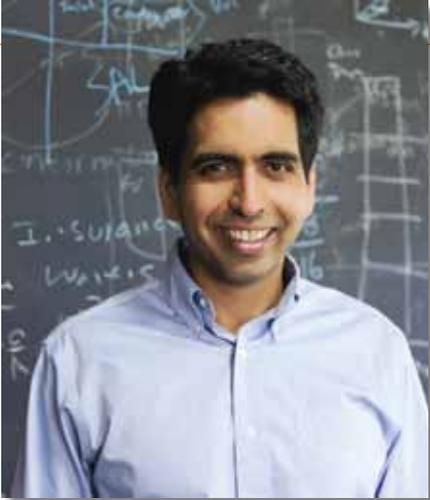
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**WILLIAM E.
SIMON LIFETIME
ACHIEVEMENT AWARD
2014**

To say that Khan Academy has important lessons to offer is to state the obvious. The Mountain View-based Internet teaching institution—which has grown from founder Salman Khan’s individualized YouTube math lessons for his seventh-grade niece into a worldwide phenomenon—offers thousands of free, plainspoken online courses, from algebra to biology.

But there are even broader lessons to be taken from the astounding success of Sal Khan, lessons that extend well beyond education. Just eight years after its founding, Khan Academy has already shown how a new approach to a deep-seated problem can gain an astoundingly wide reach, with private, rather than governmental, origins and support. What’s more, Khan’s success shows that starting and leading a new organization with that sort of idealistic goal has emerged as a calling (and a career) for some of America’s best and brightest.

The story of Khan Academy’s start and growth is dramatic. Sal Khan, New Orleans-born and MIT-educated, was working in the finance industry as a hedge-fund analyst when, in 2004, he learned that his niece, Nadia, needed help with algebra. He began sending her his own clear, step-by-step, illustrated lectures (Khan himself did not appear

via YouTube. That allowed other web users to use the same lessons.

The teaching of Khan—a complete outsider to education or education reform—went viral, ultimately catching the eye of Bill Gates, whom Khan learned was helping his own children with lessons first meant for Nadia. Khan eventually attracted \$15 million-plus in philanthropic support from the Bill and Melinda Gates Foundation, Google, venture capitalist John Doerr, and others accustomed to the idea that radical newcomers might be worth investing in. Such funding allowed Khan to give up his day job and start Khan Academy, with a forthright, undeniably ambitious goal: a free world-class education for anyone, anywhere.

Khan has made no small amount of progress toward realizing his ambitious goals, as evidenced by Khan Academy’s 15 million registered students and nearly 500 million YouTube views in 70 countries. (Google’s \$2 million contribution was targeted toward allowing translation of lessons into the major world languages.) Khan Academy’s learners have solved more than 2 billion problem questions on the platform, assisted by a virtual dashboard that tells them exactly how much progress they’ve made toward mastering the topic.

Although first designed for kids and parents to use at home, even classroom teachers (more than 500,000) have come alive to the potential of Khan Academy lectures, devoting class time to helping students with their specific problems. (It's called "flipping the classroom.") Most recently, Khan Academy became a partner of another major U.S. nonprofit, the venerable College Board, offering free Internet SAT prep for the new 2016 SAT exam, in hopes of providing a popular, no-cost alternative to expensive, private test-preparation firms (which some view as having made it comparatively harder for lower-income students to do well on the all-important college entrance exam).

Khan Academy has done something different from—and more far-reaching than—starting another social-services program that signs up clients. It's providing tools for self-improvement; by doing so, it's spreading the word that one can do just that. Khan is trying to change the conventional view about how education works. Khan's success offers other lessons, too.

A great deal of head-scratching persists among foundation and nonprofit leaders (often in consultation with government) about how to bring effective programs to scale; it's far better to follow Khan's ex-

ample of seeking ways to change norms. That could mean discouraging crime rather than developing better programs for ex-offenders; encouraging marriage rather than coping with the ill effects of single-parent families and poverty; and encouraging and rewarding educational progress rather than providing ever more remedial course work.

Only when social norms change for the better, Khan shows, can true scale be reached. Khan points the way toward changing conventional attitudes toward learning: not by building ever-bigger programs but by developing a sufficiently attractive approach to doing home-

work—or upgrading one's employment skills—an approach that, thanks to the web, is cheap to distribute.

It is also instructive to compare Khan's impact with that of Head Start, on which the U.S. spends billions annually, with little to show for the investment. The \$300 billion-plus in philanthropic funds donated annually in the United States is often thought of as a private safety net for those in need. But it's also a social venture fund—directed toward outsiders with promising ideas and lots of drive. Sal Khan's inspiring story is yet another version of what can rightly be called the American Dream.



ALICE CHAPMAN

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**RICHARD CORNUELLE
AWARD FOR SOCIAL
ENTREPRENEURSHIP
2014**

When Alice Chapman moved to Marietta, Ohio, in 1995, she had no intention of taking on the city's social problems at her own expense. Heir to a Connecticut newspaper fortune, Chapman had lived modestly her whole life but had recently inherited family monies, making it possible for her to leave her office job at a private school in Philadelphia and move with her husband, a recently retired letter carrier, to be near his aged mother in southern, Appalachian, Ohio.

Twenty years later, Chapman has become one of the most honored citizens of Marietta for her work (full-time but volunteer) at the Ely Chapman Education Foundation (ECEF), the institution she founded and largely self-funded.

The foundation offers intensive after-school programming, providing help especially for children of the area's disadvantaged white underclass, where families once known for deep work ethics have been wracked by drug use, single parenthood, and dependency on government benefits.

Housed in an imposing former local high school building renovated by ECEF, the SUNSHINE Learning Center has, over 15 years of operation, served nearly 2,000 kids (in a city with a total population of 15,000) who have improved

grades and life prospects that Chapman, a hands-on manager, tracks assiduously.

Chapman—lead teacher and chief executive officer, among many other roles—oversees a teaching staff drawn largely from the ranks of students at Marietta College, a strong local liberal arts college, as well as support staff (bus drivers, food service workers, maintenance employees) for the 65 kids who come each day during the school year, and 80 who come for a summer camp combining academics and recreation. None of it would exist without Chapman.

Chapman now contributes less than half the annual \$400,000 budget, having tapped philanthropic and some (very modest) public programs, such as those that support after-school meals for children from impoverished households. ECEF also requires at least some tuition payment from every family, no matter how poor.

The foundation's building has also become a hub of, and an inspiration for, community life, providing space for traditional institutions (a Boy Scout troop) and new ones (a karate program, a theater group and, for a time, a museum linked to the Ohio River city's Underground Railway heritage). In all this, Chapman is helping a lovely, if struggling, place: one filled with historic

homes, a Revolutionary War cemetery, and Native American burial mounds, but also serious social problems. Through her ideas, philanthropy, and labor, Chapman has inspired a poor Ohio city.

She has created an effective elementary and middle school academic tutoring/enrichment program; drawn in local college students of education, who earn course credit for their work; and bought and refurbished, with her own money, an abandoned former high school building, using it to host not only ECEF but also a host of other community organizations (many bubbling up only because they could find space from Chapman).

Her \$2 million personal investment makes her, in effect, the Melinda Gates of Marietta. And she is utterly hands-on, directing all aspects of her highly structured program (rooted in traditional social and educational values), while working 60-plus hours a week, as a volunteer.

Notably, Chapman follows the academic progress of those she helps. In a school system rated poorly by the state of Ohio, Chapman's students excel—as judged by their status on honor and merit rolls in significant numbers. Chapman stays in close touch with the public schools, reporting that of the 1,900 kids who have worked with ECEF, 375 have gone on to post a B average or better. Indeed, of the 65 students who attended this past school year, 19 have such an average (which qualifies students for the honor roll in Marietta).

One cannot, moreover, overstate the depth of challenges that Chapman and

her teaching staff face, as they deal with a poor white underclass, plagued by parents on drugs, disorganized single-parent and even abusive households. In that context, Chapman's focus goes beyond the academic; academic success, in her view, is a side effect of ingraining in her charges a capacity for independent learning and, crucially (and unapologetically), restoring the work ethic.

Toward that end, Chapman's programs, both for elementary and middle school students, are highly structured, with clear, routinized daily progression based on a cognizance of what students are supposed to learn in school—and what their teachers tell ECEF that they actually learn. Chapman requires students to demonstrate that they have not just started their homework but completed it, too. Even when not assigned homework, they are required to read for at least 15 minutes and complete two pages of math work, daily.

One student did not have his homework assignment because his teacher had failed to place it, as per class routine, in the student's assigned mailbox. Chapman told him, in no uncertain terms, that the failure was not the teacher's but that of the student, who should have assumed that homework is given and approached the teacher to obtain it. Through such means are personal responsibility and the work ethic transmitted.

Alice Chapman's presence in Marietta, Ohio, is so outsize that her impact extends beyond the actual school where her program is housed and her students served. By providing space to a wide range of other organizations—many of them new—Chapman is building plenty of social capital in a city that needs all it can get. It is no coincidence that, in 2010, the local chapters of the Rotary, Kiwanis, and Lions clubs jointly named Chapman citizen of the year.



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**RICHARD CORNUELLE
AWARD FOR SOCIAL
ENTREPRENEURSHIP
2014**

Taped to the wall of the small office in one corner of a sprawling, modernist Bronx high school building is a handwritten list of student names, sorted into categories: from underperforming (the largest group) to college-ready (the smallest).

Such are the results of a math skills test designed to predict how the same students will do on upcoming state proficiency exams. Properly understood, it's a list that hints that this is not just a school office but a sort of war room for the organization that calls itself Blue Engine.

"When I look at that list," confesses Jessi, the fresh-faced, energetic site director here, "I get stressed." That she does reflects the goal of the fledgling organization for which she works: getting 100-plus African-American and Hispanic students in one of New York's poorest neighborhoods not only to graduate from Bronx River district high school but to enter college at sufficient academic proficiency to avoid remediation classes and, instead, to begin earning credits immediately.

It's a goal shared by many among the new generation of American education reformers, of which Nick Ehrmann, a Princeton and Teach for America alumnus and founder of Blue Engine, is certainly one. Yet the means employed

at Bronx River are different and novel, devised not within the public education system but incorporated into it.

The approach, which has been gaining momentum nationally over the past five years in cities such as Houston, Boston, Denver, and Chicago, might be called "intensive tutoring," but that description does not reflect the true nature of the change being tried and tested. The organization's approach is, in fact, tutoring incorporated into teaching itself.

"I wanted to create a new type of 'schoolfacing' organization with a very specific goal," says Ehrmann. "Partner with teachers from the inside out, using high-dose tutoring to help students move further and faster each year and graduate, truly ready for college." A key statistic that drives him is that 41 percent of low-income high school students enroll in college, but only 8 percent graduate. "It's an epidemic of lost talent," he says.

One morning at Bronx River, a teacher's lecture ends halfway through the period in an algebra class. The class is then divided into four small groups, each guided by a BETA—a Blue Engine Teaching Assistant, there to help with factoring and rational number expressions.

BETAs have been drawn to this small Bronx school from around the country.

They've gone through a selective screening process and summer training program before going off to Bronx River or to one of Blue Engine's four other partner schools. The hope is that, through their efforts, those preliminary test results taped to the nearby office wall will significantly improve. Improvement, or lack of it, is the means by which Blue Engine, along with the schools with which it partners, judges whether this innovative new teaching model is actually working.

To gauge its impact, Blue Engine compares test results with its own internal prediction, based on eighth-grade performance and historical results at schools before the entry of Blue Engine. By this measure, it calculates that, of the 775

students served in three schools for the 2012–13 school year, only 109 were likely to score at college-ready levels on the Regents exams; instead, 175 students scored at the college-ready level, a 61 percent increase.

It's a scene that plays out in five other schools in the Bronx and high-poverty Manhattan neighborhoods, all indirect results of Indianapolis-born Nick Ehrmann's experience a decade ago as a teacher in Washington, D.C., with Teach for America, where only two of his 27 students have graduated from college to date—something he attributes largely to the fact that, once admitted, many had to begin with remedial courses (for which they did not earn graduation credits).

That problem was what Ehrmann, following a long academic interlude in which he earned a doctorate in sociology at Princeton, set out to do something about. Four years after Blue Engine began what he still calls a “hypothesis,” the organization is reaching 1,200 students in six high schools, with the help of 68 BETAs, including 56 first-years chosen from among some 650 applicants.

Although Ehrmann has built a relatively small organization to date, Blue Engine offers a model that successfully brings together a great many elements, such that it can serve as the foundation for the larger organization that he aspires to build incrementally. Blue Engine has created a recruiting and selection process for its BETAs, reaching across the country for candidates. It has developed another screening process for school principals, too (partnering with one-third of those who express interest).

Teachers and principals, explains Ehrmann, must not simply want the help but must also be open to a fundamentally different sort of classroom experience as a foundation for instruction. “In Blue Engine's model,” he observes, “the act of teaching changes.” Indeed, Ehrmann is ambitious to the point of asserting that the organization, albeit its small size and still-evolving character, is teaming with its partners to be architects for the new American classroom.



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**RICHARD CORNUELLE
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When Omar was growing up in Richmond, California, he heard the planes overhead going to and from the Oakland and San Francisco airports. Although many in the blue-collar East Bay city were disturbed by the noise, Omar had a different reaction.

His was a classic young person's dream: that of becoming an airline pilot. He realized that his dream would not be easy; Richmond is troubled by poverty and crime, including school violence. But Omar, now a high school senior in a Berkeley charter school, is well on his way to realizing his dream.

Last summer, he was able to enroll in California's leading commercial flight school despite a cost of nearly \$5,000, which would have been difficult for his family to afford. What made possible the lessons at the California Airways school was the work of Beth Schmidt and the organization she founded, Wishbone.

In an era where school reform efforts across the country are seeking better ways to boost the achievement of low-income students, Schmidt has come up with an entirely original but complementary approach, focused on making the most of the summer months when students are not in school.

Omar is one of 150 low-income, high-potential high school students in the San

Francisco and New York metro areas being connected by Wishbone to summer programs through which they can pursue strong interests—but that they would not likely be able to afford on their own, or might not even be aware of.

Founded in 2012 by Schmidt, a onetime Teach for America tenth-grade English teacher in South Central Los Angeles, Wishbone was inspired partly by her own memories of growing up in a middle-class Connecticut family. As a girl, she responded to seeing Olympic figure skating on television by saying, "I want to do that!" And she was able, thanks to lessons and access to skating rinks, to become a championship-caliber figure skater.

Schmidt found that same impulse—the desire to pursue a strong interest in a serious way—to be present among the low-income high school students she taught in Los Angeles. In a class where homework assignments often went undone, Schmidt found that, when she asked students to write an essay about a summer program in which they'd like to participate, if they had the chance, an overwhelming majority of students turned in the assignment.

Indeed, many had strong interests: in stem cell research, criminal justice, film, and music. Schmidt took it upon herself, through sponsorships of her run in the

Los Angeles Marathon, to raise funding for seven of her students to enroll in the summer programs about which they wrote. Suddenly, indifferent students became engaged.

Recalls Schmidt: “My students were struggling to find relevance in their school days, yet they had distinct passions they wished to pursue. I realized that by giving students the opportunity to pursue their passions, it immediately shifted the way they thought about what was possible for their lives. The school day started to become very relevant. School became an important step in service of achieving a larger dream they now felt was achievable.”

That experience became the model for Wishbone, which has—through a state-of-the-art web platform designed with the guidance of Parker Media web visionary (and Wishbone board member) Michael Polansky—become a vehicle for students to attend one of dozens of acclaimed summer programs across the country: Stanford’s digital media lab, Georgetown’s sports-management institute, West Point’s summer military academy, and NYU’s visual-arts academy, among others.

There’s Sandra from San Mateo, attending a summer criminal-justice program at Saint Rose College in Albany; Pharaoh from Oakland, taking photography classes at San Francisco’s Academy of Art University; Edmund from the KIPP Collegiate school in San Lorenzo, California, attending a premed program at Georgetown; and Janssen from New York, attending the summer sports-management program at Ithaca College. For many, it’s their first trip away from home by themselves.

Beth Schmidt’s goal is, however, far bigger than helping a relative handful of students—as important and fulfilling as she finds that to be. She has built an organization designed to provide a “common app” (as in the common application for four-year colleges) to help make it routine for low-income students to have access to the sort of summer enrichment programs that more affluent families provide for their children.

While the goal of helping kids fulfill their potential may be traditional, even timeless, the means employed by Wishbone.org are anything but. The website features profiles of students who compete to be included on it, both on the basis of their own essays and nominations by teachers or other adults. Perhaps most impressively, no Wishbone student, to date, has failed to complete one of the summer programs in which he or she has enrolled.

Schmidt has put all sorts of pieces together. She fund-raises not just via founda-

tion grants but through crowd-sourcing; she not only raises funds for students but also provides them a platform with which to raise funds themselves (even persuading summer programs to provide scholarships to many Wishbone students).

All this, Schmidt hopes, will ultimately lead to the creation of a national database and matching system that links students with the nation’s best summer enrichment programs. She knows well that for too many students, especially those from disadvantaged programs, summer is a time when they forfeit educational achievement gains made during the preceding school year. It’s a problem for which Wishbone is providing an antidote.

As for Omar, he describes the summer moment he first stepped into an airplane cockpit: “Finally, everything was checked! I communicated with air traffic control to get permission to move. We were waiting for takeoff clearance, and after that, my dream was a reality.”



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(646) 736-6460
www.ventureforamerica.org

**RICHARD CORNUELLE
AWARD FOR SOCIAL
ENTREPRENEURSHIP
2014**

In the wake of the financial crisis, there has been no shortage of handwringing about the overrepresentation of top college graduates in a handful of fields, particularly finance, consulting, and law.

Andrew Yang, himself a graduate of Brown University and Columbia Law School—whose first job was with a white-shoe law firm, which he left to run a successful business-school test-prep company—decided to do something about what he viewed as “an inefficient allocation of talent in this country.”

Yang set out to create a new route into the economy, for some of America’s best and brightest, whom, Yang believed, based on his own network, “have too limited a vision of what career success looks like,” and wind up bored and unhappy with even well-paying jobs. He believed there to be an unfulfilled appetite to go to work for small, start-up businesses: to help, as he puts it, “build something.” For good measure, Yang hoped to bring such talent to some of America’s most distressed cities, including Detroit and Baltimore.

The result is Venture for America, which, in just three years, has successfully recruited more than 200 VFA fellows (40 in 2012; 68 in 2013; 105 in 2014) from more than 70 colleges and universities (including Harvard, Dartmouth, Wesleyan, Emory, Washington & Lee, University of California at Santa Barbara,

and University of Chicago). Fellows commit to two-year stints at over 150 partner companies in 12 cities: Baltimore, Cincinnati, Cleveland, Columbus, Detroit, Las Vegas, Miami, New Orleans, Philadelphia, Providence, San Antonio, and St. Louis.

One finds VFA fellows in jeans and T-shirts at places such as Detroit’s “Madison accelerator,” business incubators filled with start-ups sharing workspaces and conference space.

There’s STIK, which uses personal endorsements and Facebook to spread product endorsements under contract to major firms (including General Motors). There’s Boost Up, through which a range of big-purchase retailers (including Hyundai and Quicken Loans) match the savings of households putting aside money for a home or car. There’s Are You a Human, a web analytics firm that markets ways to demonstrate to retail advertisers that an Internet ad has actually been viewed.

Fellows—who, by accounts of firm principals, have become integral to the growth and operation of their respective businesses—bubble over with enthusiasm for VFA.

There’s Mike Wilner, a math graduate of Washington & Lee, disillusioned with a finance career after a summer on Wall Street. “I had sworn off banking,”

explains Wilner, “and decided to be an entrepreneur, but this left me with few practical options. I was stuck. Fortunately, I got into VFA, which provided me with a clear path to entrepreneurship.” There’s Rachel Hyman, a geography major from the University of Chicago, drawn, to her surprise, to entrepreneurship. Hyman sees herself as part of a team whose work is “slowly moving the needle in Detroit.”

Like many fellows, Max Nussenbaum, a creative writing major from Wesleyan, notes that entrepreneurship was not exactly in the air on campus. Indeed, Nussenbaum eagerly recounts the point during the VFA summer training program (held in a space donated by Brown, in a pre-fellowship training program) when, after a group experience, he was told, in no uncertain terms, that his team’s goal should be “to make as much money as possible.” “It was,” he recalls, “so refreshing!”

Notably, Nussenbaum and two other fellows are in the process of starting their own Detroit business: an online service to help small landlords in low- and middle-income neighborhoods collect rents and manage repairs. It’s an idea complemented by personal experience: the three fellows purchased, and are now renovating, one

of Detroit’s tens of thousands of blighted homes, with an eye toward turning it into rental property.

They view their property management assistance enterprise as one that will make it easier for people to become landlords, taking advantage of the many available cheap, blighted properties and helping fend off blight in the process. That the trio have been able to get their business off the ground is the result of their winning a VFA business competition: a \$150,000 UBS grant in seed money.

As impressive as all this is, what might be called the VFA “back office”—the means through which the stage is set for fellows and firms to meet—is equally impressive. The organization successfully tackles three important operations: recruiting (much directly on campus) and selecting fellows (only 10 percent of applicants are chosen); identifying start-ups willing to accept and pay fellows; and identifying key leaders in target cities to direct VFA to start-ups, while providing financial support for an organization with a \$3.2 million annual budget.

Yang has proved to be a brilliant fundraiser, attracting major gifts from, for

instance, Reid Hoffman of LinkedIn, Dan Gilbert of Quicken Loans, and Tony Hsieh of Zappos.

Gilbert’s gift has helped support VFA fellows specifically in Detroit, where they complement Gilbert’s own support for the renovated incubator buildings that house many of the firms in which fellows have been placed (and in which Gilbert’s own Detroit Venture Partners is an investor). Hsieh’s gift similarly complements his own efforts in Las Vegas.

Jake Cohen of Detroit Venture Partners observes that the firms in which he has an interest would not likely have been able to attract, on their own, new employees as talented as those from VFA. “No way,” he says. “They would not be able to afford to visit campuses, and it’s just not easy to sell Detroit.”

By providing a safety net of sorts, VFA makes it far easier for top students to choose to relocate to cities that they otherwise might never consider. Students know, for instance, that they will be part of a group of fellows—a group that meets regularly for social occasions and with whom they might even mingle during the workday, as many firms may be housed under the same roof. Students are also promised that, if a job placement does not work out, VFA will place them elsewhere.

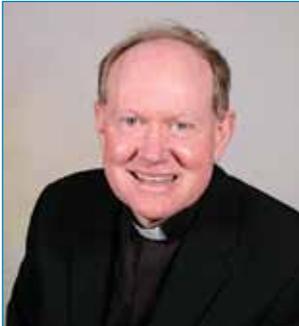
More subtly, even if the firm at which they are placed fails, “having Venture for America on your résumé,” as one fellow puts it, is itself the sort of credential that reassures parents and can be the building block for a career more interesting, in its own way, than a McKinsey or JPMorgan Chase internship.

“That’s the idea,” says Andrew Yang, “to provide another funnel to bring talent to the economy—in our case, to the entrepreneurial economy.”



PAST SIMON AWARD WINNERS

2013



ALLIANCE FOR CATHOLIC
EDUCATION

Rev. Timothy R. Scully
107 Carole Sandner Hall
Notre Dame, IN 46556
(574) 631-7052
www.ace.nd.edu

Father Timothy Scully founded the Alliance for Catholic Education (ACE) in 1993, a University of Notre Dame-based program which, each year, selectively recruits recent college graduates to teach in Catholic schools in poor neighborhoods across the U.S. While nearly 2,000 Catholic schools have closed for lack of resources since 2000, ACE has signed-up some 1,500 teachers—volunteers who earn credit towards an M.Ed.—since its inception, with many continuing on to influential careers in education.

2012



C-SPAN

Brian Lamb
400 N. Capitol St NW
Suite 650
Washington, DC 20001
(202) 737-3220
www.c-span.org

C-SPAN is a private, nonprofit organization created in 1979 by the cable television industry as a public service to broadcast many proceedings of the federal government, as well as other public affairs programming. Over three decades the network has grown to include C-SPAN2, covering the Senate, C-SPAN3, devoted to history, C-SPAN Radio, and C-SPAN.org. It was built by Brian Lamb on an original vision that successfully marshals private support for its public-spirited goals.

2011



HARLEM CHILDREN'S ZONE

Geoffrey Canada
35 East 125th Street
New York, NY 10035
(212) 360-3255
www.hcz.org

Geoffrey Canada's Harlem Children's Zone (HCZ) began as a modest pilot project on a single block. It now serves over 8,000 children and 6,000 adults on nearly 100 blocks. HCZ surrounds neighborhood children with an enriching environment of college-oriented peers and supportive adults as a counterweight to "the street." Students at HCZ's nationally known Promise Academy charter schools have consistently outperformed their public school peers. HCZ's success is driven by Canada's deep belief that all children can succeed, regardless of race, wealth, or zip code.

2010



GILDER LEHRMAN
INSTITUTE OF AMERICAN
HISTORY

Richard Gilder and
Lewis Lehrman
49 W. 45th Street
6th Floor
New York, NY 10036
(646) 366-9666
www.gilderlehrman.org

The Gilder Lehrman Institute of American History's purpose is to support the love and study of American history. Originally founded by Dick Gilder and Lew Lehrman 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 has expanded dramatically. The Gilder Lehrman Institute now dispatches travelling expositions to schools, libraries, historical sites, and other venues across the country.

2009

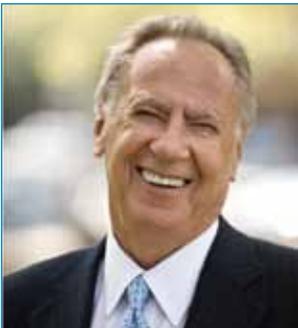


KIPP

Mike Feinberg and
Dave Levin
135 Main Street
Suite 1700
San Francisco, CA 94105
(415) 399-1556
www.kipp.org

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 99 schools in 20 states and the District of Columbia, serving more than 26,000 students.

2008



DOE FUND

George T. McDonald
232 East 84th Street
New York, NY 10028
george@doe.org
(212) 628-5207
www.doe.org

In 20 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

Daniel A. Biederman
1065 Avenue of Americas
Suite 2400
New York, NY 10110
Dbiederman@urbanmgmt.com
(212) 768-4242
www.bryantpark.org

The work of Daniel Biederman, founder of the Bryant Park Corporation, 34th 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 CORNUELLE AWARD WINNERS

2013



ALL HANDS VOLUNTEERS

David Campbell
8 County Road, Suite 5
Mattapoisett, MA 02739
(508) 758-8211
www.hands.org

All Hands Volunteers (AHV) provides hands-on assistance to communities around the world devastated by natural disasters. Founded by David Campbell in the wake of the 2004 Indian Ocean tsunami, AVH offers volunteers the opportunity to assist directly in clean-up and repair tasks, areas often neglected by major disaster relief organizations. In 2012, some 4,300 adults volunteered to work for AVH in exchange for nothing more than room and board—all on a total annual budget of \$660,000, a pittance in the world of disaster relief.



GIVE AN HOUR

Barbara Van Dahlen
P.O. Box 5918
Bethesda, MD 20824
www.giveanhour.org

Give an Hour was built on the idea that mental health professionals would be willing to volunteer their time and services to help U.S. military veterans. Founded in 2005 by Dr. Barbara Van Dahlen, a clinical psychologist, Give an Hour has since built a network of over 6,000 psychiatrists who have, collectively, provided a staggering 400,000+ volunteer hours. Give an Hour targets its modest \$1.6 million budget and 14 volunteer staff to assist the 2.3 million American troops deployed to Afghanistan and Iraq since 2001, of whom around 20 percent will likely return with post-traumatic stress disorder.



MAMA FOUNDATION FOR THE ARTS

Vy Higginsen
149 West 126th Street
New York, NY 10027
(212) 280-1045
www.mamafoundation.org

Established in 2005, Gospel for Teens arose out of founder Vy Higginsen's desire—with the support of her Mama Foundation for the Arts—to ensure the survival of gospel music within the black community. Gospel for Teens now routinely tours the U.S. and Europe, too: earning members both pocket money and invaluable experience. In the process, Gospel for Teens has not only created a structure for passing on the gospel music tradition, it has become a haven and engine of uplift for African-American adolescents throughout the New York area.



COLORADO UPLIFT

Kent Hutcheson
3914 King St
Denver, CO 80211
(303) 830-6615
www.coloradouplift.org

Colorado Uplift works in Denver's lowest-performing public schools, offering its mostly low-income Hispanic students "teacher-mentors", on call 24/7 to provide a deep, regular presence in and outside the classroom. Since 1982, Colorado Uplift has established relationships with over 30,000 underprivileged students: among students who remain in the program three years or more, 90 percent graduate high school (compared to 58 percent district-wide), while 86 percent go on to post-secondary education, whether four- or two-year colleges, trade schools, or vocational programs.

2012



BUILD

Suzanne McKechnie Klahr
2385 Bay Road
Redwood City, CA 94063
(650) 688-5840
www.build.org

BUILD uses the teaching of entrepreneurship, the development of business plans, and the operation of actual small businesses to encourage adolescents to stay in school. Serving disadvantaged youth has been at the heart of BUILD's efforts since the organization was founded by attorney Suzanne McKechnie Klahr in 1999. On average, 80 percent of those enrolled in the BUILD 9th grade class continue on to the 10th grade. Of those who do stay in the program for a full four years—a period that includes academic help and college application assistance in the junior and senior years provided by volunteer mentors from prominent businesses such as Google and Cisco—virtually all go on to postsecondary education or training programs.



HARRY AND JEANETTE WEINBERG CENTER FOR ELDER ABUSE PREVENTION

Daniel Reingold
5901 Palisade Avenue
Riverdale, New York 10471
(718) 581-1000
www.hebrewhome.org/abuserecovery.asp

The Weinberg Center for Elder Abuse Prevention at the Hebrew Home at Riverdale provides emergency shelter for victims of elder abuse and to enhance public awareness and knowledge about elder abuse. It is the nation's first comprehensive regional elder abuse shelter. A unique model based within an existing long-term care facility, the Weinberg Center takes in a population group with special and significant problems into one of the nation's premier nursing homes. These are people who often require assistance in arranging for payment should they become residents and who, demographically, are likely to differ from the elderly Jewish population that the Hebrew Home was established to serve.



GETTING OUT AND STAYING OUT

Mark Goldsmith
91 East 116th St.
New York, NY 10029
(212) 831-5020
www.gosonyc.org

Getting Out and Staying Out has established itself as one of the most effective reentry programs in the New York City area for 16 to 24 year-old men at Rikers Island. Fewer than 20 percent of GOSO participants return to jail, as compared to a national average of 67 percent for their age group. Over the last eight years, GOSO has proved that early intervention within the prison system, as well as supportive counseling, education, and job readiness training once participants have been released into the community, reduces recidivism.



IDIGNITY

Michael Dippy
424 E. Central Blvd. #199
Orlando, FL 32801
(407) 792-1374
www.idignity.org

IDignity was created to assist the disadvantaged in Central Florida to navigate the complexities of obtaining their personal identification, such as birth certificates, Florida ID cards, and Social Security cards. Since its founding in 2008, IDignity has served more than 8,000 people, hosting monthly events that pull together volunteers from Orlando churches, as well as representatives from various government agencies such as the Orange County Department of Health, DMV, Social Security, and legal assistance. IDignity has developed an efficient, cost-effective, and highly successful model for providing a crucial hand to those living on the margins of society.



ENGLISH AT WORK

Maile Broccoli-Hickey
600 W. Street
Austin, TX 78701
(512) 814-6527
www.englishatwork.org

English at Work (E@W) was founded on a set of beliefs: that English language proficiency can lift people and families out of poverty; that instruction must take into account the challenges of transportation and child care; and that classes must be customized to account for participants' work situations. Businesses sign on for a set of classes that meet twice a week for 90 minutes each. Class members attend the class one hour before the end of their shift and stay for an extra 30 minutes. The results have been impressive, with higher retention rates, positive returns on investment for businesses, and faster advancement for students.



GLAMOUR GALS

Rachel Doyle
PO Box 1284
Commack, NY 11725
(631) 404-0761
www.glamourgals.org

Glamour Gals provides makeovers—facials and manicures—to an often-isolated population: elderly women confined to nursing homes. The goals (and results) are much deeper. Founder Rachel Doyle's stated goals include fostering "intergenerational relationships," and alleviating "elder loneliness." The relationships established are much more important than the makeup. Many of the young women note a connection with their own career aspirations in nursing and professional makeup artistry; meanwhile, residents admit that they "mainly like the company." With over 800 members and 38 chapters in 14 states, Glamour Gals has provided an estimated 71,000 hours of service in just two years.



WORKFAITH CONNECTION

Barbara Elliott and
Sandy Schultz
10120 Northwest Freeway
Suite 200
Houston, Texas 77092
(713) 984-9611
www.workfaithconnection.org

Based out of Houston, the WorkFaith Connection (WFC) seeks to help those transitioning out of homelessness, prison, or addiction. WFC accepts referrals of clients from 25 other relief organizations, from churches, homeless shelters, and the courts. The goal: to provide the skills, knowledge, relationships, and experience required for building a new life. The program's successes are clear—54 percent of all graduates have kept their jobs for a year, and earn, on average, \$9 per hour. While WFC's immediate goal for clients is to find and keep an entry-level job for a year, they support the clients further with career-planning, work training, and school opportunities.



IMPROVED SOLUTIONS FOR URBAN SYSTEMS

Ann Higdon
140 N. Keowee St.
Dayton, OH 45402
(937) 223-2323
www.isusinc.com

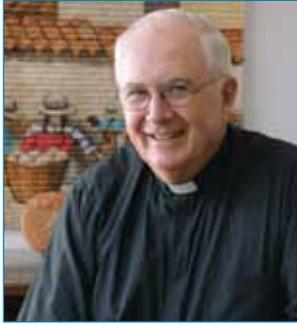
ISUS has built a top-performing school emphasizing career and vocational preparation, focusing on some of the hardest-to-reach students; some 70 percent of ISUS students have previously dropped out of high school, and the majority have been involved with juvenile court. The charter school provides a combination of academic and field-oriented vocational training with a focus on helping students obtain a high school diploma, not just a GED. Through partnerships with local businesses, students are certified in four areas: construction, health care, computer technology, and manufacturing.



MEDWISH INTERNATIONAL

Dr. Lee Ponsky
17325 Euclid Ave
Cleveland, OH 44112
(216) 692-1685
www.medwish.org

MedWish began when Lee Ponsky, then a college student, participated in a faith-based medical-missionary group that led him to the Baptist Missionary Hospital in Ogbomoso, Nigeria. Seeing the staff trying to adapt to a lack of equipment, he recalled the waste of medical supplies he saw as a surgical assistant. He decided to approach nurses whom he knew from his days as a volunteer; they agreed to put out collection bins for surplus equipment. By 2006, the organization hired its first full-time employee—executive director Tish Dahlby. Since then, contributions have increased from 20,000 pounds to 800,000; staff has increased from one full-time member to eight; and relationships with 38 hospitals have been formalized.



CRISTO REY NETWORK

Rev. John P. Foley
 14 E. Jackson Blvd.
 Suite 1200
 Chicago, IL 60604
 (312) 784-7201
www.cristoreynetwork.org

The Cristo Rey Network provides a quality, Catholic, college preparatory education to young people who live in urban communities with limited educational options. Every student works five full days a month to fund the majority of his education, gain job experience, grow in self-confidence, and realize the relevance of his education.



THE MISSION CONTINUES

Eric Greitens
 1141 South 7th Street
 St. Louis, MO 63104
 (314) 588-8805
www.missioncontinues.org

The Mission Continues was founded in 2007 after CEO Eric Greitens returned home from service in Iraq as a Navy SEAL. Upon his return, Eric visited wounded Marines at Bethesda Naval Hospital in Maryland. Inspired, Greitens founded The Mission Continues to build 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.



RESOURCES FOR EDUCATIONAL AND EMPLOYMENT OPPORTUNITIES

Scott Stimpfel
 1107 Fair Oaks Avenue
 Suite 194
 South Pasadena, CA 91030
 (805) 372-1798
www.reeo.org

Resources for Educational and Employment Opportunities is committed to empowering community college students with the opportunity to transfer to a four-year university, to earn a college degree, and to obtain a professional position upon graduation. REEO's partnership model is aimed at creating mutually beneficial relationships between community colleges, community college students, universities, and corporations.



CIVIC BUILDERS

David Umansky
 304 Hudson Street
 3rd Floor
 New York, NY 10013
 (212) 571-7260
www.civicbuilders.org

Civic Builders is a nonprofit facilities developer that provides turnkey real estate solutions for high-performing charter schools. By assuming responsibility for building financing, acquisition, design, and construction, Civic Builders relieves charter schools of the burden of navigating a complex real estate market and provides affordable educational facilities.



SQUASHBUSTERS/NATIONAL URBAN SQUASH AND EDUCATION ASSOCIATION

Greg Zaff
 P.O. Box 619
 Bronx, NY 10458
 (718) 280-9340
www.nationalurbansquash.org

The SquashBusters/NUSEA mission is to promote squash and education among urban youth. The organization's ultimate aim is to oversee the creation and longevity of many urban squash programs so that thousands of young people across America benefit every day from athletic, educational, and community enrichment activities. NUSEA acts as a catalyst, organizer, and overseer of urban squash's improvement and growth.



ROCKING THE BOAT

Adam Green
812 Edgewater Road
Bronx, NY 10474
(718) 466-5799
www.rockingtheboat.org

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

Gareth Hill
P.O. Box 460
Babylon, NY 11702
www.kidneyregistry.org

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

Dave and Liane Phillips
708 Walnut Street
2nd Floor
Cincinnati, OH 45202
(513) 744-9675
www.cincinnatiworks.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 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
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

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

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

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

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
74 Joy Street
Boston, MA 02114
info@beaconhillvillage.org
(617) 723-9713
www.beaconhillvillage.org

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
8324 Parc Place
Chalmette, LA 70043
zack@stbernardproject.org
(504) 277-6831
www.stbernardproject.org

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.
1625 K Street NW, Suite 1200
Washington, DC 20006
rwoodson@cneonline.org
(202) 518-6500
www.cneonline.org

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 39 states.



MORE THAN WHEELS

Robert Chambers
89 South Street, Suite 401
Boston, MA 02111
robertchambers@bonnieclac.org
(866) 455-2522
www.bonnieclac.org

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

Toni V. Heineman
2555 Van Ness Ave.
Suite 101
San Francisco, CA 94109
Toni.heineman@ucsf.edu
(888) 898-2249
www.ahomewithin.org

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

Addie Mix
P.O. Box 740
Glenwood, IL 60425
reclaimayouth@comcast.net
(708) 757-7293
www.reclaimayouth.org

Reclaim A Youth's mission is to empower youth, ages 12-18, 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 future young leaders and ensure a better tomorrow.



PRISON ENTREPRENEURSHIP PROGRAM

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

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

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; its affiliate, Friendship House, provides support to individuals and families struggling with addiction, isolation, and other crises.



VOLUNTEERS IN MEDICINE

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

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 60 clinics in 25 states.



THE TAPROOT FOUNDATION

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

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
3939 Priority Way South Drive
Suite 200.
Indianapolis, IN 46420
info@pltw.org
(317) 699-0200
www.pltw.org

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. Sadly, Liebich passed away in 2012, but his Project Lead the Way lives on.



PROJECT KID

Dr. Lenore Ealy
2807 Remington Green Circle
Tallahassee, FL 32308
(888) 352-4453
www.project-kid.org

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

Sister Anne Wambach
6101 East Lake Road
Erie, PA 16511
annewosb@yahoo.com
(814) 899-0614
www.eriebenedictines.org

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

Jose-Pablo Fernandez
 4601 Caroline Street
 Houston, TX 77004
 (713) 988-6699
www.mexicaninstitute.org

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 even in Spanish, to 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
 230 S. Broad Street, 7th Floor
 Philadelphia, PA 19102
joanmazzotti@philadelphiafutures.org
 (215) 790-1666
www.philadelphiafutures.org

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.



RESOURCES FOR INDISPENSABLE SCHOOLS AND EDUCATORS

Temp Keller
 2601 Mission Street, Suite 902
 San Francisco, CA 94110

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

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
P.O. Box 570895
Houston, TX 77257
john@bridgestolife.org
(713) 463-7200
www.bridgestolife.org

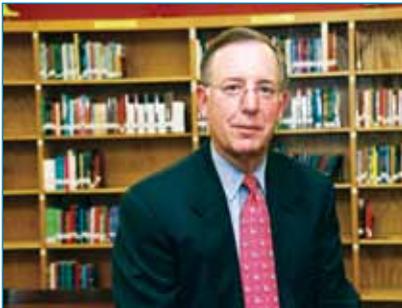
Bridges to Life believes that understanding the impact of crime will spark remorse in criminals and lessen the chance that they will commit new crimes after being released from prison. Bridges is a 14 week project conducted in prison and led by trained volunteers. The curriculum includes victim-impact panels and small-group discussions, typically with five inmates, two victims, and a lay facilitator.



CENTER FOR TEACHING ENTREPRENEURSHIP

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

The Center for Teaching Entrepreneurship (CTE) was founded 15 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.



READ ALLIANCE

Al Sikes
80 Maiden Lane, 11th Floor
New York, NY 10038
aadler@readnyc.org
(646) 867-6100
www.readalliance.org

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



UPWARDLY GLOBAL

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

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. 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
426 17th St.
Oakland, CA 94612
info@firstplacefund.org
(510) 272-0979
www.firstplacefund.org

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 18. 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
17624 Route 84 North
East Moline, IL 61244
chad@livinglandsandwaters.org
(309) 496-9848
www.livinglandsandwaters.org

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 PAL

Michael Tenbusch and
Daniel Varner
111 West Willis
Detroit, MI 48201
generalinfo@thinkdetroit.org
(313) 833-1600
www.thinkdetroit.org

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
20 Jay Street, Suite 700
Brooklyn, NY 11201
shorowitz@workingtoday.org
(718) 228-9580
www.freelancersunion.org

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

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

In 1996, 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
1763 Columbia Road NW
Washington, DC 20009
info@collegesummit.org
(202) 319-1763
www.collegesummit.org

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.



NEW JERSEY ORATORS

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

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 18, in preparation for roles of leadership and employment.



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 has passed away and the Junior Uniformed Mentoring Program (JUMP) is no longer in operation. His legacy, however, continues in the many lives he touched in Buffalo.



NEIGHBORHOOD TRUST FINANCIAL PARTNERS

Mark Levine
1112 St. Nicholas Avenue
New York, NY 10032
jzinkin@cwcid.org
(212) 927-5771
www.cwcid.org

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).



SEED FOUNDATION

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

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.



STEPPINGSTONE FOUNDATION

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

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 30 in Hartford. Steppingstone "Scholars" participate in a 14 month program, from fourth to seventh grade.



CALL FOR NOMINATIONS

MANHATTAN INSTITUTE'S SOCIAL ENTREPRENEURSHIP AWARDS

The Manhattan Institute's Social Entrepreneurship Initiative welcomes nominations for the William E. Simon Prize for Lifetime Achievement in Social Entrepreneurship and the Richard C. Cornuelle Awards for Social Entrepreneurship.



Nominations will be accepted online
at
www.manhattan-institute.org/se2015
from January 1 – March 1.



*T*he Social Entrepreneurship Initiative honors non-profit leaders who have found innovative, privately funded solutions for America's most pressing social problems.

*U*p to five \$25,000 Cornuelle Awards for new program founders and a single \$100,000 Simon Prize will be presented.

For information about the Social Entrepreneurship Awards and previous winners, please visit www.manhattan-institute.org/se

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