



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

2015

**SOCIAL**  
**ENTREPRENEURSHIP**  
**AWARDS**  
MANHATTAN INSTITUTE



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# SOCIAL ENTREPRENEURSHIP AWARDS MISSION STATEMENT

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**T**he 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 the Ohnell Family Foundation. Howard Husock, vice president for policy research and publications 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 2016 will be available online at [www.manhattan-institute.org/social-entrepreneurship-initiative](http://www.manhattan-institute.org/social-entrepreneurship-initiative) after January 1, 2016, and will be accepted until March 1, 2016. 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; Alicia Manning, Bradley Foundation; Adam Meyerson, The Philanthropy Roundtable; Lawrence Mone, Manhattan Institute; James Piereson, William E. Simon Foundation/Manhattan Institute; and Dane Stangler, Kauffman Foundation.

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
- Reformative 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, 2001-15, can be found at: [www.manhattan-institute.org/social-entrepreneurship-initiative](http://www.manhattan-institute.org/social-entrepreneurship-initiative)

# The Man Who Named the ‘Independent Sector’: the Legacy of Richard Cornuelle

By William Schambra **May 5, 2011**



Richard C. Cornuelle (1927–2011)

**W**ith 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 2015

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# NORMAN ATKINS

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**WILLIAM E.  
SIMON PRIZE  
FOR LIFETIME  
ACHIEVEMENT IN SOCIAL  
ENTREPRENEURSHIP  
2015**

American graduate schools of education have been under fire—and not only because the achievement levels of U.S. students are mediocre. A view has emerged that “ed” schools don’t focus enough on the nuts-and-bolts of a teacher’s most difficult job: running the classroom. It’s a concern that has spawned a great many initiatives, such as Teach for America, founded to attract America’s best and brightest to teaching. To important new programs such as that, add another: the Relay Graduate School of Education. Started in New York but now working in cities across the country, it’s the product of the vision of Norman Atkins, a pioneering school reformer who’s never bothered to promote himself.

Raised in Evanston, Illinois, a racially-integrated community, Atkins has had a lifetime passion for the issues of race, class, and poverty, first as a journalist of distinction, writing for major publications such as the *Boston Globe*, *Washington Post*, *New York Times Magazine*, and *New Yorker*. His college roommate at Brown, David Saltzman, was one of the founding board members of what became the Robin Hood Foundation; in 1987, Saltzman hired Atkins to figure out the startup-program focus for the foundation.

In that capacity, Atkins visited social-service organizations and schools all over New York City. While after-school programs were then very much in favor, Atkins wondered why, among others, there was so much “mopping and cleaning up” of classrooms that had to happen after school. He was, however, energized by the well-run, inner-city private schools he saw, especially the De La Salle Academy, run by Brother Brian Carty, in upper Manhattan. This independent, non-sectarian middle school offered solid teaching in an orderly environment for many poor kids. How, Atkins wondered, could more such schools be established and staffed? Doing so, would become his life mission.

Atkins’s first step was to cofound one of America’s first charter schools—in Newark, just weeks after New Jersey authorized charters for the first time. The North Star Academy Charter School opened in 1997, creating a public school version of De La Salle and setting the template for schools that show that, given strong teaching, even poor kids can achieve at the highest levels. Seeking independence from state authorities, Atkins founded Uncommon Schools, a charter school management company that raises charitable funds and invests in a best-practices curriculum to help kids succeed. Uncommon Schools,



whose board Atkins continues to chair, has grown to encompass 46 schools and 14,000 students, and boasts some of the highest achievement numbers among charter-school organizations.

Still, Atkins, who himself earned a master's degree in education from Columbia University, concluded that there was a disconnect between what education schools teach and what teachers need to know to succeed in the classroom. Thus was born Relay, the brainchild of Atkins and David Levin, the founder of another major inner-city charter school network, the now-legendary Knowledge is Power Program (KIPP) schools.

Over drinks one evening, the two commiserated about the fact that they were bidding against each other for the same teachers—there had to be a way to create more good teachers so that they could teach more kids. A partnership was hatched and \$30 million in seed capital was raised at the 2008 Robin Hood Foundation annual gala. The New York State Board of Regents awarded a charter for the new graduate school of education the same year, originally housed at Hunter College and called TeacherU. In 2011, the school became an independent graduate school and changed its name to the Relay Graduate School of Education—a reference to the idea that a relay of multiple, highly-effective teachers can improve a child's life forever, while multiple ineffective teachers can cause irreversible harm. It was the first newly credentialed graduate school in New York in more than 80 years.

Relay takes a simple, revolutionary approach: help aspiring and current teachers hone their classroom skills. Picture a gaggle of young graduate students gathered in a middle school classroom in Newark early on a Saturday morning. All are teachers, many from charter schools,

some teaching in a few of Newark's worst public schools. They look tired. They gather two weeknights a month for instruction in general pedagogy, plus one Saturday a month for a longer session on content pedagogy.

Saturday sessions open with a community-building exercise to deepen friendships and to remember why they went into teaching. That is part one of the six-hour Saturday: to praise and encourage with reminders about why being a teacher matters. Then the tough work starts. Math teachers are in one classroom while a 20-year veteran math teacher presents a lesson from the Common Core standards about how to promote classroom discussion when teaching math. She posts a tough math problem on the board. It's clear that several of the teachers—men and women, of which more than 50 percent are minorities—are struggling to solve it.

The teacher calls on one student to put his answer up on the screen and to walk the class through his approach, as if he were the classroom teacher. The master teacher nods but says nothing during the lesson. Then she turns to the rest of the class, who proceed to shoot their hands up, offering critiques not just of the solution but of the way the first student presented his answer: he didn't write the solution in simple logical order; he failed to draw out the way one student's answer overlapped with his; he got off-track when one student admitted to not

knowing how to calculate a percentage; he lost sight of the original lesson goal in the thick of the calculation; he did too much talking; he didn't highlight where he made a mistake.

The latter error turns out to be common at Relay. Teachers are coached in how to "be puzzled," how to model the process of self-checking, how to "normalize error," so that the students will see their mistakes, self-correct, and move on. Next, the master teacher says, "do it again." The grad student stands up and teaches the math problem again, immediately incorporating all the feedback from his peers. One watches in astonishment as this not-very-serious-looking student smiles, stands up, and complies—flawlessly. The teachers would repeat this exercise through all their lessons that day: learn, practice, perform. It's the Relay mantra. The young teacher had learned how to take the principles of good teaching and apply them to his math class.

Therein lies the heart of Relay: it is a graduate program in teaching that is simply breaking the mold. Schools of education—undergraduate and graduate—focus on theories of child development or a field of pedagogy entirely detached from content. Most teachers do not have an undergraduate degree in the subject they teach and, once hired, are rewarded for graduate school study that is completely divorced from teacher effectiveness. At Relay, the mission is to



prepare an effective teacher, as measured by gains in student achievement and character development. If the students aren't learning, the teachers aren't teaching. That mission cuts to the heart of what Relay does and is a wake-up call to the entire profession. Its premise: teaching is a skill that can be taught and through practice improved.

Relay uses its own original curriculum to teach concrete techniques to use in the classroom, giving graduate students the chance to learn those methods from top teachers. Faculty consists entirely of teachers who have a long track record of closing the achievement gap in their own classrooms. Relay students are each given a video recorder and tripod to record how they put their graduate study lessons into practice. Relay faculty make extensive use of video to highlight teaching practices. Students are given ample opportunity to experience lots of “at bats”—putting techniques into practice to be studied, piece-by-piece, by faculty and peers to hone teaching skills.

One Relay faculty member said she has been teaching for 23 years. She was thrown into teaching with no preparation and no support and is determined to prepare younger teachers to avoid her mistakes. One young man, one year out of college, is a Teach For America member and current grad-school student teaching in a Newark alternative school for kids at high risk of dropping out. He said that the material he has learned at Relay is directly applicable to his daily school tasks. “I take what I learn Monday and use it on Tuesday.” Another graduate student has been teaching in Newark for 10 years and feels he finally has the skills to teach “all students, even those with special needs. I hated leaving kids behind.”

There's good reason to believe that Relay could prove to be widely influential. In a profession many leave after only a few years, nearly 85 percent of Relay alums are still teaching—or working in public education in some capacity, some leading their own schools as principals. Relay is fully accredited with the various accrediting agencies and is able to expand by opening branch locations under this accredited umbrella instead of gaining approval, state-by-state. For the current academic year, there are 1,400 graduate students on Relay campuses (shared space with partner-school networks) in Chicago, Houston, Newark, New Orleans, and New York. Eventually, Relay's online program will be scaled up to make these teaching skills more widely available.

Atkins, in other words, is aiming high—seeking to influence education as a field, not just classroom teaching. Via Relay's National Principals Academy Fellowship, district and charter school principals come together two weeks in the summer and four weekends during the school year to learn how to become educational leaders, not only bureaucratic managers. Some 200 principals from 18 states participated in 2014. This next academic year, Denver public schools, Relay's largest partner in this program, plans to send 50–60 principals.

Relay operates on mastery of core skills, not “seat time.” Each module builds on the last one and grad students repeat lessons (online or via classroom/video methods) until each skill is learned. Some students move through quickly, others take more time. Relay has an open admissions process, but is considered extremely demanding in terms of the rigor required to earn a degree. Approximately 80 percent of students entering the two-year program (450 hours) complete it. Like its forerunner at Uncommon Schools,

teachers are taught assessment methods that provide meaningful information about student academic gains. All Relay graduates (teachers and principals) must have demonstrated that the students in their classrooms or in their schools have made at least a year's worth of academic growth in a year's time. About 25 percent of master's degree graduates graduate with distinction, meaning that they were able to demonstrate 1.5 years of student learning growth in one year's time.

Relay runs a lean organization. Every staff member has several different jobs. Dean Verilli, who runs the Newark program, teaches the core-pedagogy content, coaches and observes the teacher candidates' progress toward reaching their program goals (scoring each one along a detailed rubric), recruits, and supervises 50 master teachers. Verilli also trains deans who will take the lead in other regions. They often shadow him for as long as a year before moving out to the new location.

At Relay's main office in New York City, there is a shared-services team that works on technology, finance, student enrollment, curriculum design, talent, and instructional media. One person working in the NYC office researches new cities for expansion based on interest from teachers, availability of school partners, an assessment of teacher-certification laws, and interest from the local philanthropic community to cover start-up costs.

Many teachers opt for the one-year alternative certification program but New York State requires all teachers to have, or be working toward, a two-year master's program. Atkins reports that the NYC Relay program is already financially self-sufficient, meaning that the operating costs are fully covered by tuition. All the program sites pay an allocated

shared-service charge back to the main office but sites are not expected to be self-sufficient for their first five years. Relay's national-service office in New York is supported substantially through philanthropic revenues. As the program grows to scale, overhead costs per site will shrink as program resources are standardized and revenues increase.

Tuition totals \$17,500 for Relay's two-year master's. Many partner teachers (including Teach for America and Blue Engine) receive Americorps stipends of \$11,000 that they can apply to the tuition. Most teachers end up paying about \$6,000 over two years for the program. For the principals' program, tuition is \$15,000 and is usually substantially covered by the school or school district. (Schools also pay for travel to the classes, and Relay pays for lodging.)

Relay has been successful raising philanthropic support: \$8 million in 2014, projected to grow to \$12 million in 2015. When you include tuition and about \$800,000 in partner fees (school partners who, though not required, elect to pay tuition for their teachers), annual revenues for 2014 were \$17 million, projected to grow to \$23 million in 2015. Noteworthy, public grants were \$145,000 in 2014 and will increase to \$851,000 in 2015. The public grants category includes Americorps funding and national competitive awards, such as a Department of Education award (\$400,000) for the principals program. While these are large sums, public support was still only 8.5 percent in 2014 and 3.7 percent in 2015.

Atkins says that, after a while, he had no fun simply writing checks at the Robin Hood Foundation to help others run their organizations. He thought, "I can do that!" This is the hallmark of a social entrepreneur. Atkins's colleague in that

first charter school, Dean Verrilli, said that Atkins had both the vision and the practical sense to make that vision a reality. Atkins is a man in a hurry, too. Each year is too much to waste for children who need a better education. He has stayed below the radar in battles over charter schools and teacher training. "I want to stay positive and not be a critic of teacher education." Yet, he adds, the way America's teachers are recruited, trained, supported, and evaluated is so badly broken, "you could pick any spot in that system and get to work."

Atkins has certainly been busy. While serving as CEO of Relay and board chair for Uncommon Schools, he helped found Zearn, an online math website, as well as Generation Teach, a program to pull high school and college students into teaching through summer internships. Atkins believes that the role of the teacher will evolve dramatically in the coming years, as technology changes the way students are taught. Thankfully, as the world changes, Relay will have a corps of excellent teachers at the ready for kids who need them most. At the Relay Graduate School of Education, great teachers are made, not born. Atkins is a wonder and is a well-deserved winner of the Manhattan Institute's 2015 Simon Prize.

The logo for Relay Graduate School of Education (GSE) features the word "RELAY" in white, bold, sans-serif capital letters on a dark blue background. A red diagonal slash separates "RELAY" from "GSE", which is also in white, bold, sans-serif capital letters.

# MAX KENNER

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**RICHARD CORNUELLE  
AWARD FOR SOCIAL  
ENTREPRENEURSHIP  
2015**

The past year has seen the development of a surprising coalition, among conservatives and liberals, urging that more be done to reduce America's prison population. It's a movement symbolized by President Obama's recent visit to a federal correctional institution. In addressing the problem for the past 15 years, Max Kenner has been ahead of his time.

Notwithstanding a college degree and no criminal record of his own, Kenner has done whatever he can to get into prison. Specifically, from the time he was a college sophomore, Kenner has sought to bring higher education to those behind bars in the prisons of upstate New York. His ultimate success in doing so—indeed, in bringing degree programs to seven correctional institutions—would never have happened without the most basic and toughest step: just getting inside. “I think they just thought I was goofy, at first,” says Kenner, recalling his 19-year-old Bard College second-year student self. His motivation stemmed from a simple observation: that his own life and the lives of many other young men he had seen growing up in lower Manhattan had diverged dramatically—and he wondered if that was really inevitable. “I just had this idea about tutoring and volunteering.”

Kenner's persistence and success in gaining and retaining permission to go behind prison walls, and, at first, to bring in other students as tutors, set in

motion a series of events which led to the Bard Prison Initiative. Key events included a crucial church grant, which allowed Kenner to pursue his work post-graduation; convincing Bard College and, indeed, faculty from schools around the region, to agree to teach in prison; and, ultimately, convincing Bard faculty to award a Bard degree to those enrolled in what amounts to a selective college behind bars.

The Bard Prison Initiative has enrolled 600 students. Virtually all are serious felons with long sentences, many imprisoned as young as 16, convicted of involvement in violent crimes. It has gone on to grant 350 Bard College degrees in the full range of the liberal arts, including history, literature, the sciences, quantitative reasoning, and math. Writing is especially emphasized. The majority (289) have been awarded two-year associate's degrees, which Bard is authorized to award. However, Bard Prison Initiative graduates—some of whom are released before they can complete coursework—have gone on to obtain undergraduate and advanced degrees from Yale and NYU. More typically, others have continued their education, part-time, while working.

On this author's visit to the Eastern Correctional Institution in Ellenville, New York, Patrick, who has spent 22 years in prison, told me of his associate's degree, “I never worked as hard for anything.” He's now pursuing his bachelor's



degree. The Bard Prison Initiative is an exceptionally difficult program to enter: fewer than 10 percent of the 200-plus annual applicants are admitted; only 60 are invited, based on an admission essay, even to sit for an interview. On my visit to Ellenville, I was introduced to a student who applied six times before being accepted. “My mother cried when I called to tell her.”

Prison officials told me that a Bard Prison Initiative spot is coveted. Students to whom I was introduced exuded gratitude and seriousness of purpose. Shiloh, from Brooklyn’s East Flatbush neighborhood, was open about having been a gang leader. Despite warning others not to follow his example, “they looked at what I did, not what I said. They admired the hustler, the drug dealer. Those guys were the role models—not wimps who did well in school.” Now, Shiloh is the one studying hard in school. I asked another student, at work on an essay about Darwin, how he felt. “When I’m here,” he said, “I’m not in prison.” Prison officials told me that both the presence of instructors from outside prison and inmates pursuing serious educational purpose improved the overall prison atmosphere. The instruction I observed was impressive in many ways, including demanding math and foreign-language classes.

Kenner’s entrepreneurialism has not been limited to mounting a Bard program in prison. He raises the more than \$2 million in annual private funds on which the Bard Prison Initiative operates, and has led the establishment of the Consortium for the Liberal Arts in Prison, which encourages similar programs around the country. To date, Wesleyan, Grinnell, Goucher, Notre Dame, and Holy Cross have established programs. The consortium seeks to expand to ten more states within the coming five years. Kenner

also hopes to formalize and expand the reentry services and guidance it offers its alumni, through a Bard Prison Initiative reentry/alumni office in Brooklyn.

The Bard Prison Initiative has already established a post-prison reentry counseling program, maintaining relationships with alumni and tracking their post-prison lives. Recidivism rates for graduates is less than 2.5 percent; even for those taking just one course, the rate is less than 4 percent. Both figures compare well with New York State’s estimated 40 percent recidivism rate. The Bard Prison Initiative has not tracked earnings and employment for all graduates, but has studied what it calls a representative sample of the 300 alumni who are now “on the outside.” Of the 110 in the sample, 80 percent of alumni are employed; of those who obtained degrees, 83 percent. Among those with whom the Bard Prison Initiative maintains what it describes as “very close ties,” earnings are said to be in the \$40,000–\$80,000 range.



The idea of a college education behind bars can rub some the wrong way. When New York governor Andrew Cuomo proposed that the state should support the sort of work the Bard Prison Initiative is doing, the public backlash—especially among those struggling to pay for college educations for their sons and daughters—was strong. Max Kenner found himself with mixed feelings: he appreciated the fact that the value of the Bard Prison Initiative had gained wider recognition; but this recognition made clear that “if we depend on the government, we would be vulnerable.”

# JEFFREY PARKER

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ENTREPRENEURSHIP  
2015**

When Jeffrey Parker first arrived at the Calhoun County Dental Center in Anniston, Alabama, he had no expectation that either his own life—or the dental clinic—were about to be transformed dramatically. At age 40, he had already had a successful corporate career (as an executive at Con Agra and as the head of two of Sara Lee’s food divisions) and was content to be semi-retired, teaching management at the Jacksonville State (Alabama) school of business.

On occasion, at the request of the school, he provided pro-bono consulting services to startups and nonprofits. One of those was a volunteer-based dental-health clinic seeing only a few hundred patients a year; it hardly seemed like the vehicle to rekindle Parker’s career as a corporate turnaround executive. Eleven years later, Sarrell Dental Centers (formerly Calhoun County Dental Center), could not be more different, or effective, than when Parker first visited it.

Sarrell’s 17 locations now provide some 175,000 annual dental checkups for poor Alabama children and families. Though still a nonprofit, it brings in some \$17 million annually in revenue—enough to support 49 salaried dentists and 43 dental hygienists. Says Parker, “They are eliminating cavities among some of the poorest children in the poorest counties in one of America’s poorest states.”

That success has come through a most unlikely business model. Although its roots are in traditional philanthropy—the Northeast Alabama Community Foundation seeded the project with a \$300,000 grant—Sarrell has forged a successful enterprise without the ongoing use of donations and volunteers. Instead, it’s succeeded by doing something that most dentists won’t do: accept the limited patient payments provided by Medicaid. Notwithstanding the nature of the source of its revenue, it is Jeffrey Parker’s social entrepreneurship—his skill as the leader of a free-standing nonprofit—that is the key to Sarrell’s remarkable success.

The vast majority of the 46.9 million Medicaid-eligible children across America—the nation’s poorest kids—never see a dentist. Such children can develop serious medical conditions because of untreated oral-health problems: the annals of Medicaid horror stories include that of Deamonte Driver, a 12-year-old Maryland boy who, in 2007, died when an untreated tooth infection led to a bacterial infection that spread to his brain. Only a small minority of dentists (about 32 percent) accept Medicaid patients—government-set reimbursement rates fall below those typical for private dental practices. The response by organized groups, such as the American Dental Association, has been to push for increased government spending, through higher Medicaid rates for dental treatments. Sarrell has taken the opposite tack. Its business model is so efficient that Med-



icaid payments not only allow its urban and rural dental clinics to break even, but to earn a surplus that is used to buy sophisticated dental equipment, provide summer sports camps for kids whose teeth are being cared for, and even support \$1.5 million in charity dental care for adults with severe problems.

Sarrell's model begins with the idea that dentists should be paid a straight salary—a sharp contrast with most Medicaid/Medicare-based medical practices, which seek to increase revenue by ordering more tests and procedures. Parker instead fixes salaries at a high level. (A \$150,000 starting salary is substantial in Alabama.) Crucially, Sarrell does not wait for poor children and parents—many of whom have never seen a dentist—to seek it out. Instead, it recruits in ways that its nonprofit status allows it to do: at Head Start centers (where they also reach out to mothers who are pregnant), at community centers, and at public schools, where Sarrell conducts basic dental screenings. To ensure that patients keep their appointments, Sarrell staffs a high-volume call center, including Spanish speakers. Sarrell tracks the percentage of time in which its dental chairs are filled by patients. On many days, that figure reaches 100 percent. Better oral health also means less expensive care. Because not all of its care is reimbursed, Sarrell has reduced the government payment it receives per Medicaid claim, from \$328 to \$111 per patient visit.

Sarrell's dentists don't receive bonuses for bringing in more Medicaid revenue, but for ensuring that Sarrell runs at or near capacity. Call-center staff have financial incentives as well, based on "chair rate," along with prospects for advancement: Sarrell dentist Yesylle White began in the claims department and call center. Sarrell is a multi-specialty practice, too: a simple cleaning and a complex root-canal treat-

ment can all take place under the same roof. Sarrell's focus on pediatric dentistry means that its branches serve half of all Alabama kids who visit dentists. This is what happens to health care when a successful corporate executive becomes a social entrepreneur.

Not surprisingly, Alabama's private-practice dentists were less than thrilled about the competition posed by Sarrell, which faced a battle on both legal and legislative fronts. A key issue was the fact that Parker himself is not a dentist—a fact that could be interpreted to mean that his role was illegal. Indeed, Parker would not be permitted in 46 states to operate as the business manager of a dental practice. (In New York State, he might even be considered to be committing a felony.) In Alabama, however, a 2013 change in the state's Dental Practice Act gave official blessing to Parker's second career. It's a career that is leading Sarrell to expand into other states. (Sarrell already operates in Kentucky and Texas.)

Sarrell Dental Centers is, in short, a most unlikely success story: a high-powered, early-retired corporate executive drawn to rural Alabama, where he founds a nonprofit—which relies on government funding—that is nevertheless happy because it's receiving *less* money, per patient served, and does not believe government spending in this area should increase. While Jeffrey Parker didn't invent Medicaid, he's certainly reinvented an important part of it. In the process, he's demonstrated the critical importance of decentralized management, which America's system of not-for-profit organizations makes possible—saving taxpayer dollars and, more important, helping poor children.



# MARIA VERTKIN

Found in Translation, Cambridge, MA



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**RICHARD CORNUELLE  
AWARD FOR SOCIAL  
ENTREPRENEURSHIP  
2015**

The teary-eyed student keynoters come from around the world—and might well never be in the same room together in almost any other country—yet are here in a local community center with their children, parents, and husbands. They are immigrant women whose first languages include Hindi, Somali, Russian, Portuguese, Haitian Creole, Mandarin, Spanish, and Arabic. All express their thanks—in English—for the 14-week program, Found in Translation, that they hope will lead them to a new career: medical interpreter.

Such women attended Found in Translation's four-days-a-week classes, held in space donated by one of Boston's leading hospitals, where both paid and volunteer coaches helped them, through written examinations as well as role-playing, to learn the basics of, for instance, anatomy, physiology, C-sections, chemotherapy, and blood-sugar levels. The goal: to allow the women to explain to hospital patients in their native languages, conversationally and without medical jargon, what's going on. In turn, the women will explain to physicians the concerns of their patients. It's a combination that can be life-saving.

The four-year-old program has itself been built by an immigrant woman. Russian-born, 29-year-old Maria Vertkin, whose parents brought her to Boston after having first emigrated to Israel, is a trained social worker who, while at work in a high school guidance program designed

to help immigrant adolescents, had an idea: to turn the fact that many such immigrants are truly bilingual into a means to improve their economic prospects. Or, as she puts it, "unleashing their skills into the workforce. They should be doing more than earning \$7 an hour at Walgreen's."

Found in Translation is already robust (400 applications for 30 spaces in 2014) and rigorous (essays and interviews to screen applicants, oral and written examinations to graduate), though Vertkin has bigger plans, including a new fee-for-service program component to offer 'pop-up' interpretation departments for health providers. One should not bet against her. She's been highly entrepreneurial in building Found in Translation: finding a partner in Beth Israel Deaconess Hospital, a Harvard Medical School affiliate that hosts the classes (and has hired a few graduates); seeing a market opportunity in admitting women fluent in rare languages, such as Swahili, for which there is great market demand; and creating post-graduate training opportunities in a community health clinic run by Tufts Medical School (and soon, more training slots at a Tufts dental clinic).

Found in Translation serves many missions. It is helping immigrant women move up the economic ladder. Many of the women, says a former board member, "have been on public assistance and want to get off. And they want to be a

model for the kids.” The organization’s newsletter never fails to feature a story of upward mobility, such as that of graduate Denise, a single mother who once lived in a shelter. “I couldn’t find an apartment and nobody wanted to hire me.” She was drawn to Found in Translation specifically because it was free and offered childcare. Denise now holds a full-time position at United Health Care.

Found in Translation is also an immigrant-assimilation program, demonstrating to immigrant women—some have professional-level backgrounds (last year’s class included a doctor and a lawyer); all have income below the poverty level but are legally qualified to work in the U.S.—that America wants to help them adapt and thrive. The diversity of the student group offers another lesson in assimilation: that one from any background and country can be accepted as an American. Classes now include women speaking as many as 12 languages.

Found in Translation is small but promising. There have been four graduating classes, with a total of 120 graduates. Eighty-one percent of the most recent graduating class was employed within three months of graduation. Two class members received job offers before they finished training. Considering that women are admitted from destitute circumstances (approximately 50 percent of each class is homeless and living in shelters, most with children), Found in Translation’s success is remarkable. The average wage for graduates has grown from \$13.38 to \$21.70 per hour, with each class earning job offers and experiencing wage growth faster than the previous class.

Board member Mark Stewart attributes Found in Translation’s success to a selection-process protocol which focuses on merit (including English language flu-

ency) and motivation (as reflected in a required essay about life setbacks and how the applicant has overcome them). This reflects the organization’s decision not to charge tuition but, nonetheless, to make sure participants feel a commitment to the program. Found in Translation is an organization unapologetic about identifying and assisting only those with the best chance to succeed—a reflection of its twin desires to avoid wasting its investment and to establish its reputation among employers as a provider of top-quality job candidates.

Notably, this nonprofit competes with for-profit providers of similar interpretive training that charge about \$1,000 for their basic courses. Found in Translation’s selectivity is thus meant to differentiate it, in a positive way, from for-profit competitors who take all comers who can pay. Found in Translation’s exit exam is demanding. Some graduates have to take it more than once. (They are allowed to retake it, but must ultimately score at least 85 percent). Found in Translation also has had very limited class attrition (no more than two in any class). Ultimately, Vertkin’s organization is doing something that its for-profit competitors do not aspire to: lift women and their families out of poverty.

That Vertkin’s team does this through a program more in-depth (100 hours of training vs. 40 hours at other courses), with a placement rate that brings graduates of other programs calling to her for help, is a testament to her vision and passion. It is not often that you see women in tattoos and tank tops laughing along with women in burkas. But Found in Translation graduates have built a true sisterhood, based on hours of hard work and a sense of real accomplishment.

# BRANDON CHROSTOWSKI

EDWINS Leadership & Restaurant Institute,

Cleveland, OH



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Cleveland, OH 44120  
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**RICHARD CORNUELLE  
AWARD FOR SOCIAL  
ENTREPRENEURSHIP  
2015**

As a young man, Brandon Chrostowski did not seem likely to become a top chef at fashionable restaurants in New York and Paris. Nor was he likely to lead a Cleveland organization helping those newly-released from prison acquire positions in such restaurants. Indeed, before getting his first restaurant job—as a busboy—Chrostowski had held positions at, among others, a gas station, bowling alley, and florist shop, all in his native Detroit.

His career path, to the extent he had one, was, as he puts it, to be “either dead or in jail.” In fact, Chrostowski had already been arrested by federal marshals and faced a ten-year prison term. It was a judge’s decision to place him on one year’s probation instead that led him to the busboy job, which—once he was taken under the wing of the restaurant’s owner—led him through a long series of unlikely steps, from learning how to poach and braise, to his acceptance at the famed Culinary Institute of America, and on to New York and Paris.

The unlikely nature of his personal story led Chrostowski to an important conclusion: that, with the right sort of help and training, it would be possible for others who’d been in trouble and lost their way to forge a career in the world of fine dining, food service, and hospitality—industries always in need of reliable, well-trained employees. As someone who’d had to take on such tasks as cleaning a kitchen stove with a Q-tip and scraping the ice

off the alley in the back of a restaurant, he believed that “if you work hard, you’ll always be employable.”

It’s a view of the world—and, specifically, of the opportunities for good pay and the chance for advancement that restaurant work offers even the most disadvantaged—that led Chrostowski to give up his life as a top chef to found EDWINS (Education Wins). Today, after opening in 2013, EDWINS is both a school and one of Cleveland’s top French restaurants, staffed by 25 ex-offenders, most of whom had never held restaurant jobs—or, in some cases, any legal job.

A few fortuitous events, beginning in 2010, say a great deal about how and why social entrepreneurship thrives in the United States. Chrostowski’s meeting with an experienced Cleveland fundraiser for nonprofits led to EDWINS’s first major donation: \$25,000 from the chief executive of a local industrial sand company. The EDWINS business plan went on to win a local social enterprise award—and the newly-formed EDWINS board convinced Chrostowski to quit his job as a chef.

Donations began to roll in, some virtually on the spot—and totaled \$1.6 million over two years, almost all from local Cleveland philanthropists and foundations. So did volunteer labor, helping to renovate a bankrupt wine bar in Cleveland’s famed Shaker Square, long a high-end retail setting but more recently



struggling and much in need of a good restaurant. Donors interested in helping ex-offenders find good-paying jobs were complemented by others interested in helping revive Shaker Square, including the owner of the historic shopping complex, who offered free rent. Just six months after Chrostowski quit his day job, EDWINS opened its doors to rave reviews.

How does EDWINS work? Ex-offenders who have served time for any offense are eligible to apply for its sixth-month training course. No one is admitted except after being interviewed by Chrostowski (he rejects about 10 percent of applicants). Many applicants have heard of EDWINS by word-of-mouth, and many have long enjoyed cooking but have never worked in non-fast-food restaurants. EDWINS follows a curriculum that Chrostowski modeled on his studies at the Culinary Institute of America. It makes for some incredible scenes: tough-looking, tattooed guys in wife-beater T-shirts studying the wine regions of France, for instance.

The EDWINS course is demanding and includes “culinary math, nutrition, gastronomy, safety, and sanitation”—and many wash out. Of 50 admitted, only 20 typically graduate. Those not weeded out move from the training institute to the restaurant floor, where they work with nine professional staff members, rotating among serving and food-preparation jobs. They’re paid a \$200-a-week stipend for doing so. The restaurant is deliberately over-staffed, such that there’s always someone to fill in when a trainee must be pulled aside for guidance. One of the staff calls EDWINS the restaurant equivalent of a teaching hospital.

The results are impressive. In 2014, the restaurant itself—typically filled to 85 percent capacity—took in \$1.2 million in receipts and generated a \$225,000

profit. Those earnings offset more than half of the \$400,000 in costs associated with the training institute. The results for graduates have been similarly impressive. Nine classes have graduated 65 students, of whom 61 are working—all in the restaurant and hospitality industries—and earning \$12–\$16 an hour. The most common placements are as line-cooks and pantry-stockers or as servers and hosts.

Their employers include not only top Cleveland restaurants but also one in Cambridge, Massachusetts, and one in Rouen, France. All trainees must leave EDWINS after six months. Though none have returned to prison (four incurred parole violations that EDWINS helped resolve, as it also helps with other legal matters, including working out less-burdensome schedules for child-support payments), the sailing has not always been smooth. There have been near-fights and trainees with drug problems who relapse (they are sent to programs but not necessarily dismissed). The staff includes a social-work case manager. “It’s fragile,” says Chrostowski. “I tell them one person could ruin it for everyone.” Still, 24 restaurants have expressed interest in hiring EDWINS graduates—and placement has been no problem.

Chrostowski has still more ambitious plans. He hopes EDWINS can develop a consulting practice to advise other industries on how to train and manage ex-offenders—of which America has millions, a majority of whom return to prison within three years after release. This is no pipe dream, either. Chrostowski’s board includes a partner at Deloitte’s Cleveland office. EDWINS also plans to buy two

abandoned buildings in Cleveland’s dilapidated East Side Buckeye Road area and convert them into dormitory and classroom space. It would, in other words, be a different sort of culinary institute: a campus where Brandon Chrostowski’s vision would take permanent form.



# JAKE WOOD

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**RICHARD CORNUELLE  
AWARD FOR SOCIAL  
ENTREPRENEURSHIP  
2015**

In 2010, newly-discharged marines Jake Wood and William McNulty watched in horror as the Haiti earthquake unfolded. They signed up six others, raised funds from family, packed up medical supplies, and flew to the Dominican Republic. They rented a truck and crossed the river border between the Dominican Republic and Haiti. Wood and McNulty thought of it as their own personal Rubicon, the point at which they vowed not to turn back from their task of providing aid. In fact, they found themselves very well equipped for the immediate disaster assistance deemed too dangerous by other aid organizations.

Wood and McNulty travelled well beyond Haiti's established safety zones to reach those in most desperate straits, setting up the basic infrastructure that enabled more well-established aid organizations to come in after them. They didn't know it at the time, but this sort of disaster relief would become central to their post-military lives, which would include helping thousands of other veterans build successful post-service lives through their new organization, Team Rubicon.

In the two years following Haiti's earthquake, Team Rubicon took shape in response both to natural disasters and personal tragedy. Wood's former marine partner, Clay Hunt, committed suicide in 2011. This caused the Team Rubicon leadership to take more seriously the issues that veterans confront

when returning to civilian life. Team Rubicon subsequently mobilized for the Joplin, Missouri tornadoes in 2011; for Superstorm Sandy in 2012; and for the Moore, Oklahoma tornadoes in 2013. In each case, Team Rubicon provided a rapid-response team, organizing "drop-in" volunteers while excelling at the logistics of clean up and recovery.

After Superstorm Sandy, Team Rubicon's work in New York City's hard-hit Far Rockaway neighborhood was particularly notable, as it used the latest technology to document flooding damage, developed anti-mold protocols, and moved with such speed and efficiency that it got the attention of FEMA. While FEMA was handing out written surveys to homeowners (which were supposed to be manually entered into a database in Washington), Team Rubicon used military-quality global mapping software (immediately saved to the cloud) to record exact amounts of damage to each home, with such information immediately usable for volunteer deployment. Says Wood: "When we show up, it's structured like the military, it's technical, and it's innovative."

At a time when veterans are often portrayed as suffering from PTSD or drug addiction, the growth of Team Rubicon tells another story. Its ten-region database now includes nearly 30,000 volunteers. Wood is clear about the importance of helping communities hit by natural disasters, as well as help-



ing the vets themselves. He stresses the importance of “the power of purpose in people’s lives” and believes purpose brings “real behavioral health impacts.”

At the same time, the help Team Rubicon provides on the ground is distinct and impressive. The organization responds to disasters, both international and domestic. It makes sure that veterans learn the post-military skills they’ll need (such as chainsaw and heavy equipment operation, emergency medical response, and “muck-out” training) so that Team Rubicon’s national headquarters in Los Angeles can send out specific calls for volunteers with specific training—and not only after disasters. The group’s regularly-scheduled service projects include work in national parks and with other veterans’ NGOs.

Team Rubicon struggles (as all relief organizations do) with finding enough financial resources to cover each disaster operation before the next disaster hits and people’s attention and giving moves on. In 2014, Team Rubicon lost money on all but two of its disaster responses. Team Rubicon accepts no government support and operated on a 2014 budget of \$7.5 million, growing to just over \$10 million in 2015: corporate and foundation grants (including Goldman Sachs, Home Depot Foundation, Rockefeller Foundation, Citigroup, American Express, Bank of America, and Newman’s Own) accounted for more than \$7 million; grassroots support was just over \$1 million; events brought in about \$1 million; and major gifts (Lloyd Blankfein is a contributor) totaled \$650,000.

In 2014, Team Rubicon responded to 30 disasters, domestic and international, engaging 917 volunteers in 239 days of volunteer work, amounting to 50,701 hours of service. Categories of work break down into disaster assessment,

volunteer management, debris removal, and expedient home repair. All projects are coordinated and supported through an extensive social-media platform that reaches not only what Wood calls the “marine corps mafia,” but men and women from all branches of the armed services and reserves, along with non-military volunteers with relevant skills.

Team Rubicon has grown quickly, too. Wood says that Vietnam vets, for instance, “still need this” community outreach; having older vets work with younger vets has benefited both. More successful vets open employment doors for those just returning from war. Younger vets bring technical skills and enthusiasm to the organization, as they look for ways to use their military training to find their new life mission. One female vet talks about how her volunteer service with Team Rubicon after the 2013 Tacloban (Philippines) typhoon quite literally “turned [her] life around.” Another Marine reservist and Gulf War veteran described himself as unwilling, before joining Team Rubicon, to let others into his life, but has since bonded with Team Rubicon members struggling with the same issues.

As for future plans, the sky is the limit. Wood has had conversations with the secretary of the U.S. Department of Veterans Affairs, who has expressed interest in working more closely with Team Rubicon. Wood—who notes that rebuilding work has not usually been done well following natural disasters—is also interested in creating apprentice-

ships so that vets can obtain job training/trade skills as part of new long-term recovery work.

Team Rubicon’s insignia is a cross turned on its side, with two streams running through: the gap between the streams signifies the window of opportunity for Team Rubicon responders, the time between the onset of the disaster and the arrival of conventional aid organizations. The cross is a symbol of medical aid and is turned on its side to represent a new aid paradigm. It is clear that Team Rubicon sees itself as a reinvented Red Cross. It is a grand ambition and a worthy one.



## PAST SIMON PRIZE WINNERS

2014



### KHAN ACADEMY

Sal Khan  
PO Box 1630  
Mountain View, CA 94042  
[www.khanacademy.org](http://www.khanacademy.org)

Khan Academy—the Internet teaching institution which has grown from founder Sal Kahn’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. The success of Khan Academy, which boasts 15 million registered students and nearly 500 million YouTube views in 70 countries, shows how a new approach to a deep-seated problem can gain an astoundingly wide reach, with private, rather than governmental, origins and support.

2013



### ALLIANCE FOR CATHOLIC EDUCATION

Rev. Timothy R. Scully  
107 Carole Sandner Hall  
Notre Dame, IN 46556  
(574) 631-7052  
[www.ace.nd.edu](http://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](http://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 125<sup>th</sup> Street  
New York, NY 10035  
(212) 360-3255  
[www.hcz.org](http://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. 45<sup>th</sup> Street  
6th Floor  
New York, NY 10036  
(646) 366-9666  
[www.gilderlehrman.org](http://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

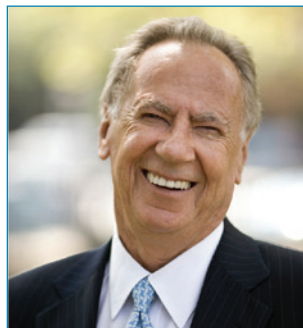


### KIPP

Mike Feinberg and  
Dave Levin  
135 Main Street  
Suite 1700  
San Francisco, CA 94105  
(415) 399-1556  
[www.kipp.org](http://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 84<sup>th</sup> Street  
New York, NY 10028  
[george@doe.org](mailto:george@doe.org)  
(212) 628-5207  
[www.doe.org](http://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 & 34<sup>th</sup> STREET PARTNERSHIP

Daniel A. Biederman  
1065 Avenue of Americas  
Suite 2400  
New York, NY 10110  
[Dbiederman@urbanmgt.com](mailto:Dbiederman@urbanmgt.com)  
(212) 768-4242  
[www.bryantpark.org](http://www.bryantpark.org)

The work of Daniel Biederman, founder of the Bryant Park Corporation, 34<sup>th</sup> 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

2014



### ELY CHAPMAN EDUCATION FOUNDATION

Alice Chapman  
403 Scammel Street  
Marietta, OH 45750  
(740) 376-9533  
[www.elychapmanedu.org](http://www.elychapmanedu.org)

The Ely Chapman Education Foundation offers intensive after-school programming to children in Marietta, Ohio, where families once known for deep work ethics have been wracked by drug use, single parenthood, and dependency on government benefits. Led by Alice Chapman—founder, lead teacher, and chief executive officer—ECEFF has, since 1999, 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.



### BLUE ENGINE

Nick Ehrmann  
75 Broad Street, Suite 2900  
New York, NY 10004  
(646) 517-1060  
[www.blueengine.org](http://www.blueengine.org)

Founded by Nick Ehrmann, a Princeton and Teach for America alumnus, Blue Engine partners with high schools to offer intensive tutoring to ensure that students graduate at college-ready levels. Blue Engine tutors are vetted via a selective screening process and undergo an exhaustive summer training program. Although Ehrmann has built a relatively small organization to date, Blue Engine offers a highly innovative model that can serve as the foundation for the larger organization that he aspires to build incrementally.



### WISHBONE

Beth Schmidt  
2144 Leavenworth Street  
San Francisco, CA 94133  
(310) 467-0035  
[www.wishbone.org](http://www.wishbone.org)

Since 2012, Wishbone has connected low-income, high-potential high school students in the San Francisco and New York metro areas to summer programs through which they can pursue strong interests. While the goal of helping kids fulfill their potential may be timeless, the means employed by Wishbone are anything but: students compete for placements, both on the basis of their own essays and nominations by teachers or other adults; most impressively, no Wishbone student has failed to complete a summer program in which he has enrolled.



### VENTURE FOR AMERICA

Andrew Yang  
40 West 29th Street,  
Suite 301  
New York, NY 10001  
(646) 736-6460  
[www.ventureforamerica.org](http://www.ventureforamerica.org)

Venture for America places graduates from top U.S. universities in small start-up firms in 12 U.S. cities. Founded in 2012 by Andrew Yang to help correct what he viewed as an “inefficient allocation of talent in this country,” Venture for America offers would-be entrepreneurs hands-on, yet structured, experience in promising companies in some of America’s most distressed cities, including Detroit and Baltimore.

## 2013



### ALL HANDS VOLUNTEERS

David Campbell  
8 County Road, Suite 5  
Mattapoisett, MA 02739  
(508) 758-8211  
[www.hands.org](http://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](http://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 126<sup>th</sup> Street  
New York, NY 10027  
(212) 280-1045  
[www.mamafoundation.org](http://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](http://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](http://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 9<sup>th</sup> grade class continue on to the 10<sup>th</sup> 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/abusercovery.asp](http://www.hebrewhome.org/abusercovery.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 116<sup>th</sup> St.  
New York, NY 10029  
(212) 831-5020  
[www.gosonyc.org](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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 7<sup>th</sup> Street  
St. Louis, MO 63104  
(314) 588-8805  
[www.missioncontinues.org](http://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](http://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](http://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](http://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](http://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](http://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  
2<sup>nd</sup> Floor  
Cincinnati, OH 45202  
(513) 744-9675  
[www.cincinnatiworks.org](http://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](http://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 57<sup>th</sup> 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 149<sup>th</sup> 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](mailto:robertchambers@bonnieclac.org)  
 (866) 455-2522  
[www.bonnieclac.org](http://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](mailto:Toni.heineman@ucsf.edu)  
 (888) 898-2249  
[www.ahomewithin.org](http://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  
[reclaimyouth@comcast.net](mailto:reclaimyouth@comcast.net)  
 (708) 757-7293  
[www.reclaimyouth.org](http://www.reclaimyouth.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](mailto:info@pep.org)  
 (832) 767-0928  
[www.prisonentrepreneurship.com](http://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](mailto:friend@friendshipcircle.org)  
 (248) 788-7878  
[www.friendshipcircle.org](http://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](http://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, 7<sup>th</sup> Floor  
 Philadelphia, PA 19102  
[joanmazzotti@philadelphiafutures.org](mailto:joanmazzotti@philadelphiafutures.org)  
 (215) 790-1666  
[www.philadelphiafutures.org](http://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](mailto:mackmccarter@communityrenewal.us)  
 (318) 425-3222  
[www.sbcr.us](http://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](mailto:john@bridgestolife.org)  
 (713) 463-7200  
[www.bridgestolife.org](http://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. 4<sup>th</sup> Street, Suite 305  
 Mailbox 58  
 Milwaukee, WI 53212  
[rodgers@ceofme.biz](mailto:rodgers@ceofme.biz)  
 (414) 263-1833  
[www.ceofme.biz](http://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, 11<sup>th</sup> Floor  
 New York, NY 10038  
[aadler@readnyc.org](mailto:aadler@readnyc.org)  
 (646) 867-6100  
[www.readalliance.org](http://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](mailto:janeleu@upwardlyglobal.org)  
 (415) 834-9901  
[www.upwardlyglobal.org](http://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 17<sup>th</sup> 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

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William E. Simon Prize for Lifetime Achievement  
in Social Entrepreneurship

*and the*

Richard C. Cornuelle Awards for  
Social Entrepreneurship

v v v

Nominations will be accepted online

at

[www.manhattan-institute.org/social-entrepreneurship-initiative](http://www.manhattan-institute.org/social-entrepreneurship-initiative)

from January 1 – March 1.

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*T*he Social Entrepreneurship Initiative honors non-profit leaders who have found innovative, privately funded solutions to 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/social-entrepreneurship-initiative](http://www.manhattan-institute.org/social-entrepreneurship-initiative)

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