

THE SAMUEL HUNTINGTON PUBLIC SERVICE AWARD

The Samuel Huntington Public Service Award was established as a memorial to Samuel Huntington, who was President and Chief Executive Officer of the New England Electric System (now National Grid) until his untimely death in July, 1988. The first award was presented in May, 1989 and as of 2015, 65 awards have been granted.

<u>Year</u>	<u>Winner/Project</u>
1989	Lillian Ortiz. Lillian worked on a literacy development project in Quito, Ecuador where she collaborated with the Spanish-as-a-second language team in writing and revising the first-grade teacher's guide for oral Spanish. The curriculum was developed for the special educational needs of Ecuador's indigenous communities.
1990	Kent Koth. Kent created the Alternative Break Coalition (ABC) in Portland, Oregon where he recruited Oregon's college students to do volunteer work in a variety of settings during their spring and summer vacations.
1990	David Milner. David set up a non-profit organization in Washington, D.C., Funds for the Community's Future (FCF), aimed at raising funds to create community sponsorship (scholarships) to enable economically disadvantaged youth to go to college. FCF and the community jointly fund and award scholarships.
1990	Jamie Metzl. Jamie worked with refugees in the camps on the Cambodian/Thailand border. Projects involved motor safety, prosthetic limbs production at the amputee centers, writing/reporting on the Cambodian situation, and research.
1991	Jenn David. Jenn directed the Summerbridge project in Providence, Rhode Island. Summerbridge takes sixth graders and empowers them with study skills necessary to succeed in academically challenging high schools. They were taught by bright high school and college students and were required to attend summer classes and innovative field trips. Goal: to learn study skills, to love learning, respect education, and plan for the future.
1992	Angela Lee. Angela directed Summerbridge project in Cambridge, Massachusetts. Summerbridge was designed to promote learning among younger children and teaching careers among older teens (see above). http://www.breakthroughcambridge.org/
1992	Nyaguthii Chege. Nyaguthii set up internships for Nairobi, Kenya high school students to volunteer their vacation time to a Green Belt Movement and to other public service activities. Work at tree nurseries on school grounds as well as volunteer to organizations (environmental and other) in order to instill a sense of community service.
1993	Bernetta Avery. Bernetta directed an after school mentoring program, Operation Hope, for at risk students in Ann Arbor, Michigan. In addition, she developed a program for In-School Suspension students who were taught non-violent conflict resolution alternatives.
1993	Osman Waheed. Osman established a rural community-based literacy school for children at the Community Learning Center, outside Islamabad, Pakistan. Teachers were recruited from the students of Quaid-e-Azam University. The literacy school operated in the late afternoon to serve those children who worked and were unable to attend school during regular hours. It was expanded to offer health services and adult education.

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1994	Matthew Meyer. With the Undugu Society in Nairobi, East Africa, Matt involved street children in educational/vocational projects to give them useful life skills (example: making shoes from tires). www.ecosandals.com
1994	E. Franklin Miller. Franklin worked with the W.E.B. DuBois Academy in Cambridge, Massachusetts. He recruited college students to provide mentoring and tutoring to young African-American males. Goal: to encourage them to achieve academically and to give them some concrete academic and professional goals.
1995	Yea-Lan Chiang. Yea created SAMPLE (Social Action within a Multicultural Program in Language Enrichment) in California in response to LA riots. The mission is to 1) help students strengthen their English skills, particularly third to sixth grade students of immigrant background, 2) to empower children to take positive forms of social action on issues that concern them, and 3) to develop students' curiosity and respect for other cultures.
1995	Perry Weinberg. Perry created and administered a self-sustaining not-for-profit agency called the Tenant Information Hotline. The telephone Hotline connects New York City tenants with agencies who can assist them with legal procedures if they are asked to appear in landlord-tenant court and to those who can provide emergency services if threatened with eviction.
1996	Reenah Kim. Reenah developed a summer program in Chicago's South Side where she taught for two years with the Inner-City Teaching Corps. She coordinated with the child advocacy program at the Cook County Juvenile Court Center while developing this program.
1996	Dufirstson Neree. Dufirstson created The Credit is Due Project which launched a credit union, a financially strong community development institution to provide access to capital and economic opportunity for the residents of "Little Haiti" - an underserved section of Miami, Florida.
1997	Ruhi Khan. Ruhi founded KOSHISH in central India, a center where Indian women can be taught vocational skills, AIDS awareness and general education to help them escape emotional and mental abuses such as domestic violence.
1997	Vivek Murthy. Vivek created a community outreach and empowerment program in South India, known as VISIONS: Women's Health Project. The goal of the program is to educate women regarding their reproductive health; thus lowering the maternal death rate.
1997	Precious Williams. Precious created a program called Youth Empowered for Success to help young African-American boys ages 7-13 in the Third Ward of Houston, Texas. The program will provide mentoring by Black role models, enrichment workshops, and a weekend retreat. The goal is to prevent the young Black males from becoming more prison statistics.
1998	Nazleen Bharmal. Nazleen worked with VISIONS Mumbai, India to establish a student-run AIDS counseling program and hotline that would be easily accessible to the Mumbai youth. It is predicted that by the year 2000 India will have the highest AIDS population in the world and Nazleen hopes to prevent this.
1998	Elaine Leong. Elaine created "Dare to Dream," an extended third year Summerbridge program for 15-18 year old underprivileged students from local public schools and Vietnamese refugee camps. Through a collaborative arts project, students were encouraged to become independent thinkers and influential community citizens.

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1998	Mehret Mandefro. Mehret implemented an after school program for Ethiopian immigrant high school students in the Washington, D.C. area. She assisted them with the development of regular study habits, reading and writing skills, and guided them through the college application process.
1999	Jamila Ann Cutliff. Jamila created and expanded her Encourage Youth Educate Society (EYES) program in which engineering students teach economically disadvantaged children math and science through hands-on interactive engineering projects. Projects began in New York and she expanded to include other U.S. cities.
1999	Jennifer Carrie Oelberger. Carrie built a study center in Kibaya, Tanzania. The center provided living quarters for students and a library. Also, a maize grinding machine was funded to provide income for the facility and to aid the villagers. www.jifunze.org
1999	Tashi Zangmo. Tashi established Project Machig Labdron (Mother of Wisdom) to educate under-privileged young girls and adult women in the rural villages of Bhutan. Poverty in Bhutan restricts opportunities for education of girls and women and Tashi plans to serve their educational needs. www.bhutannuns.org
2000	Eugenie Asher Lang. Eugenie founded and directed "Get Ready! SAT Preparation" to help students who lack funds for professional S.A.T. classes. Eugenie organizes classes offered by college students to prepare high school students for their college entrance exams. She will expand her project in Boston. www.letsgetready.org
2000	Lisa Avigdor Liguori. Lisa planned and built a cooperative and literacy center in Purraja, Costa Rica, to help the villagers manage their economic livelihood. To sustain a continuing supply of pianguas, a small mollusk the villagers gather and sell to restaurants, she assisted with tracking the populations of the mollusks as well as provided education to the people of Purraja.
2000	Steve Cespedes Mordan. Steve plans to remedy the growing illiteracy epidemic in Croix-des-Bouquets in Central South Haiti by: (1) teaching English as a second language to school children at the Aux Jours Heureux Section Secondaire School; (2) establishing and maintaining a small English library; and (3) facilitating an after school English Club. Steve also plans to assist the physical education department, establish an HIV/AIDS education peer leadership program in the community of Croix-des-Bouquets, and assist the community harvest agricultural products.
2001	Meena Said. Meena created a program for Afghan war widow refugees. The program (1) provided long-term gainful employment for these women by focusing on skills the women already possess; and (2) taught literacy skills necessary to improve the socio-economic status of these Afghan widows.
2001	Stacy Dean Truta. Stacy worked with La Asociaion in San Jose, Costa Rica, and implemented a pilot program for adolescent cancer patients. Modeled on her own experiences with cancer and work at the Hole in the Wall Gang Camp, she gave patients the opportunity to create positive experiences through peer interaction, education, and outreach.
2002	Karina Weinstein. Karina launched Esperanza Cultural Center in a Santiago, Chile shantytown. The center's main focus is literacy and education, but also serves as a safe space for creative expression through community theater and visual arts for the 1,800 families living in the shantytown and in the larger community of Penalolen.

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2002	Joshua Dankoff. Josh established an AIDS education program for the four all-male schools in Abuja, Nigeria. Working with Education as a Vaccine Against AIDS, Joshua educated male youth by developing a program using a combination of discussion, presentation, and music.
2003	Colleen Kinder. Colleen worked with the Interreligious Foundation for Community Organization to launch a new program to collect equipment for the Cuban elderly and to oversee its distribution in Cuba. Colleen also worked on recreation, recruitment, and renovation projects in Havana, Cuba nursing homes.
2003	Elizabeth Rodrigues-Ross. Lisa launched a training program for volunteers who assisted families facing eviction prepare their cases more effectively for clear presentation in the Western Massachusetts Housing Court in Springfield, MA.
2004	Edwardo Valero. Eddie established La Casa Cultura in Oroquieta, California. La Casa Cultura, a haven for intellectual curiosity and creative art, will encourage high school students in this poverty stricken area to seek a higher education while the students also learn how to beautify one's community through mural artwork.
2004	Vadim Ostrovsky. Vadim worked with ClickUkraine.org to mobilize North America's surplus technology to create computer labs in public high schools throughout the Ukraine, gather valuable information about technology in Ukraine high schools, and educate students and teachers in computer literacy.
2005	Onyi Ofor. Onyi worked with the Center for Interdisciplinary Health Disparities Research and the Healthy Life Foundation to increase awareness of breast cancer, improve access to cancer care and the quality of care being administered for women in Ibadan, Nigeria. Onyi also established a transportation service for women who need clinical checkups or medical treatment for breast cancer.
2005	Jessica Schiffman. Jessica proposed to establish the Therapy Thru Music Foundation, which would bring live music to confined elderly people in nine northeast college towns. With the committee's permission, Jessica postponed her public service for one year to complete her studies in China under a Fulbright Scholarship. Jessica then requested and was granted authority to shift the location of her project from New York City and the northeast to Shanghai, China and to modify her proposal to create student choirs and provide scholarships to music students in migrant schools in China.
2006	Abraham Awolich. Abraham built a new model secondary school in Sudan serving about 750 to 1,000 students with a goal to increase the enrollment among girls which will help create gender equality in Sudan. www.sudef.org
2006	Haley Reimbold. Haley launched the Underground Café, a student-run initiative, that brings together diverse populations in the Utica, New York area – local college students and professors, recently arrived Cambodians, Laotians, Bosnians, Russians, Somalis, and Kenyans, and low-income teens – to address pressing social issues through creative means and fostering a civically-engaged, inclusive community.
2007	Elizabeth Sholtys. Elizabeth expanded the Ashraya Initiative for Children in Pune, India, which she opened in 2005 by creating a health education and resource center for street girls in the heart of the Kamraj Nagar slum in Yerwada, Pune. The center serves as the location for health workshops, speakers, visits from clinicians, tuberculosis treatment administration,

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	and other health educational services and is designed to address the pervasive health issues that disproportionately affect these girls and their community. www.ashrayainitiative.org
2007	Paul Javid. Paul will continue his work with the Digital StudyHall project in India and Bangladesh. He will be working primarily in Lucknow, India where the project is headquartered with an urban private school called StudyHall. Paul also plans to bring this project to even needier parts of India and Bangladesh. Digital Study Hall uses a visual database of elementary and high school lessons delivered by outstanding teachers to educate needy students and to train teachers in rural and slum schools. http://dsh.cs.washington.edu/
2007	Jennifer Browning. Established a soccer program for girls in Senegal called The Ladies' Turn.
2008	Caitlin Lee Cohen. Caitlin will produce six interactive radio shows to be aired as "Rajo Bamako: An Bee Ta Don" (Radio Bamako: It Belongs to Us All). It is the first radio program to give voice expressly to the problems in Mali's slums. The goal is to seek concrete solutions by opening communication with the government in order to serve the needs of the slum residents.
2008	Rishi Mediratta. Rishi will improve the health of orphans in 300 households of Gondar, Ethiopia, by training their caregivers. Community health workers will be educated with the skills and knowledge to prevent and treat childhood illnesses. The information will be dispensed verbally and pictorially to those households where illiteracy is prevalent.
2008	Kelly Quinn. Kelly will create and implement an English language curriculum for the children in an orphanage named Nuestros Pequeños Hermanos (Our Little Brothers and Sisters) in the Dominican Republic. English is not currently taught at this orphanage and is a 'must' for employment. It will provide the children with job potential once they reach maturity and leave the home.
2009	Sadiqa Basiri. Sadiqa will create a Youth Capacity Building Initiative (YCBI) in Kabul, Afghanistan. YCBI will offer a curriculum focused on learning and leadership skills for 11 th and 12 th grade students. They will learn English and computer skills, two necessary criteria for securing a job in Afghanistan.
2009	Wendy Herrera. Wendy will construct 50 composting toilets in Usa River, Tanzania. This sanitation project will prevent infectious disease by preventing groundwater contamination while producing safe fertilizer for agricultural use. The building of these environmentally sound toilets will aid up to 1,250 people.
2010	Mark Arnoldy. <i>Wasted and Waiting: Reaching Nepal's Severely Malnourished Children With Ready-to-Use Therapeutic Food.</i> Mark's project aims to fulfill two primary objectives in order to treat children with severe acute malnutrition in both urban and rural areas of Nepal: 1) Design a comprehensive plan for scaling-up the Community-based Management of Acute Malnutrition (CMAM) program in rural areas based on a pilot project that is being jointly implemented in three districts by the Government of Nepal, UNICEF, and Concern Worldwide; and 2) Implement a 200-child pilot CMAM treatment program within Kathmandu to test its effectiveness in urban areas.
2010	Arielle Tolman. The Microfinance and Maternal Health Initiative of Kibera will be a two part, community-driven project – the first of its kind – to provide a sustainable model for dramatically improving maternal and infant health and women's economic development in the

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	Kibera Slum of Nairobi, Kenya. Female community volunteers will be trained to be home birth attendants and provided with birthing kits supported by the proceeds from a community garden. www.hopetoshine.org
2011	Aïcha Cissé. Aïcha will teach English to children and adolescents living in <i>Morro Dos Prazeres</i> , a shanty town in Rio de Janeiro, Brazil at <i>La Escolinha</i> , an established after-school program in the community, and will implement an ongoing network of volunteer English teachers that will continue the program in the future.
2011	Cory Rodgers. Cory will establish an urban agriculture and poultry husbandry program for people living with HIV and AIDS in the low-income Manzese area of Dar es Salaam (Tanzania, East Africa). By providing the training, supplies, and support necessary for participants to grow crops and raise free-range chickens, the program will provide a sustainable source of nourishment and income for people affected by the double jeopardy of HIV and poverty.
2011	Kelsey Tackett. Kelsey will implement a mentoring program for seventh grade girls in Floyd County, Kentucky, including volunteer work, field trips, and tutoring, which is designed to increase the girls' high school graduation rates, help them set realistic goals for their future education, and enhance their future opportunities.
2012	Michael Bernert created WAVA, an LLC that provides risk capital to small scale and medium scale agricultural entrepreneurs in <u>Sierra Leone</u> , resulting in increased food production and job creation. www.wavallc.com
2012	Tasmiha Khan created improved access to sanitation in <u>Khulna, Bangladesh</u> , with tube wells, latrines, and sanitary kits. She taught locals how to purify water, store it, and keep it clean.
2012	Dian Liu conducted after school dance sessions in <u>New York City</u> for immigrant students in order to help them adjust to the U.S. and to an interrupted education. The dancing provides a healthy outlet that helps the young student build emotional and social competencies and encourages focus on academic performance.
2012	Jason Lynch provided at-risk youth in <u>Brockton, Massachusetts</u> with an athletic outlet to teach focus and discipline and academic support to improve school performance.
2013	Alex Freid created Trash 2 Treasure (T2T) to reduce waste on a college campus, a program he will now take nationwide. The program collects reusable items from college seniors and resells them to incoming students; thus saving students and parents many dollars, as well as saving an average of 35 tons of waste per year from the local landfill. www.trash2treasure.org
2013	Mahmud Johnson returns to Liberia with the "I Teach I Learn" project to provide SAT instruction and application support to U.S. colleges for gifted youth in Monrovia, Liberia. The project will help them acquire grants and scholarships for college with the condition that a student will commit to return to Liberia with his/her knowledge and give back to the community. http://iteachliberia.org/

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2013	Benrice Jusu brings “Both Hands, the Artlet” to Trenton, New Jersey as an after school and summer program for teens to become engaged in activities using art as a tool for personal and community development. Disengaged youth from the streets will be actively recruited by mentors. Benrice says “poetry and art saved my life.” She now plans to “save” others with her creative plans.
2014	Alexander Epstein will continue to expand his Philadelphia Urban Creators (PUC) community gardening in vacant lots in Philly and roof tops in New York City. Alex’s model empowers inner city youth and community members to transform blighted landscapes into models of urban resiliency, grow organic produce for local families and restaurants, and generate capital to provide jobs and finance the expansion of the PUC network. http://phillyurbancreators.org/
2014	Lonnie Hackett will return to the N’gombe District of Lusaka, Zambia where he plans to launch an innovative model of school-based health service and health education. His program will provide vulnerable children with medical services and information required for good health. The project aims to lessen the burden of disease in N’gombe and enable the children to lead healthier lives.
2014	Michael Long will expand his SailFuture Program currently based in Sarasota, Florida to other Florida locations. Michael’s program pairs college age mentors with kids just out of the court system and teaches them to sail with the goal of preventing recidivism. The program is designed to foster confidence and create resiliency. Mentors also work with their mentees on homework, test prep, and life skills. https://www.facebook.com/SailFuture
2015	Yasmine Arrington created a nonprofit entitled ScholarCHIPS (Scholarships for Children of Incarcerated Parents) to provide mentoring and financial help to high school graduates who wish to pursue a college degree. The students she aims to help have a parent or parents in prison and are position of financial hardship and bear the burden of prejudice associated with the parent’s incarceration. https://www.facebook.com/ScholarCHIPS
2015	Shadrack Frimpong will establish and build a tuition-free Model School for Girls in Tarkwa Bremen, Ghana, where none currently exists. Using an innovative approach to female education and rural empowerment, the school will be sustained through the sale of farm products (cocoa and palm). A classroom, community library, and bio-latrine will be part of the project. Vocational skills, as well as traditional skills, will be included. www.tarkwabreman.com
2015	Kathryn Amelia Watts will develop and implement a program for Ashraya Initiative for Children in Pune, India, focused on providing greater economic opportunity for the most disadvantaged families (Waghri and Sikhligar castes) through practical education and skills training. https://www.facebook.com/ashrayainitiative
2016	Brett Davidson launches a Connecticut Bail Fund to support pretrial detainees, those with no financial resources. He’ll also work with Esperanza Immigrant Rights Project to help asylum seeking immigrants in Los Angeles by creating a revolving bail fund. Further, he will create Bail Zero, a national network to provide education regarding the process and to facilitate and create new funds.
2016	Taehoon Kim created a computer and mobile phone project that improves healthcare in rural populations of the Dominican Republic. He connects patients to specialists via video conferencing and prevents ‘Medication Stock-Outs’ with a Restock program; thereby saving lives by having needed medications available.

Year

Winner/Project

2016

Sharad Sagar founded Dexterity Global and D2C (Dexterity to College) to increase college opportunities for low-income students in underdeveloped states of India. He expects to reach one million students with his college-access preparation through the use of boot camps, fellowships, and peer mentoring. <http://www.dexglobal.org/>