



# INCENTIVE MENTORING PROGRAM

Annual Report  
2007-2008

July 1, 2007 – June 30, 2008

[www.dunbar-imp.org](http://www.dunbar-imp.org)

# inspiration

Sarah and Ryan Hemminger founded the Incentive Mentoring Program (IMP) as an act of faith in the potential of students on the verge of expulsion from Paul L. Dunbar High School.

Ryan grew up in a middle class suburb, living an ordinary life until his mother was badly injured in a car accident. The injuries left her unable to work. With no income, they lost their house and moved to the inner city. His mother began selling her prescription painkillers, developed a narcotic addiction, and subsequently, became trapped in a downward spiral of poverty and drugs. They were dependent upon public assistance and sometimes went weeks without heat and electricity. Meanwhile, Ryan went from being an "A" student in middle school to failing his freshman courses and missing over 30 days of school.

Some teachers took a special interest in him, forming a pseudo-family around him. They provided academic support as well as unique solutions to secure clothing, food, and bus fare. When it came time to apply to college, they ushered him through the process. His multiple college acceptances were only the beginning. Ryan attended the United States Naval Academy, served as the communications officer on a ballistic missile submarine, and now works in finance. Sarah met Ryan as a successful young man, and they have now been married for 10 years.

As a graduate student at Johns Hopkins University, Sarah drove by Dunbar High School everyday. The striking contrast between the prestigious institution and the dilapidated high school stirred her. Sarah realized that there must be other students who, like Ryan were struggling, not because of lack of potential, but due to insufficient support.

Sarah founded IMP to provide support for teenagers at highest risk of being expelled from Dunbar High School. With the help of hundreds of volunteers, 15 IMP students have achieved a 100% graduation rate and 100% college acceptance rate. Ryan is now Chairman of the Board of Directors in addition being one of the most trusted mentors in IMP. His experience allows him to connect with students on a unique level and to be an inspirational role model.

By instilling the values of learning and service into IMP students, it is our hope that each IMP alumnus will not only share his/her own story of transformation, but become a powerful force of social change in Baltimore.



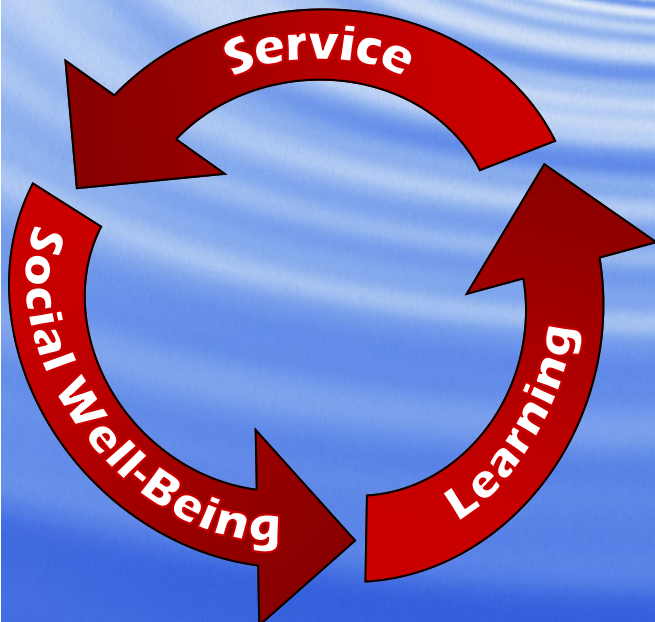
# IMP MISSION:

To use a comprehensive personal approach that fosters the transformation of high school students, who are not meeting minimum academic requirements and facing significant psychosocial challenges, into self-motivated, resourceful, and socially aware leaders committed to a higher purpose of their own.



# IMP VISION:

The people and resources of Baltimore will unite to break the cycle of poverty, drugs, and lack of education. No child will be without the guidance, encouragement, or means to accomplish his/her dreams. Generations of IMP alumni will create ripple effects throughout their communities, establishing a new cycle of learning, service, and social well-being.





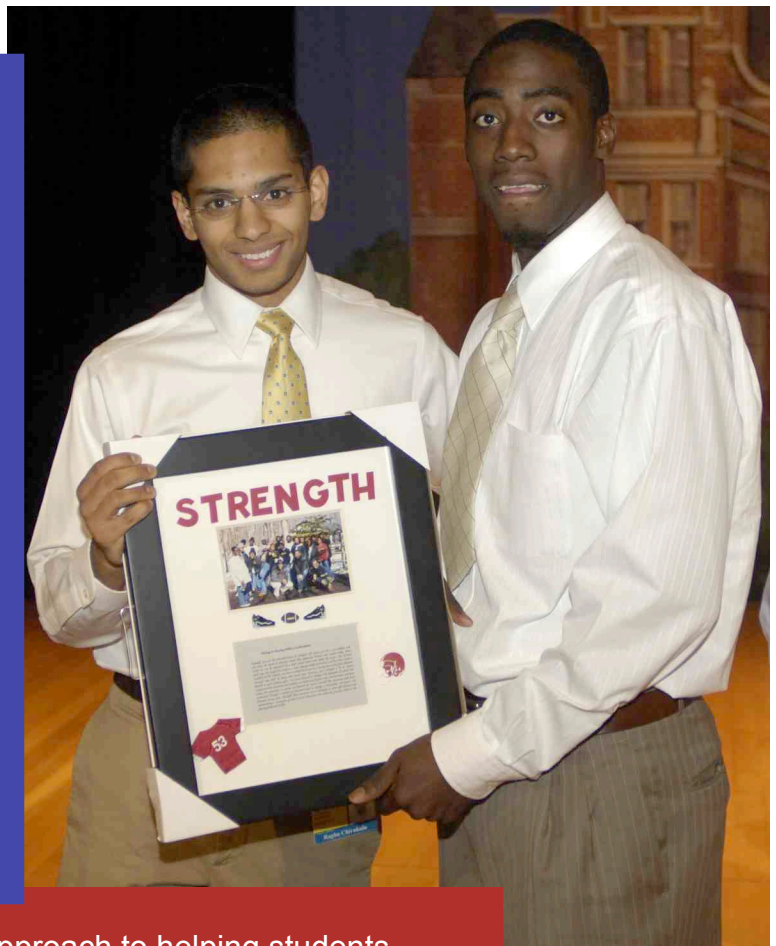
# WHO DO WE SERVE?

The goal of the Incentive Mentoring Program is to help teenagers who are failing high school transform into Baltimore City's most valuable role models. Although only 38.5% of Baltimore City children will receive a high school diploma on time\*, IMP students have a 100% graduation and 100% college acceptance rate. Students on the verge of expulsion from high school are now attending colleges such as Bowdoin, Purdue, Frostburg State, and University of Maryland Eastern Shore. These triumphant individuals, equipped with both education and passion, will create a powerful force of social change. (\*Toppo, Greg. Big-City Schools Struggle with Graduation rates. USA Today: 20 June 2006)

## Target Participants

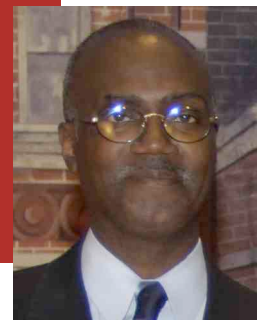
High school freshman who have failed at least 50% of their classes and/or face one of the following psychosocial challenges:

- Substance Abuse
- Gang Violence
- Sexual Assault
- Domestic Violence
- Homelessness
- Incarcerated Parent
- Learning Disability
- Disruptive Behavior
- School Suspension
- Burdensome Financial Obligation to Household



"IMP utilizes a very holistic approach to helping students in whatever capacity is necessary. IMP provides food, clothing, and utility assistance to students and their families. Additionally, mentors can be seen picking up a child from jail in the middle of the night, or taking a parent to a job fair to help them find employment."

Stephen Colbert  
Principal, Paul L. Dunbar High School



# HOW DO WE SERVE?

## Social Support

Beyond taking part in programmed activities, mentors become extended family for IMP students. Each student is matched with a team of 5 or more mentors, called an “IMP Family.” The “IMP Family” is dedicated to identifying the student’s individual barriers to success and creating customized solutions.

IMP families were developed to serve students in 4 distinct ways.

## Academic Assistance

IMP Families serve as tutors, advocates, and counselors for students. Johns Hopkins graduate students and community volunteers hold one-on-one after-school tutoring sessions at least twice weekly. Families also coach organizational skills, seek regular feedback from teachers, and navigate the college application and financial aid processes.

## Community Service

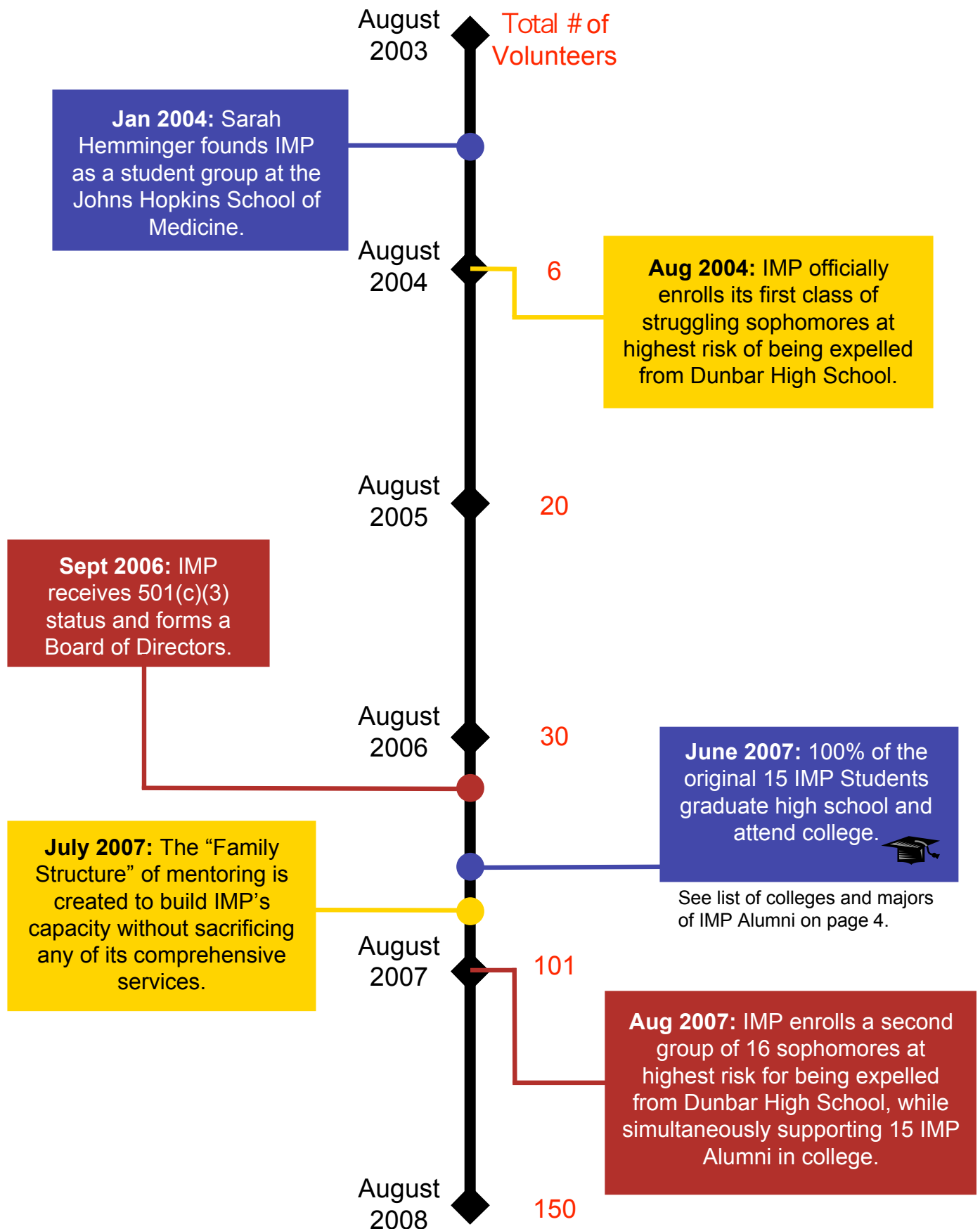
At first, the primary concern of many IMP students is self-preservation. Their perspectives shift when they are put in the position of giving to others. They are empowered by actively contributing to positive change in their communities. Monthly service activities give students a sense of purpose and hope for the future.

## Team Building

IMP students not only benefit from a caring network of mentors, but also learn to rely on one another. They develop trust, communication skills, and problem-solving ability by participating in team-building field trips. Camping and outdoor challenges are both fun incentives and enriching experiences.



# IMP TIMELINE



## *from the chairman of the board*

The Incentive Mentoring Program is an opportunity for people with diverse backgrounds and life experiences to work together toward the common goal of helping our youth. It can be a life changing experience for both the mentors and the students. The Incentive Mentoring Program provides broad-based academic and social support to our students, and offers our volunteers a chance to serve their community.



In September 2007, we enrolled 16 new high school students in addition to our 15 alumni who are currently in college. Our students face academic, emotional, and social challenges. Each student requires a tailored solution that generally goes well beyond academic tutoring. This year we have provided a variety of additional services to our students including transportation to and from school, arranging medical and mental health care for students and their families, providing legal resources, and aiding students and parents in their search for employment. In addition, we have continued to assist our alumni with financial aid packages, summer employment, legal needs, transportation, and academic tutoring. These are only a few examples of the many things our mentors do to support our students.

This year we recruited and retained more than 100 mentors, allowing us to create mentoring “families” of 5 or more mentors for each high school student and to continue to provide support for each college student. Our “family” concept has shown incredible results. In one year, our 16 high school students have gone from failing 35 classes as a group to failing only 8. Half of them now hold a C average or better, which none held before entering our program. This year, our students and mentors have dedicated nearly 5000 person-hours of tutoring and community service.

As we look to the future, we will continue to try to find custom solutions for each of our students. We also have plans to expand IMP to serve more students at Dunbar High School, and eventually to serve students at other high schools in Baltimore. Although we have been successful raising sufficient funds to sustain the program, we still need significant additional financial resources to expand. We will not sacrifice the quality of IMP or our long-term commitment to current students for the sake of expansion.

With your support, we have been able to help each of the 16 high school students and 15 college students enrolled in our program. Despite formidable obstacles, they have shown perseverance and improvement. The success of our program, measured by the achievements of each IMP student, is dependent on the generosity of our donors and volunteers. We hope that with your help we can continue to see our students thrive and our program grow. Thank you.

Sincerely,

A handwritten signature in dark ink, appearing to read "Ryan E. Hemminger". The signature is fluid and cursive, with a large, stylized 'H' and 'M'.

Ryan Hemminger



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## IMP 2007-2008 GOALS, ACCOMPLISHMENTS, AND CHALLENGES

1. To enroll a second group of 16 struggling students from Paul L. Dunbar High School who are not meeting minimum academic requirements and/or facing significant psychosocial challenges.

*IMP's goal of enrolling a second group of struggling students was successfully accomplished. These students have a freshman year GPA of 65% or lower (on a 100% scale) and face psychosocial challenges that include poverty, substance abuse, gang involvement, domestic violence, depression, and learning disabilities. This was a landmark accomplishment for IMP because the organization demonstrated the capacity to repeat its initial success with a second group of students.*

2. To implement a "family-style" structure of mentoring in order to provide each IMP Student with a comprehensive and dependable social network while preserving flexibility for volunteers.

*IMP successfully implemented a "family-style" mentoring structure for the newly enrolled class of high school students (see Appendix). A one-to-one mentoring relationship is insufficient to provide the personalized and comprehensive services that IMP students need. In addition to offering academic assistance, IMP surrounds each teenager with a healthy social network. Each student is matched with an "IMP Family" of 5 or more mentors, led by an experienced volunteer called a "Head of Household." Together, they are dedicated to developing long-term relationships with*



him/her while providing individualized social support. This structure provides continuity for the students over their 3 remaining high school years while allowing flexibility for busy volunteers. Despite the lack of a minimum time commitment, IMP mentors become extended family. They are trusted confidants, able to notify parents, teachers, and health care providers of difficulties before they escalate. In addition to the success of students, IMP volunteers have expressed great satisfaction with this flexible and rewarding structure.

3. To identify and provide necessary “Alumni Services” to the first group of IMP Students enrolled in 2004 who are all beginning their freshman year of college in 2007.

*IMP’s goal of identifying Alumni Services was accomplished, and our ability to provide these services continues to improve. IMP’s first group of students began their freshman year of college in 2007. We identified several areas of need including progress monitoring via regular phone calls, logistical support with financial aid and housing, consulting for transfer applications, and assistance in seeking summer employment and volunteer opportunities. IMP was able to offer limited support in these areas, and hopes to expand this support by recruiting a group of volunteers in the following year who are specifically dedicated to supporting IMP Alumni in the identified areas of need.*

4. To develop and evaluate an SAT Preparation Pilot Program in order to provide services to a greater portion of Dunbar students and to maximize the program’s effectiveness prior to implementing it for all IMP Students.

*IMP’s goal of developing an SAT Preparation Pilot was accomplished, and the evaluation process is ongoing. IMP mentors designed a weekly SAT class for six Dunbar High School juniors. The program involved continuous SAT preparation throughout the school year followed by an intensive two-week daily component at the end of the summer. To evaluate the program’s effectiveness, students’ scores from a full-length diagnostic SAT test administered at the start of the program in Fall 2007 will be compared with their official SAT scores that will be available in Fall 2008.*



## IMP 2008-2009 GOALS

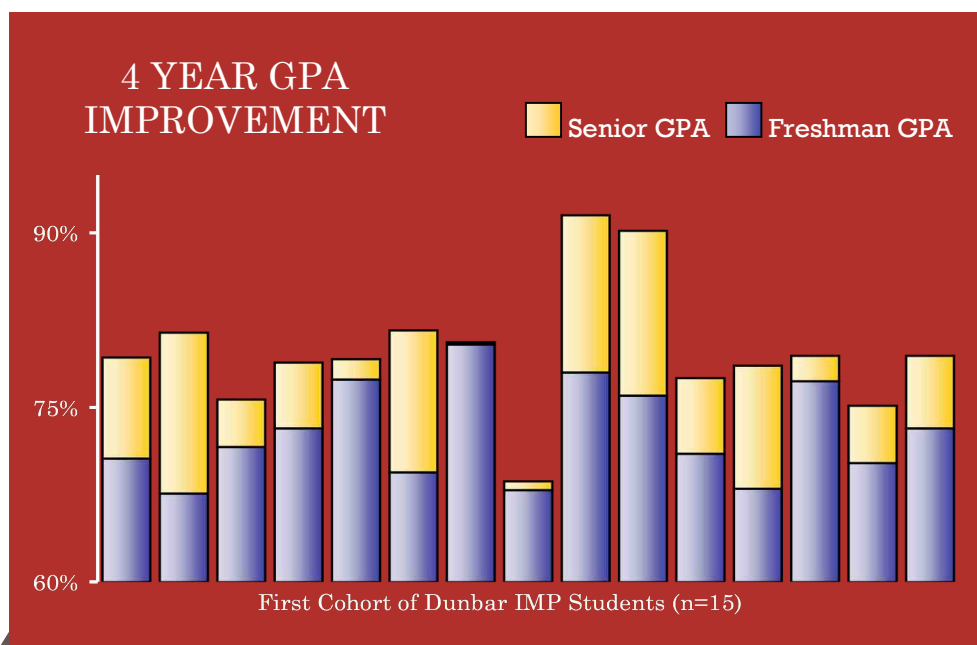
1. To raise sufficient capital from sustainable sources so that IMP can continue to support its current students in addition to expanding enrollment to a third group of struggling students who are not meeting minimum academic requirements and/or facing significant psychosocial challenges.
2. To create mentoring “families” for each IMP alumnus.
3. To create new volunteer positions focusing on identified areas of need including health education, mental health resource coordination, fundraising, and public relations.
4. To diversify the volunteer base by recruiting at least 25% of new volunteers from the Johns Hopkins School of Public Health, Johns Hopkins School of Nursing, and Johns Hopkins University Homewood Campus.
5. To continue to improve the academic achievements of IMP Students by striving for 100% of students with a “C” average or better and 25% of students with a “B” average or better in junior year GPAs.
6. To increase the diversity of community service opportunities, including a mix of individual and group events and a variety of populations served, resulting in each IMP student being able to identify and describe at least one event that inspired him/her.





# IMP ALUMNI

One hundred percent of the original IMP students became college freshman in the Fall of 2007. Even though most of them have left Baltimore, they are not forgotten. IMP remains committed to ensuring they successfully complete college.



IMP Alumnus (Class of 2007)	College	Major
Brittany Jones	Baltimore City Community College	TBD
Dalonte Keemer	Purdue University	Graphic Design
Derick Brown	Frostburg State University	Mathematics
Devin Morton	University of Maryland Eastern Shore	Nursing
Dhaujee Kelly	Bowdoin College	French/Biology/Pre-med
Donnise Nole	Frostburg State University	Nursing
Eric Barksdale	Angelina College	Accounting
Greg Mason	Mercyhurst College	Fashion Merchandising
Judeith James	Wesley College	Nursing
Kendall Jamison	Morgan State University	Engineering
Maurice Portee	Morgan State University	Accounting
Shardae Young	Frostburg State University	Criminal Justice
Tavon Daye	California University of Pennsylvania	Nursing
Terrance Holmes	University of Maryland Eastern Shore	Business
Tynecia Cannie	Trinity University	Biology/Pre-med

(Enrollment current as of Fall 2007)

# IMP ALUMNI

From navigating paperwork to providing individualized support, IMP Alumni Services continue to evolve. Next year, we hope to create small “IMP Families” of 1-3 mentors for each alumnus to identify problems proactively and to better meet specific individual needs.

IMP Alumni Services (N=15)	% Receiving Support
Assistance with financial aid application	100% (15)
Logistical academic support	73% (11)
Financial support for tuition/books	47% (7)
Summer employment search	40% (6)
Assistance with transfer application	20% (3)
Coordination of medical/mental health resources	20% (3)
Academic tutoring	13% (2)
Coordination of legal resources	6% (1)



“Now I make plans for the future. I have branched out into my own person, instead of letting stereotypes define me. I am involved in more educational activities that will get me further to reach my goals.”

Greg Mason  
IMP Alumnus, Class of 2007

# IMP SOCIAL SUPPORT

Over time, “IMP Families” are able to identify the underlying problems that prevent students from achieving their goals. After one year, IMP has helped stabilize several home environments and supported 3 teens in ending gang involvement. Next year, we aim to improve our health education and coordinate services to better address problems such as teen pregnancy, depression, and substance abuse.

IMP Student Family Service (N=16)	% Receiving Support
Transportation to/from school	63% (10)
Coordination of resources to subsidize utility bills	19% (3)
Coordination of medical/mental health resources	19% (3)
Coordination of legal resources	19% (3)
Refurbishment of portion of home	13% (2)
Employment search for parent	6% (1)
Involvement of Child Protective Services	6% (1)



Outcome for 1 <sup>st</sup> year IMP Students	Pre-IMP Baseline 2006-2007	After 1st IMP year 2007-2008
Employed during school year	25% (4)	38% (6)
Involved with gangs	31% (5)	13% (2)
Involved in extra-curricular activities	31% (5)	75% (12)

Select 2007-2008 IMP Student Accomplishments
4 students participated in sport teams who were academically ineligible last year.
3 students ceased involvement with gangs.
17 new extracurricular activities joined (track, basketball, football, swimming, cross-country, modeling club, fashion show, debate team, science fair, poetry slam, math fair, aerobics, and pathology internship).

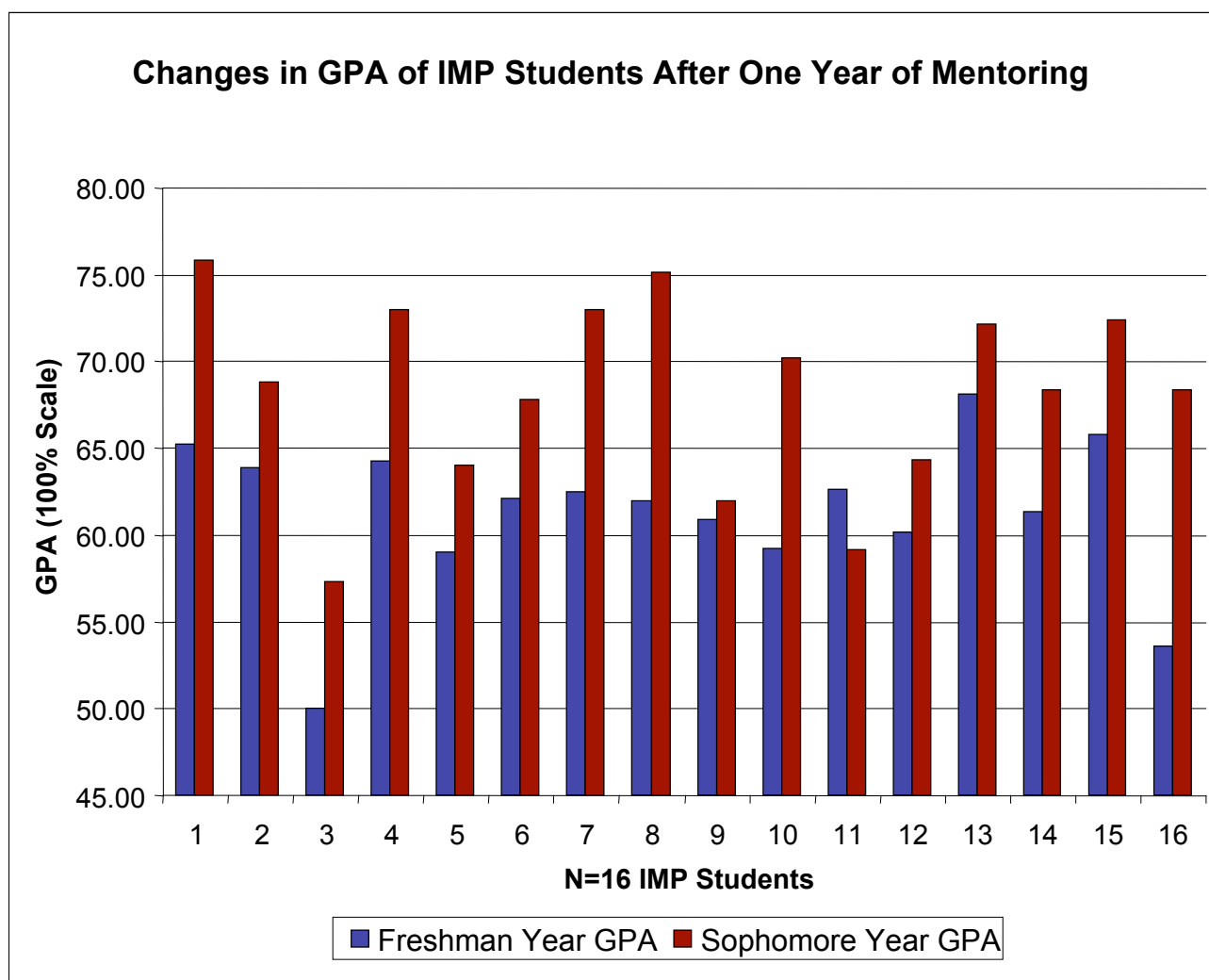


# IMP ACADEMIC ASSISTANCE

After the first year of mentoring, grades and attendance have improved for almost all of the IMP Students. IMP is committed to the success of each individual student and refuses to let anyone fall through the cracks. By the end of next year, we aim to help every student achieve a "C" average or better.

Outcome for 1 <sup>st</sup> year IMP Students	Pre-IMP Baseline 2006-2007	After 1st IMP year 2007-2008
"C" average or better	0% (0)	44% (7)
Total number of failed classes	35	8
Average number of failed classes per student	2.2	0.5
Passed all courses in final grades	19% (3)	69% (11)
Average number of school absences per student*	21.2	18.8

(\*This statistic excludes two students for whom accurate data was not available)



## Select 2007-2008 IMP Student Accomplishments

18 failed classes from freshman year have been repeated and passed.

75.9% attendance by students at bi-weekly tutoring sessions

# IMP COMMUNITY SERVICE

Community service activities are rewarding and empowering experiences for IMP Students. IMP Alumni have cited certain projects as “starting a healing process for me” and likened others to “therapy.” By the end of their junior year, each IMP student will be able to describe at least one event that inspired him/her.

Community Service Activity	Description	Person-Hours
Bluford Drew Jemison Academy	Students tutored middle school boys at Bluford Drew Jamison Academy in math and science.	144
New Life for Girls	Students served meals and supported women overcoming abuse and addiction at an annual benefit dinner.	108
SOURCE Tri-school Days of Service	Students volunteered with SOURCE’s various community partners. In the spring, the students organized and ran a stroke awareness event.	70
Police Athletic League	Students helped teach younger children how to put together first-aid kits.	52
St. Francis Academy Community Center	Students volunteered at the annual community Halloween party.	48
Centennial Memorial Church	Students gathered food items and assembled care packages for the homeless.	32
Asthma Awareness Day at Collington Square Elementary	Students ran a ‘Family Feud’ game to raise asthma awareness in the community.	30
Public Health Day at Sojourner-Douglass College	Students developed and led interactive health promotion games for children.	20
The Club at Collington Square	Students mentored middle school children in an after-school program.	12
Other	Students and mentors designed their own community service projects based on individual interests.	40
<b>Total Person-Hours</b>		<b>556</b>

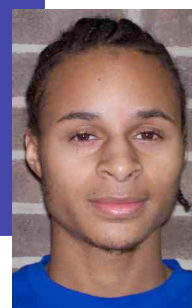
# IMP TEAM BUILDING

Team-building activities form the foundation of trust between students and their “IMP Families.” With improved trust, interpersonal communication, and group problem solving skills, IMP students also begin to rely on each other for support. Over time, these skills enable students to strengthen their support networks beyond IMP.

Team Building Activity	Description	Date
Swimming Party	Students attended a pool party to socialize with new students and mentors.	July 2007, June 2008
Sailing	IMP students learned how to sail at the Downtown Sailing Center.	August 2007
Camping Trip	Students participated in a weekend camping trip. Trained facilitators from the Boy Scouts of American led students through a Challenging Outdoor Physical Experience (C.O.P.E.) course involving problem-solving, leadership, and trust exercises.	October 2007
South Carroll Full Gospel Church Fall Festival	Horseback riding and pumpkin painting were fun ways for students to bond with each other in a new environment.	November 2007
A Christmas Carol Musical	Students attended this cultural event at the Lyric Opera House.	December 2007
Ice Skating at Patterson Park	Students built confidence and trust by learning or teaching others to ice skate.	February 2008
Finding Nemo on Ice	Students attended this cultural event at the Baltimore Arena.	March 2008
Navy-Hopkins Lacrosse Game	Students attended this sporting event and then toured the U.S. Naval Academy and the City of Annapolis.	April 2008
Body Worlds 2	Students explored an exhibit on the human body at the Maryland Science Center.	June 2008

“During our camping trip, I saw first-hand that this different world outside of Baltimore was not just an imaginary place the mentors made up, but it was real. I never knew until that day that there were places that did not look like the city I had lived all my life. This trip helped me to see with my own eyes that the Baltimore cycle was able to be broken.”

Derick Brown  
IMP Alumnus, Class of 2007





# IMP VOLUNTEERS

IMP is about learning from relationships. Mentors learn just as much from the students as the students learn from them. Volunteers gain first-hand experience with the psychosocial challenges faced by Baltimore's youth, preparing them to be more sensitive and effective health professionals. Although medical students have historically composed the majority of IMP mentors, we aim to diversify our volunteer base next year.

Volunteers	Number	Annual Retention
Active Mentors	101	85%
Mailing List Subscribers	403	97%

Mentor Affiliation with Johns Hopkins University	Number	Percentage
Medical Students	66	65%
Graduate Students	18	18%
Public Health Students	9	9%
Undergraduate Students	3	3%
Non-affiliated Volunteers	5	5%

“IMP has broadened my view of underprivileged schools and their students. Being able to see the daily challenges that Dunbar students go through has been an incredibly enlightening experience in both recognizing the privileges I’ve often taken for granted and the steps that need to be taken in the community and beyond. I think being immersed in such a setting, even for a short period of time, gives me a more diverse perspective and allows me to serve as a better advocate in the future.”

Kevin Zhao  
IMP Volunteer

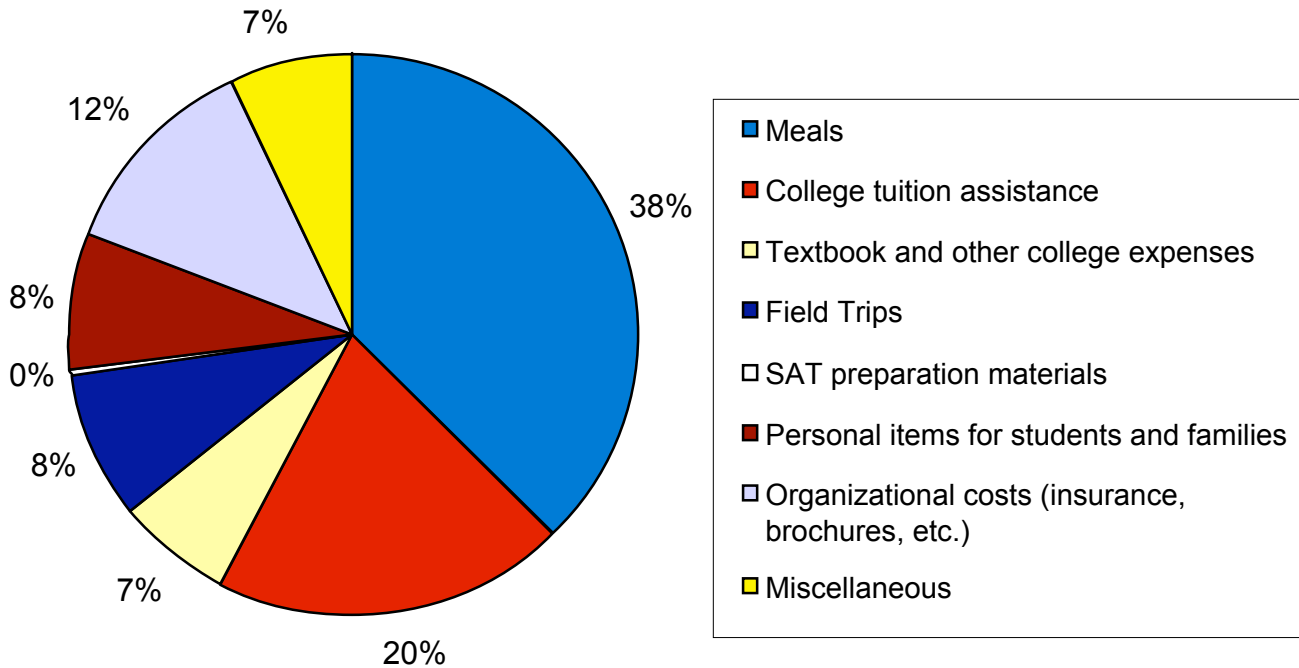


“From driving him to school in the mornings, to having 4 tutoring sessions a week, we made our IMP presence unavoidable and far reaching in our student’s life. I could tell that our IMP family made a difference when he passed all of his class for the first time. It gave him a glimpse into his potential to succeed and it made me proud of his hard work and the combined efforts of our IMP Family.”

Ryan Orosco  
IMP Volunteer

# IMP 2007-2008 FINANCIAL REPORT

**Budget Allocation (July 2007 - June 2008)**



Expense Type	Amount Spent
Meals***	\$11,047.37
College tuition assistance	\$6,718.90
Organizational costs (insurance, brochures, etc.)	\$3,887.05
Field trips	\$3,725.74
Personal items for students and families	\$2,383.27
Textbooks and other college expenses	\$2,010.96
Miscellaneous	\$549.42
SAT preparation materials	\$125.92
<b>Total</b>	<b>\$30,448.63</b>

(\*\*\* Many students participating in the Incentive Mentoring Program receive food stamps, free breakfast and lunch at school, and do not always have adequate food at home. Thus, it is essential to provide meals at all IMP events as an incentive for attendance and to meet basic nutritional needs.)

## ACKNOWLEDGEMENTS

We would like to extend our deepest gratitude to all of the donors, partners, volunteers, and individuals whose continual support makes the Incentive Mentoring Program possible.

### Baltimore City Public School System

Roger Shaw, Executive Director of Secondary Schools

Stephen Colbert, Paul L. Dunbar High School Principal

### Donors

11-10-02 Foundation

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Annie E. Casey Foundation

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Boy Scouts of America, Inc, Scoutreach

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Clark Family

Constellation Energy

Dave Harris

Denton Cooley Center

Derek Norton

Dorothy Merritt

Frank Novotny

Gerry and Heather Zoller

Goldsmith Family Foundation

Gregg and Jayne Yarian

Jared Eddy

Johns Hopkins Alumni Association

Johns Hopkins Banquet Services

Johns Hopkins Bloomberg School of Public Health Student Assembly

Johns Hopkins Department of Biomedical Engineering, Murray Sachs and Judy Evans

Johns Hopkins School of Medicine Academic Computing Center

Johns Hopkins School of Medicine Medical Student Society

Johns Hopkins University Graduate Representative Organization

Johns Hopkins University Graduate Student Association

Johns Hopkins University School of Medicine: Interaction



## ACKNOWLEDGEMENTS (CONTINUED)

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Pascha Peay  
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Paul L. Dunbar High School Class of 1966  
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Rebekah Criscimagna  
Reza Shadmehr  
Robert Zoller  
Ryan Orosco  
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Scott Shotto  
Scott Wham  
Shamayra Smail  
South Carroll Full Gospel Church  
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Temple Family  
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Uray Lui  
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Vincent Huang  
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Wright Family Foundation

## ACKNOWLEDGEMENTS (CONTINUED)

### 2007-2008 Community Service Partners

Baltimore Police Department Athletic League  
Bluford Drew Jemison Academy  
Centennial Memorial Church  
New Life for Girls  
Sojourner-Douglass College  
South Carroll Full Gospel Church  
St. Francis Academy Community Center  
Student Outreach Resource Center (SOURCE) at Johns Hopkins  
The Baltimore Albert Schweitzer Fellowship  
The Club at Collington Square

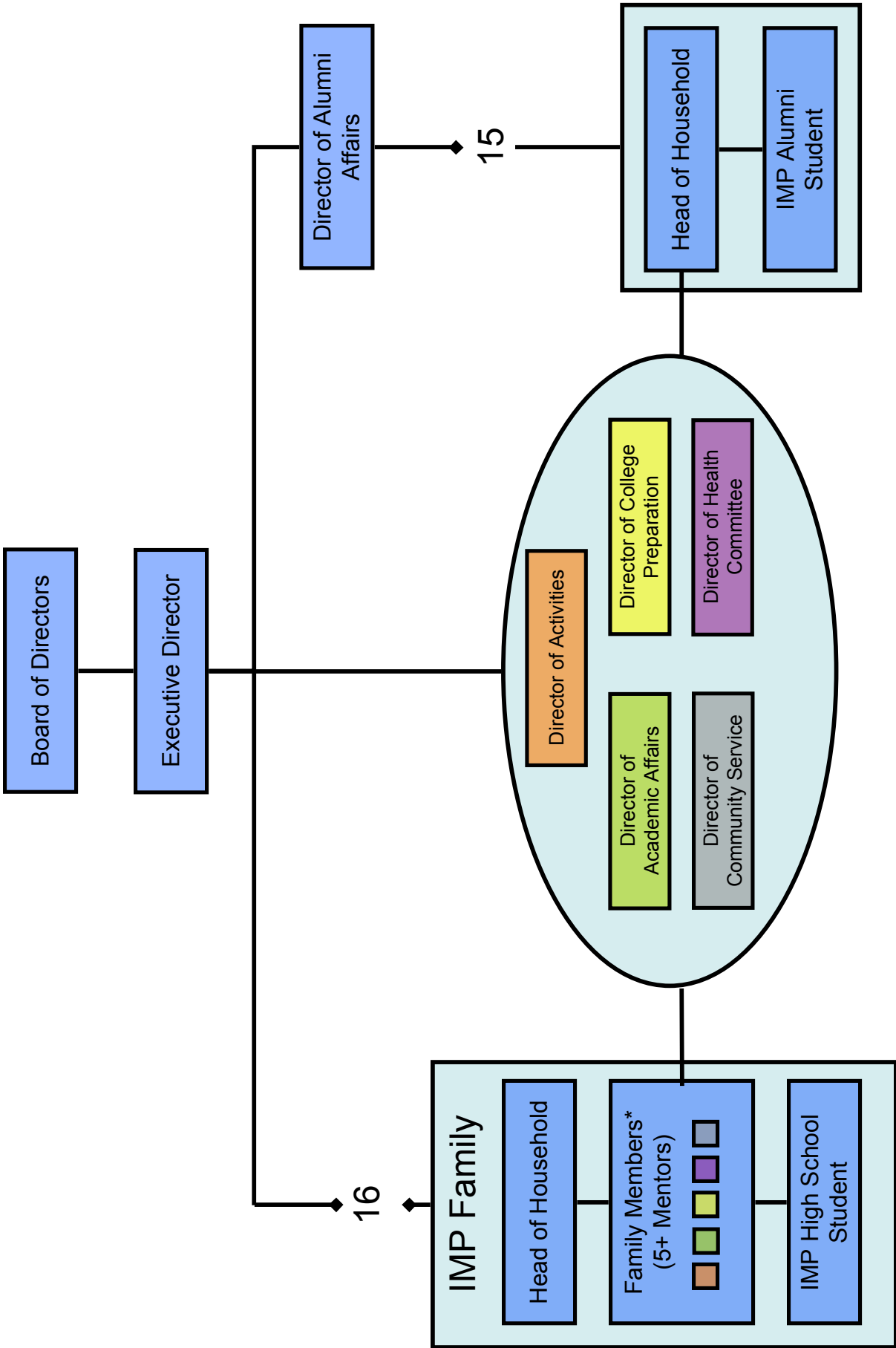
### Advisors

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Eric Tan  
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# APPENDIX: IMP ORGANIZATIONAL STRUCTURE



\*Each family member serves as a representative on at least one of the five IMP committees