

THE INCENTIVE MENTORING PROGRAM

"In the garden, more grows than the
gardner sows."

~Spanish Proverb



2008 - 2009

ANNUAL REPORT

Incentive Mentoring Program
PO Box 1584
Baltimore, MD 21203

BEGINNINGS



Sarah and Ryan Hemminger (above) 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 every day. 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.

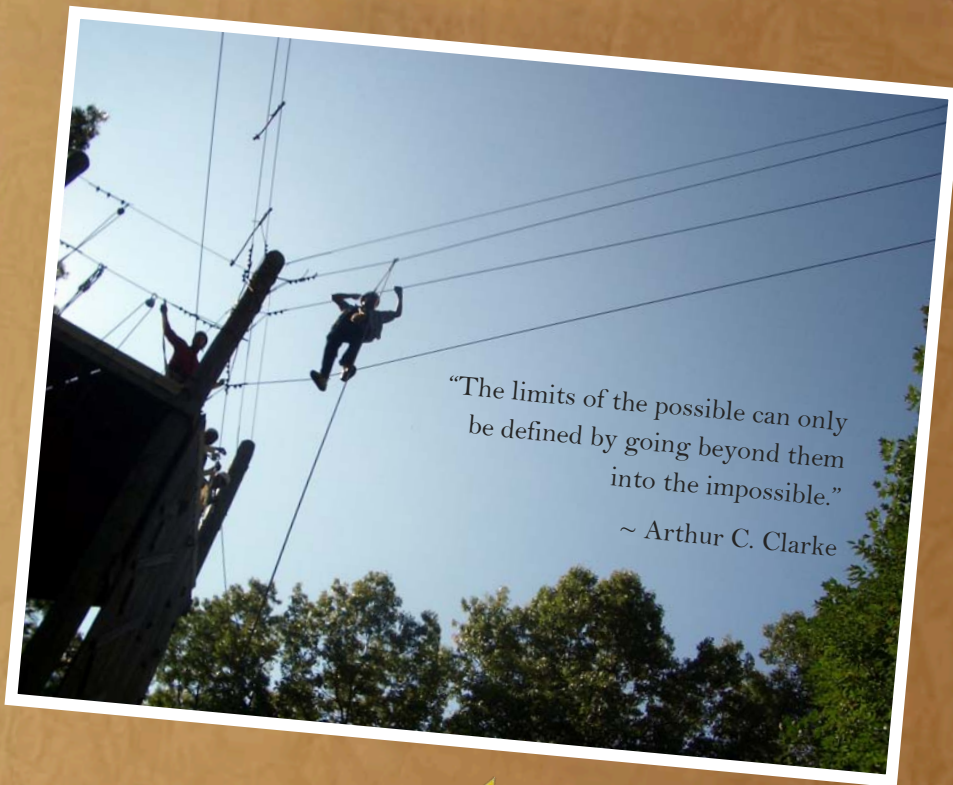
Ryan and Sarah founded IMP to provide support for teenagers at highest risk of being expelled from Dunbar High School. With the help of hundreds of volunteers, 15 IMP students have achieved a 100% graduation rate and 100% college acceptance rate. Ryan is now Chairman of the Board of Directors and one 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 in IMP students, it is our hope that each IMP alumnus will not only share his or her own story of transformation, but also become a powerful force of social change in Baltimore.



ANOTHER YEAR GONE BY...



IMP



"The limits of the possible can only
be defined by going beyond them
into the impossible."

~ Arthur C. Clarke



2008 - 2009
Annual Report

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A LETTER FROM THE CHAIR



Youth in Baltimore consistently battle violence, financial stress, and substance abuse in their community. These issues exacerbate and amplify one another, creating a cycle that is difficult to escape. With a dismal 41.5% high school graduation rate, Baltimore is an example of how such surroundings take a toll on youth and their focus on education—one of the few avenues that could help them break this cycle.

The Incentive Mentoring Program matches high school students who are not meeting minimum academic requirements and who are facing significant psychosocial challenges with a group of 6-10 mentors who are dedicated to one student. This group of mentors and their mentee, which we call the IMP Family, uses a comprehensive personal approach that fosters the transformation of the students into self-motivated, resourceful, and socially aware leaders committed to a higher purpose of their own.



We have over 300 volunteers to serve our 16 high school students and 15 high school graduates in IMP Families. Each student has their own IMP Family which provides after school tutoring, attends parent-teacher conferences, engages the student in community service and teamwork activities, and provides comprehensive individualized support. Each IMP Family designs a customized approach for their student that addresses the root cause of the student's academic, social, and personal difficulties. Our IMP Families do whatever it takes to stabilize the student's home life including renovating homes, preventing evictions, healthcare advocacy, obtaining employment for parents and students, gang intervention and rides to school. Most importantly, these family-like relationships create an environment of unconditional support, proven to be a crucial catalyst in fostering real change in the lives of both the students and volunteers.

As we look back over the year, we highlight several noteworthy accomplishments. Our mentors provided comprehensive tutoring, study sessions, and SAT preparation for our students. Our students took part in a wide range of community service activities, and have already been able to express the impact their service has had on their own lives. Our students also participated in a number of teamwork and leadership activities including our annual camping trip, sailing lessons, and visits to the US Naval Academy. All told, our students spent more than 2700 hours with their mentors. As a result, the average GPA of our current high school students has increased by more than 9 percentage points since they enrolled in IMP.

This year has also been one of growth for our organization as a whole. In May, we held the first annual IMP Charity Gala and were able to raise nearly \$14,000. Due to the success of this and other fundraising efforts, we have immediate plans to expand IMP to serve more students at Paul Laurence Dunbar High School. In 2009-2010, we will enroll a third cohort of students at Dunbar High School. We also hope to begin to serve students at a second high school in Baltimore shortly thereafter. We are excited to serve more students, but we will not sacrifice the quality of IMP for the sake of expansion.

Thank you for your support and the confidence that you have shown in us. As always, our success relies upon the hard work of our students, the dedication of our volunteers, and the generosity of our supporters.

Sincerely,

Ryan Hemminger

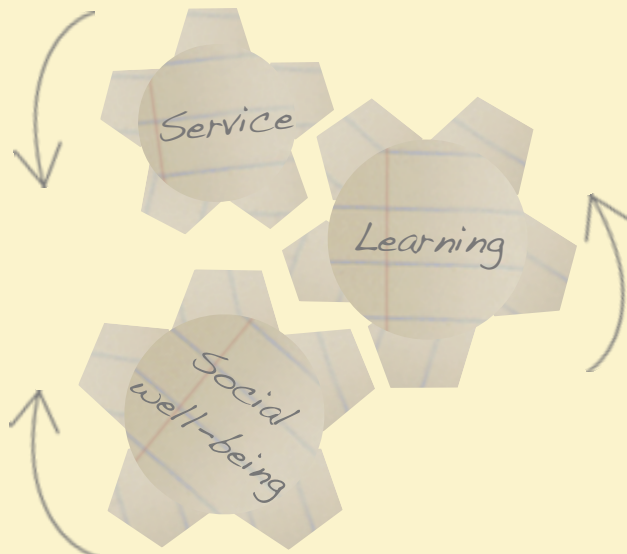
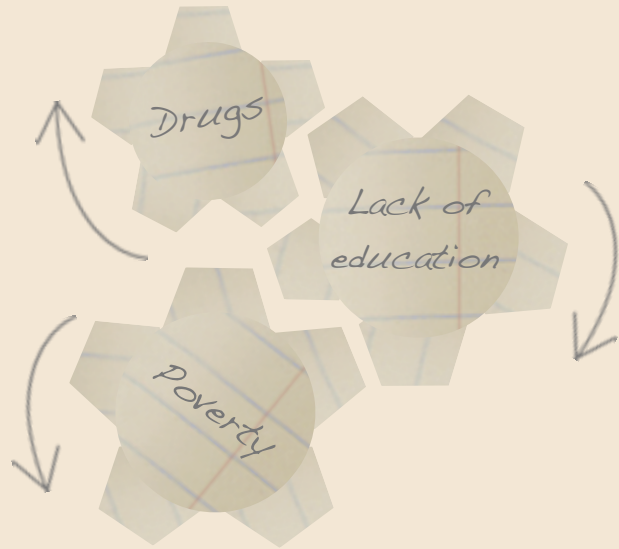


MISSION AND VISION



The 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.



The IMP Vision

Our vision is to ensure that all participating students graduate from high school and are accepted to college; to empower students to effect change in their own lives as well as the lives of those in their community; to serve more students through controlled program expansion without compromising program quality; and to support IMP students through college to guarantee continued success and healthy, productive lives of their own choosing.

WHO DO WE SERVE?



Baltimore holds the 2nd lowest urban graduation rate of the nation's 50 largest cities, as well as the 2nd largest gap between its suburban and urban schools.

Source: EPE Research Center, 2009

IMP enrolls high school students who are failing at least 50% of their classes and facing significant psychosocial challenges including extreme poverty, homelessness, substance abuse, having an incarcerated parent and gang violence.

Baltimore's low graduation rate is a reflection of larger problems, many of which extend outside of the classroom. 32% of Baltimore's children live in single-parent families, 33% live in families where no parent has full-time employment, and 41% live in families with incomes slightly above the federal poverty level. Furthermore, many students are exposed at an early age to crime, drugs, and gang violence. There are 1,800 identified gang members in Baltimore, the majority of whom are juveniles. Between the beginning of 2007 and October 16, 2008, there were 242 juvenile criminal cases involving members of a gang.

Many of Baltimore's failing students are caught in a cycle in which drugs, poverty, and a lack of social support inhibit their ability to receive an adequate education. As a result, the students themselves are more likely to pursue drug use and remain impoverished. IMP seeks to break this cycle and replace it with a positive cycle of learning, community service, and social well-being.

Peter Hermann, "Juvenile gangs" in the Baltimore Sun, October 16 2008

HOW DO WE SERVE?



As a family....



THE IMP FAMILY



The IMP Family

IMP delivers services using our IMP Family structure to design a customized approach for each student that addresses the root causes of the student's academic, social, and personal difficulties. Each high school student is given an IMP Family, consisting of 6 to 10 mentors and a Head of Household (HoH). Each college student is given an IMP Family, consisting of 1-2 mentors and an HoH. Our IMP Families become cohesive units through practicing teamwork and leadership. Most importantly, these family-like relationships create an environment of unconditional support for our students, proven to be a crucial catalyst in fostering real change in their lives. Only with this support are our students able to take a leap of faith by focusing on their future as opposed to the immediate perils around them.

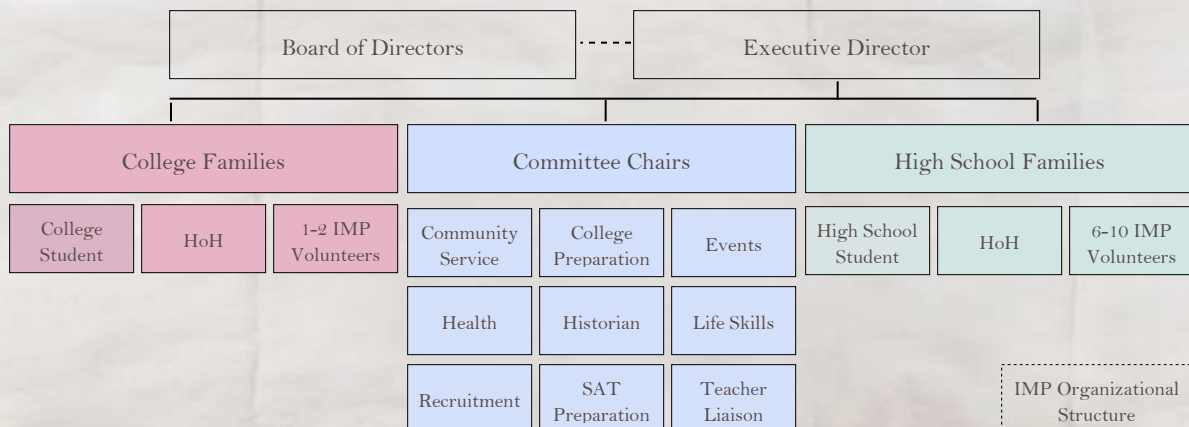


The HoH

An HoH coordinates tutoring, SAT preparation, weekly mentor/student/teacher meetings, college visits, community service, and comprehensive services for the student. HoHs work collaboratively with the Executive Director to develop customized interventions to meet the needs of the IMP students. They also serve as a mentor to the IMP volunteers within their IMP Family. The HoH is the first line of contact when mentors face challenges interacting with students or tackling barriers to a student's success.

The Committee Chairs

IMP Committee Chairs are volunteers who coordinate activities for all aspects of these programs, including academics, team building events, community service, health, college planning, life skills, and SAT prep. Additional Directors oversee administrative aspects of the program such as fundraising, recruitment, and technology. Each chair organizes and manages a committee of other volunteers.



WHO SERVES?

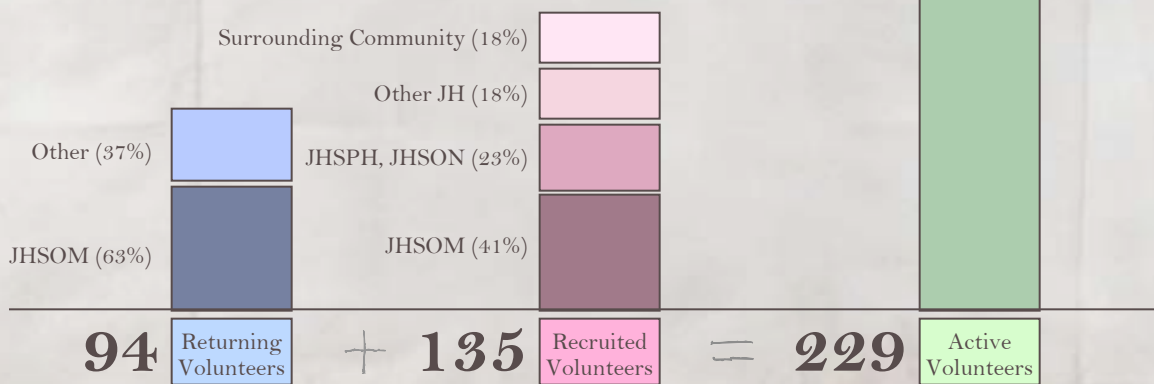


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Historically, the Johns Hopkins School of Medicine (JHSOM) students comprised the majority of IMP Mentors. 2008 - 2009 marked a successful diversification of our volunteer base. In addition to retaining 93% of our 2007 - 2008 volunteer base, 135 new volunteers were recruited, 59% of whom were drawn from the Johns Hopkins School of Public Health (JHSPH), School of Nursing (JHSON), Graduate and Postdoctoral Programs (Other JH), as well as the surrounding community. By June 2009, the active volunteer base increased by 126% to a total of 229 active mentors.



IMP Volunteer Affiliation

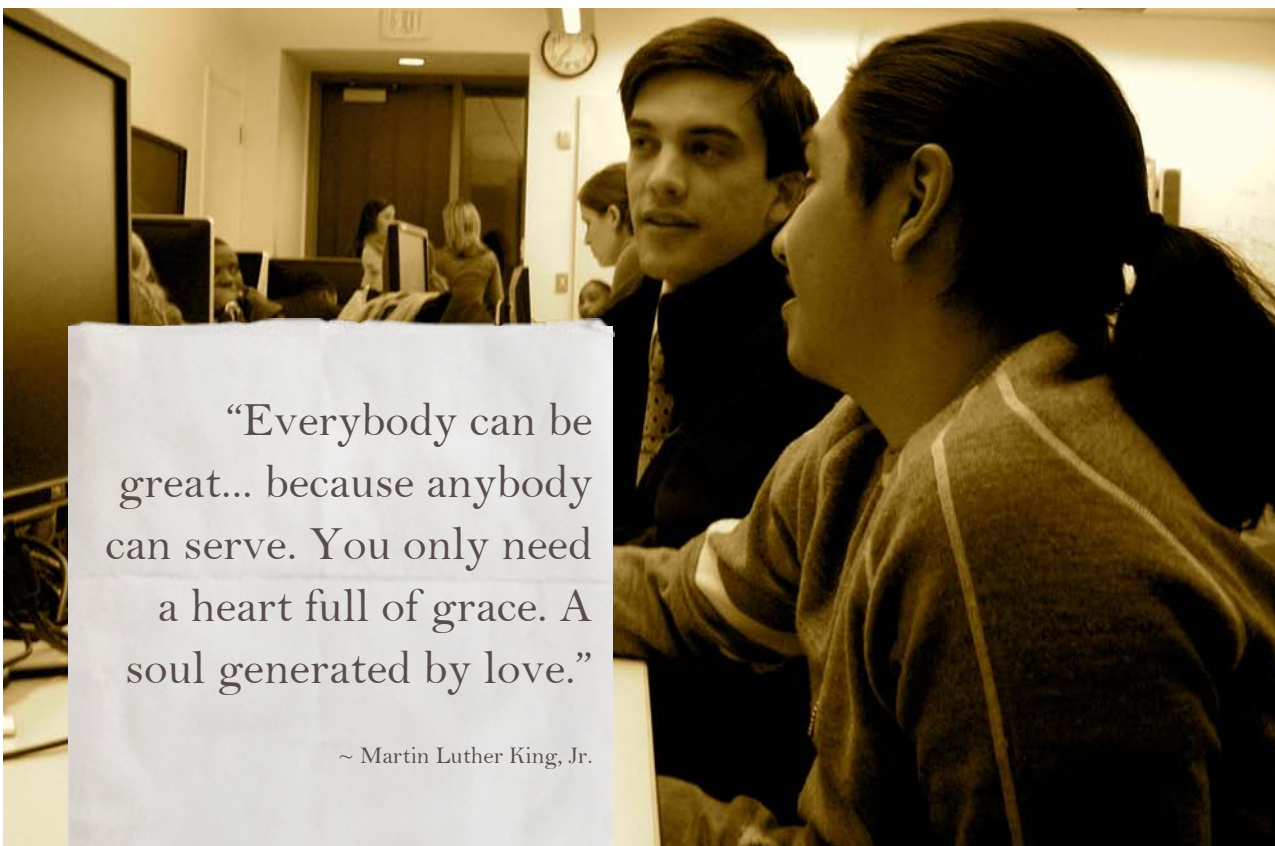


IMP VOLUNTEERS



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IMP volunteers are the foundation of this program. Displaying immeasurable spirit and love, they demonstrate for the high school student the true power of endless hope, family, humility, generosity and adaptability.



“Everybody can be great... because anybody can serve. You only need a heart full of grace. A soul generated by love.”

~ Martin Luther King, Jr.



Hadi Fatemi, IMP Volunteer

Two years ago, my dreams of becoming a scientist brought me from Iran to the United States and to this university as a PhD student. However, the barriers of language, culture, and presumptions made me feel lonely, marginalized and insignificant in my new community. It seemed to me that all my past dreams were going to wither. Right when I was going through this gloomy struggle I joined IMP, and met many dreamers. One of them was Albert, a high school student, stuck in the cycle of failure, poverty, and drugs.

The challenges and problems upon me and Albert, are by no means over. But being touched by the souls of the great people in IMP, we learned not to lose our hope, and keep on daydreaming for a brighter future. It even taught us how to invent greater dreams out of our little frustrations and fantasies.

THE IMP MENTORSHIP MODEL



To meet the developmental needs of IMP students, IMP Families focus on four key areas: academic assistance and advocacy, empowerment through community service, leadership and team building, and individualized support

Academic Assistance & Advocacy

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.

Leadership & 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 leadership and team building field trips. Camping and outdoor challenges are both fun incentives and enriching experiences.

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.

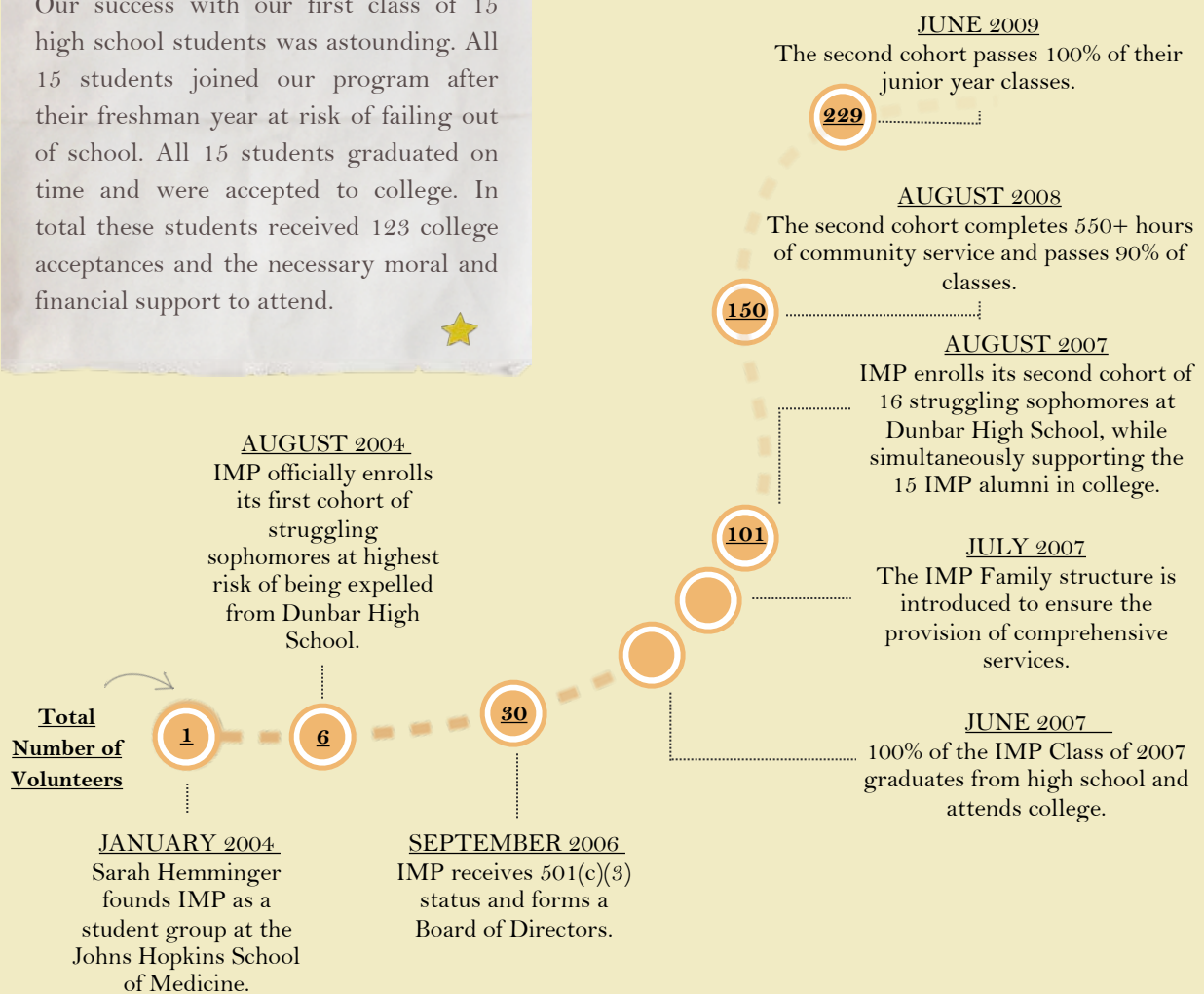
Individualized Support

Beyond taking part in programmed activities, mentors become extended family for IMP students. Each student is matched with a team of 6 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 TIMELINE



Our success with our first class of 15 high school students was astounding. All 15 students joined our program after their freshman year at risk of failing out of school. All 15 students graduated on time and were accepted to college. In total these students received 123 college acceptances and the necessary moral and financial support to attend.



Principal Stephen Colbert, Paul L. Dunbar High School

Due to the successes of IMP at Dunbar, we would very much like to see IMP eventually spread to other high schools in Baltimore City. It is a very effective program that connects philanthropy to the African American community in a most creative way: to create social capital that results in increased community giving. Since IMP has helped our students overcome their own life challenges, they have unlimited potential to help others to do the same.

2008-2009 GOALS, ACCOMPLISHMENTS, AND CHALLENGES



One.

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.

Sufficient funds were successfully raised through grant support and private donations to enroll a third group of Dunbar students. In 2008-2009, we raised over \$90,000, which supported our two existing cohorts and provided enough to help sustain these cohorts through the 2009-2010 school year. Further, we applied for additional grants to support the enrollment of a third cohort in the spring of 2010. 2008-2009 also marked the inception of IMP's first annual Charity Gala, "Believe in Baltimore's Youth."

Two.

Create Mentoring Families for each IMP Alumnus.

An Alumni Relations committee was created to focus specifically on the needs of IMP alumni. Heads of Household were recruited and trained for each of the IMP alumni and provided with a newly-created manual detailing their specific roles, core guidelines and comprehensive lists of resources and support contacts. A Director of Academic Affairs that focuses specifically on the alumni oversees these HOHs.

Three.

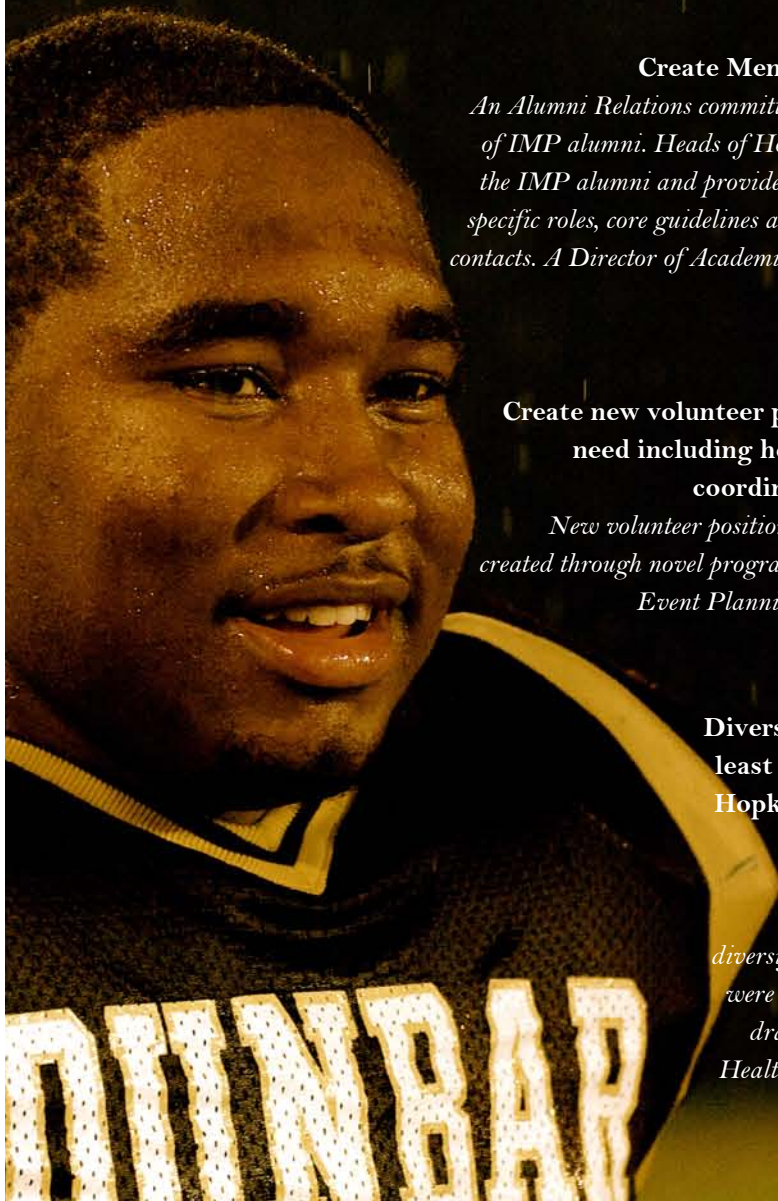
Create new volunteer positions focusing on identified areas of need including health education, mental health resource coordination, fundraising and public relations.

New volunteer positions focusing on the identified areas of need were created through novel program establishments such as Health and Wellness, Event Planning and Public/Internal Relations committees.

Four.

Diversify the volunteer base by recruiting at least 25% of new volunteers from the Johns Hopkins School of Public Health, the Johns Hopkins School of Nursing and the surrounding community.

The IMP Volunteer base was successfully diversified. One hundred thirty-five new volunteers were recruited for 2008-2009, 41% of whom were drawn from the Johns Hopkins School of Public Health, the School of Nursing and the surrounding community.



2008-2009 GOALS, ACCOMPLISHMENTS, AND CHALLENGES



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Five.

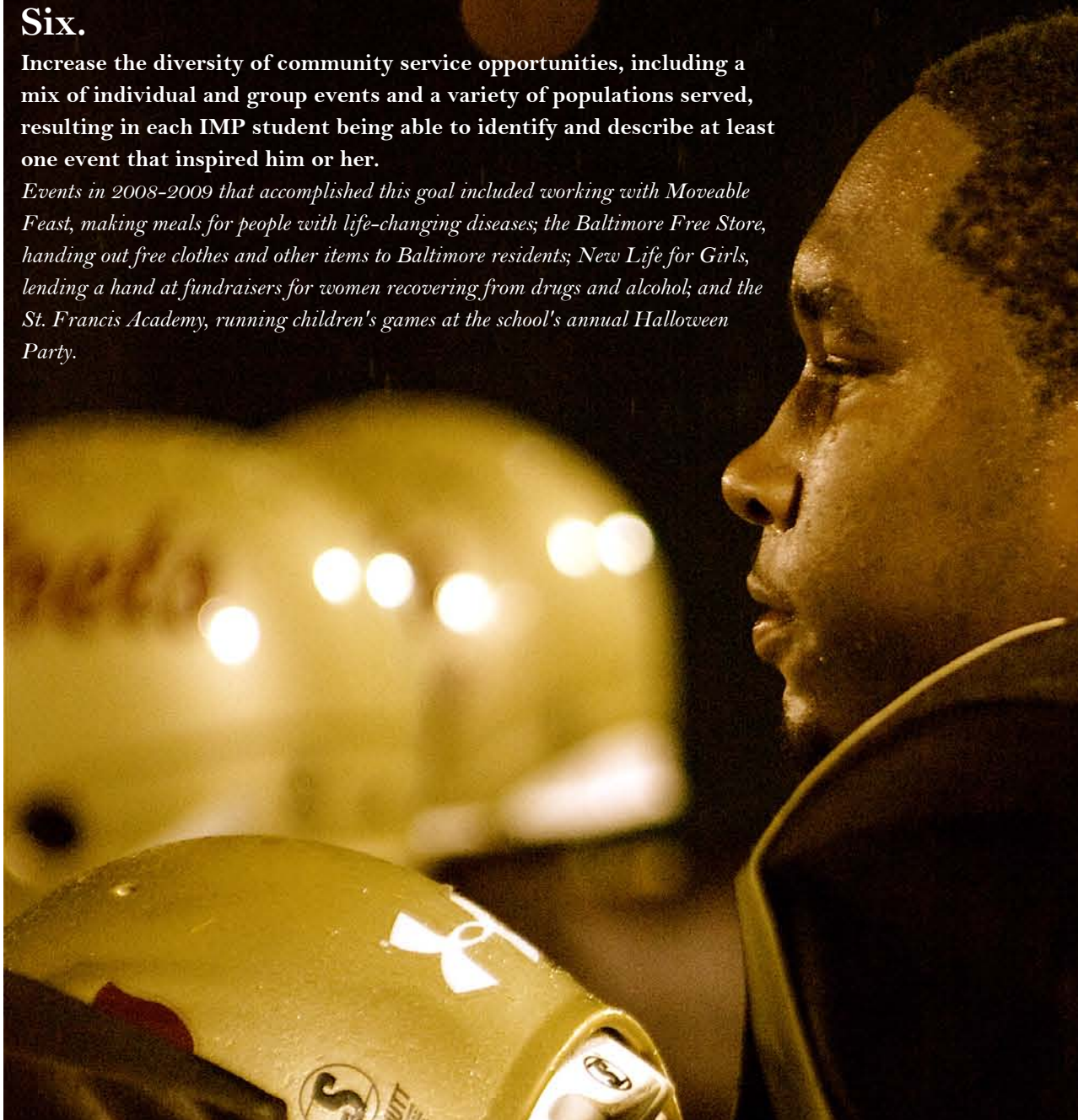
Improve the academic achievements of IMP students by striving for 100% of students with a C average or better and 25% of students with a B average or better in their junior year GPA.

While the academic achievements of IMP students reached new heights in 2008-2009 with 100% of students passing their junior year and 13% achieving the honor roll, IMP fell short in terms of achieving our ambitious numerical goals. Eighty-one percent of students attained a C average or better and 13% of students attained a B average or better in their junior year.

Six.

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 or her.

Events in 2008-2009 that accomplished this goal included working with Moveable Feast, making meals for people with life-changing diseases; the Baltimore Free Store, handing out free clothes and other items to Baltimore residents; New Life for Girls, lending a hand at fundraisers for women recovering from drugs and alcohol; and the St. Francis Academy, running children's games at the school's annual Halloween Party.



IMP 2009-2010 GOALS



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One.

To achieve high school graduation for all IMP students.

Two.

To achieve college acceptance for all IMP students.

Three.

To facilitate each IMP student completing an average of at least 25 hours of community service.

Four.

To provide direct support, engage other organizations and locate additional social services to address the special needs of our students.

Five.

To retain at least 80% of volunteers within a school year and at least 50% of volunteers between school years.

Six.

To enroll the third cohort of IMP students at Dunbar High School.



BY THE NUMBERS

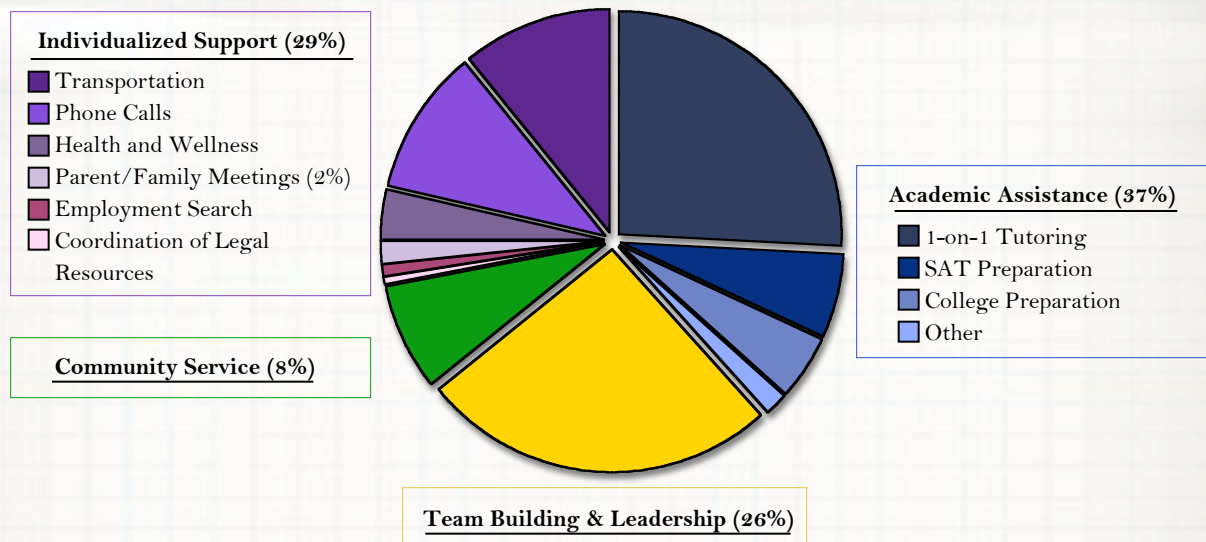


The IMP Family uses a customized approach and a “do whatever it takes” mentality in assisting the student. With our high mentor-to-student ratio, we are able to provide comprehensive services focused on the program’s four main pillars of support: 1. Academic Assistance, 2. Team Building and Leadership, 3. Community Service, and 4. Individualized Support. In 2008-2009 IMP high school students spent over 2700* hours with IMP mentors.

*These hours were self-reported, and considered to be an underestimation of true interaction time.

Student Interaction with IMP

Total Hours* = 2775



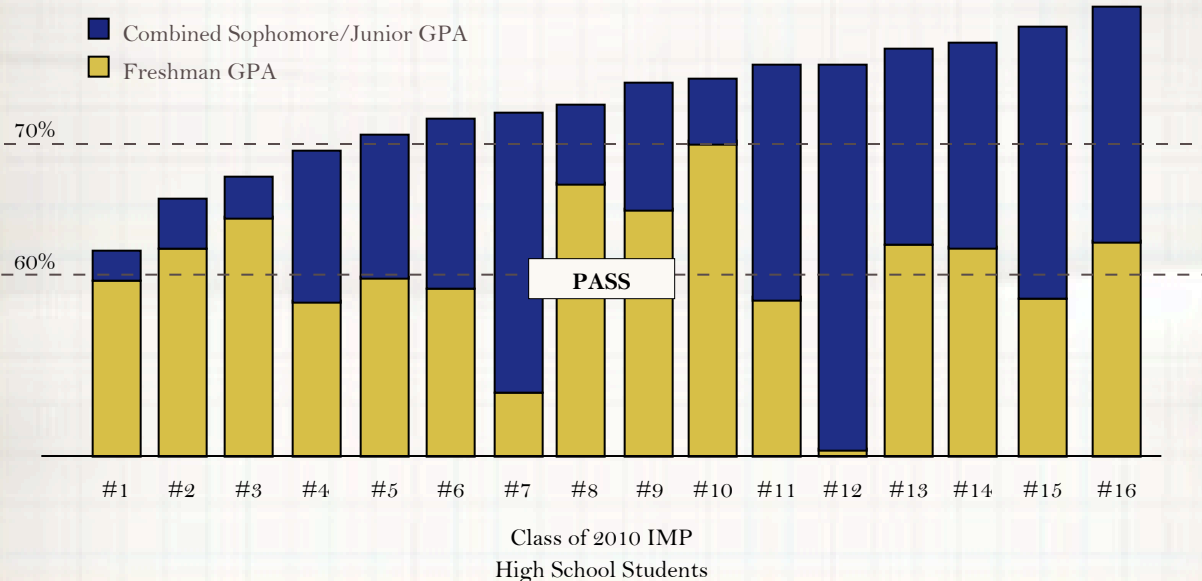
IMP ACADEMIC ASSISTANCE



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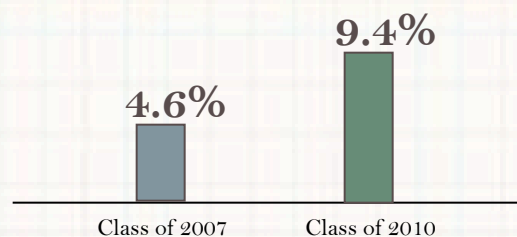
IMP Academic Assistance takes many forms, including one-on-one tutoring sessions, group tutoring sessions, weekend make-up sessions, review sessions, tailored SAT preparation, and college preparation. Current IMP high school students' academic achievements reached new heights in 2008-2009 with 100% of students passing their Junior Year and 13% achieving the honor roll. After two years of mentoring, combined sophomore/junior GPAs have improved for all current IMP Students. The average change in GPA for IMP students more than doubled that of the previous cohort.

Change in GPA after Two Years of Program Enrollment



Average Change in GPA after Two Years of Program Enrollment

Class of 2007 versus Class of 2010



IMP COMMUNITY SERVICE



The Community Service Committee was created in 2008 - 2009 to ensure an increase in the breadth of community service opportunities. The committee strives to provide students with enriching and engaging events. These opportunities empower students, and ultimately help them become stewards of their community.



Date	Community Organizations	Description	Service Hours
2008 - 2009	Moveable Feast	Throughout the year, students prepared and packaged food for people living with cancer and AIDS.	60
Fall 2008	Beans & Bread New Life for Girls Annual Benefit Healthy Homes Festival Project PLASE Tutoring St. Francis Halloween Party.	Students served meals at the Beans & Bread soup kitchen and the New Life for Girls Annual Benefit, and coordinated a wide range of children's activities at events like the Healthy Homes Festival and the St. Francis Halloween Fair.	80
Winter 2008	Wolfe Street Sports Clinic Baptist Church Landscaping Baltimore Museum of Art	Students acted as counselors at a children's after-school sports clinic, served dinner to the homeless, helped landscape a city play space, and provided museum visitors with information on the Festival of Kwanzaa.	30
Spring/Summer 2009	Project Clean Stream Ecofest Baltimore Free Store Convoy of Hope Community Health Fair	Students cleaned up a local stream; helped a variety of local charities organize, package and hand out donations; and educated the public about a variety of health topics at a local health fair.	45

IMP TEAM BUILDING



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Created in the 2008 - 2009 school year, the Events Committee provides a means for all IMP students and mentors to get to know one another better and develop healthy relationships in a non-academic setting through fun, enriching activities. In addition to planning perennial favorites like trips to the amusement park, the committee actively encourages students to try new experiences (including yoga sessions and Broadway musicals) and explore their local community in ways that they might not otherwise think of.



Date	Team Building Event	Description	Person Hours
Fall 2008	Sailing Lessons Fall Fest IMP Annual Camping Trip	Fall 2008 gave students and mentors a chance to brush up on their sailing skills at the Downtown Sailing center, horseback ride and pumpkin paint at the Annual Fall Fest, and get back in touch with nature at the Annual Camping Trip.	600
Winter 2008	Day Trip to Annapolis USNA Basketball Game	Students and mentors took a day trip to Annapolis to attend the USNA v. Colgate Men's Basketball game, which included learning a new cheer from Navy Cheerleaders and a post-game autograph session with the Navy Team.	60
Spring/Summer 2009	Yoga Workshop Annie at the Hippodrome Six Flags Swimming Parties	In the spring of 2009, students discovered that yoga was "much, much harder than it looks," attended Annie at the Hippodrome, accomplished their goal of riding every single roller coaster more than once at Six Flags, and cooled off regularly at IMP swimming parties.	160



IMP INDIVIDUALIZED SUPPORT



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A key component of IMP is the individualized social support our volunteers give the students. Over time “IMP Families” identify underlying problems preventing students from achieving their potential. The IMP Family does it all, including: organizing legal services, coordinating medical and mental health resources, home refurbishment and remodeling, job placement for parents and students, utility supplement resources, morning wake-up calls, rides to school, and daily packed lunches. In the students’ first year of enrollment, IMP helped stabilize several home environments and supported 3 teens in ending gang involvement. The past year marked the inception of a Health and Wellness Committee, leading to the improved health education and coordination of social support in a variety of areas including mental health, teen pregnancy, substance abuse, and home welfare. In the coming year, we aim to pursue new and strengthen existing partnerships with health and social work programs within the Johns Hopkins Hospital community.



Resume Assistance / Employment Search: 63%

Coordination of Medical / Mental Health Resources: 44%

Childcare Assistance: 38%

Coordination of Legal Resources: 31%

Home Improvement: 31%

Transportation to / from School: 19%

Parental Employment Search: 19%

Subsidization of Utility Bills: 19%

Involvement of Child Protective Services: 6%

**Percent of High
School Students
Receiving Support**

IMP ALUMNI RELATIONS



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With the inception of an Alumni Relations committee, each alumnus was assigned a devoted HOH for one-on-one help and support with proactive identification of potential obstacles and to better serve their individual needs.



Assistance with Financial Aid Application: 100%

Logistical Academic Support: 100%

Financial Support for Tuition and/or Books: 100%

Summer Employment Search: 40%

Academic Tutoring: 33%

Assistance with Transfer Application: 20%

Coordination of Medical Resources: 13%

Coordination of Legal Resources: 13%

Percent of Alumni
Receiving Support



IMP ALUMNI: SPOTLIGHT!



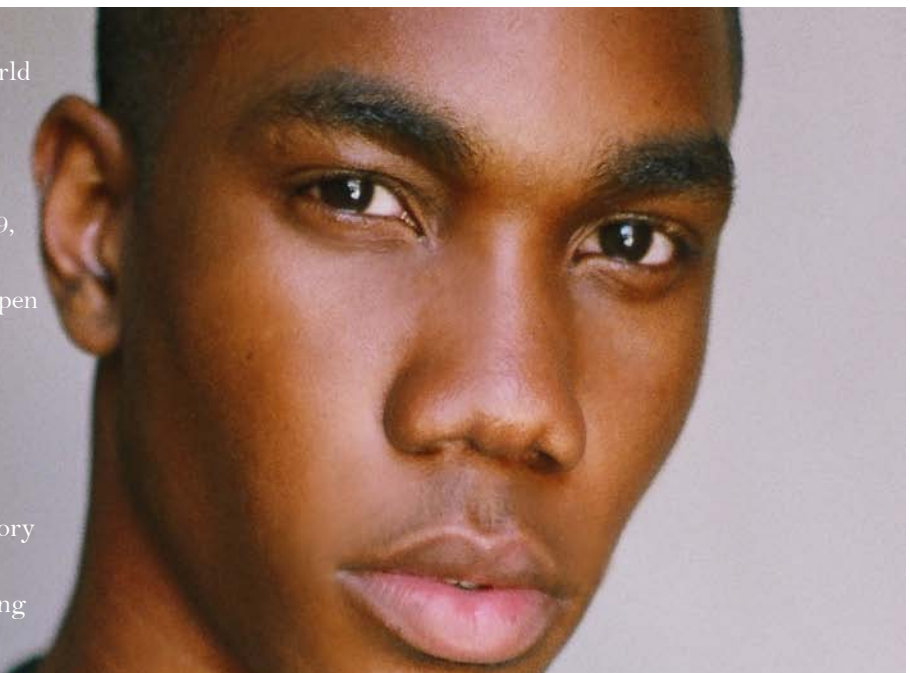
In the summer of 2009, IMP Alumni Dhaujee Kelly spent two months in Guwahati, India, teaching english, mathematics, art, and computer skills at the Parijat Academy. Dhaujee's summer blog, detailing her experiences in India, can be viewed at <http://djatparijat.blogspot.com/>. Now a junior at Bowdoin College in Brunswick studying psychology and sociology, she spends her time mentoring children who are learning English as a second language and interning at the school's childcare center.



"My mentors have introduced me to a world of volunteering where we connect with younger children, providing them with the same opportunities given to us by IMP. I understand the importance of volunteerism because without the help of IMP volunteers, I would not be where I am today."

~Dhaujee Kelly, Bowdoin College '11

In 2008-2009, IMP Alumni Gregory Mason entered the world of modeling. With the help of professional photographers, he began to build an amazing portfolio. In the summer of 2009, Gregory took part in a Central Park photo shoot, featured in Open Lab Magazine. Gregory was recently scouted by a boutique international modeling agency. Gregory was also accepted to Fashion Merchandising at New York City's LIM College. Gregory plans to go back to school and complete his degree after focusing on modeling first.

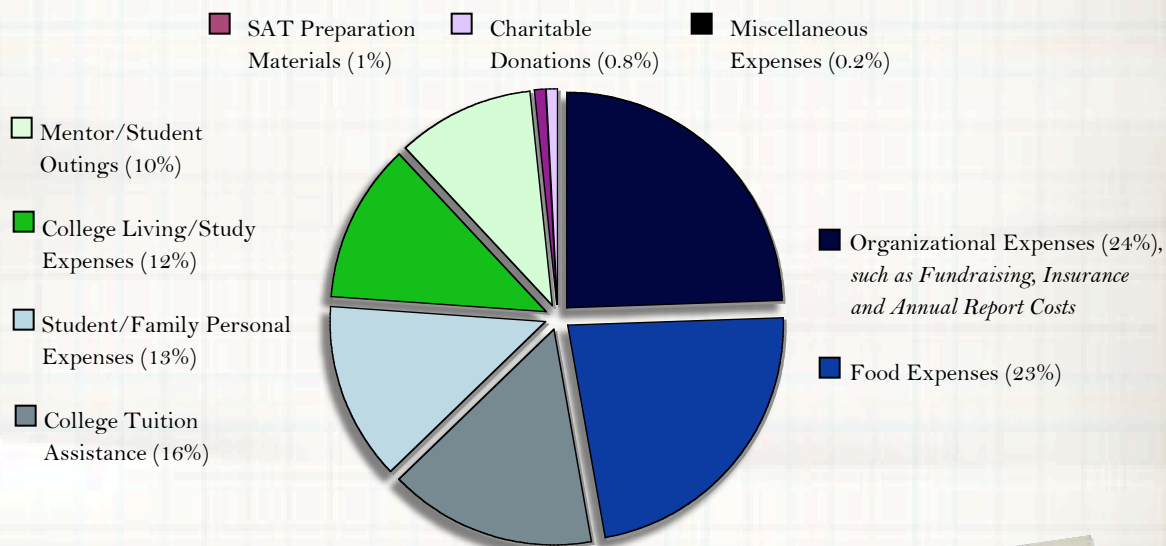


FINANCIAL REPORT



Between July 2008 and June 2009, IMP raised over \$90,000, which not only helped support our two existing cohorts, but also helped IMP sustain these cohorts through the 2009-2010 school year. Furthermore, we applied for additional grants to support the enrollment of a third cohort in the spring of 2010.

Budget Allocation (July 2008 - June 2009)



* Food Expenses

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. It is therefore essential to provide meals at all IMP events as an incentive for attendance and to meet basic nutritional needs.

Expense Type	Amount
Organizational Expenses	\$15,475.87
Food Expenses*	\$14,460.73
College Tuition Assistance	\$9,903.88
Student/Family Personal Expenses	\$8,455.30
College Living/Study Expenses	\$7,557.98
Mentor/Student Outings	\$6,561.88
SAT Preparation Materials	\$547.62
Charitable Donations	\$500.00
Miscellaneous	\$55.02
Total	\$63,518.28

FIRST ANNUAL CHARITY GALA



On the evening of May 30th, 2009, we held the first annual IMP Charity Gala: Believe in Baltimore's Youth. In addition to recognizing our phenomenal students, the event served to increase awareness of our program throughout the Baltimore community. The formal event was highlighted by keynote speaker Dr. Phyllis Sharps, Chair of the Department of Community Public Health at the Johns Hopkins School of Nursing and director of Baltimore City community health centers.

During the program, the Baltimore City Mayor's Office presented IMP Chairman Ryan Hemminger with the Mayor's Award of Recognition. In addition to dinner and live music, the evening also featured a silent auction to help raise funds for our cause. In total, the gala raised almost \$14,000 that will serve to directly support our students. We give our most sincere appreciation to those who contributed their time and/or resources to IMP.



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.

TRAILBLAZERS

The Abell Foundation

Echoing Green

Lockhart Vaughan Foundation

Open Society Institute



THE ABELL FOUNDATION

 OPEN SOCIETY INSTITUTE
& Soros Foundations Network

BUILDING VIBRANT AND TOLERANT DEMOCRACIES



social change starts **here**

Lockhart Vaughan Foundation

INNOVATORS

The Annie E. Casey Foundation

Associated Black Charities

The Associated

Constellation Energy

Ronald Creamer

The Goldsmith Family Foundation

Ryan and Sarah Hemminger

Johns Hopkins Neighborhood Fund

Morgan Stanley Smith Barney

Ober|Kaler Law Firm

Paul L. Dunbar Class of 1949 Alumni

Paul L. Dunbar Class of 1966 Alumni

Rotary Club of Baltimore

Verizon of Maryland

Wright Family Foundation



ACKNOWLEDGEMENTS



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