



INCENTIVE MENTORING PROGRAM

2009-2010
ANNUAL REPORT



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A Letter from the Chair

Dear Friends,

Growth has been a central theme for IMP this year. While striving to preserve the high quality of our mentoring program, this year we felt the organization was ready to take on the challenge of expanding to help more of Baltimore's youth. Since the beginning, our most valuable resource has always been our incredible network of IMP volunteers and supporters. These dedicated individuals have helped us develop mechanisms to strengthen, replicate, and expand our program. With their help this year, we took major steps towards growing our IMP Family.

The foundation for this growth began when IMP was founded in 2004. Since IMP's inception, we have taken classes (or "cohorts") of 16 students every three years. As the IMP volunteer base grew, we felt a need to ease the daily burden on busy individual volunteers while fostering a sense of camaraderie and support around each student. Out of this need, IMP "Families" were created in 2007. Up to ten mentors were assigned to each of our more than thirty students, with one mentor serving as the Head of Household (HoH) and reporting to the Site Director.

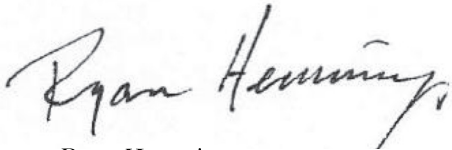
Building upon our Family model, we set out to organize our Families in a vertical support structure similar to the way biological families support one another across multiple generations. We sought to create multi-generational IMP Families who could help lead one another towards success. With this in mind, we created the IMP "House" in 2010. One Family from each cohort is placed in a House that is managed by an experienced volunteer called an IMP GrandParent. The Family of volunteers within each House share their experiences, ideas, and resources, while older IMP students serve as role models for younger students. Additionally, the House structure establishes a shared identity that bonds students and volunteers into a cohesive extended-family.

The GrandParents serve a unique and important role in IMP's continued growth. Since they have gained valuable long-term experience in both dealing with the problems facing IMP students and the inner workings of the program, they provide essential wisdom to the IMP Families that they advise. These IMP leaders undergo extensive training, and are responsible for providing support and guidance to Heads of Household and other Family-member volunteers. Creating the GrandParent leadership role has represented a huge step in ensuring that IMP's successful mentoring model can be replicated for more students and more volunteers. This critical addition to our model will allow the Site Director to take on additional cohorts of students, while remaining confident that the day-to-day needs of students will be met by dedicated Families of volunteers under the guidance of HoHs and GrandParents. Now, the Site Director can guide and mentor GrandParents to lead students and volunteers to personal and academic success. Because of the House system, we will be able to enroll cohorts in consecutive academic years at Dunbar High School for the first time in IMP history.

In addition to the internal expansion at Dunbar High School, IMP expanded its partnership with the Baltimore City Public School System and the Johns Hopkins University, establishing a collaborative site between the Academy for College and Career Exploration (ACCE) High School and the JHU Homewood Campus. This strong partnership sets the stage for the enrollment of the first cohort of freshman students in 2011. This will be the first opportunity to demonstrate the IMP model can be replicated at a new high school using an undergraduate (as opposed to graduate) volunteer base.

The past year has been an extremely exciting time for IMP as we extended our Family model and grew our organization to help more of Baltimore's youth. As we expand, however, we still strive to make each aspect of IMP stronger so that each student and volunteer reaches his or her full potential. Regardless of our size, we will always stay true to the IMP spirit of doing 'whatever it takes' to ensure that IMP Families are nurtured and supported. We look forward to the continued success of our students and volunteers as we watch our young organization grow. Thank you for being part of our IMP Family.

Sincerely,

A handwritten signature in black ink that reads "Ryan Hemminger". The signature is fluid and cursive, with the first name "Ryan" and last name "Hemminger" clearly legible.

Ryan Hemminger
IMP Chair of the Board

Beginnings

The inspiration for the Incentive Mentoring Program (IMP) came from the observations of graduate students at The Johns Hopkins University (JHU), who were struck by stark differences they perceived between their own experience in the university environment in which they pursued their studies and that of high school students nearby in Baltimore's East Side.

In order to bridge this gap, Sarah Hemminger, a JHU biomedical engineering graduate student, and her husband, Ryan Hemminger, founded IMP in 2004 to create mentoring relationships between university-based volunteers and under-performing high school students who were at risk of failing to graduate. Starting in the East Baltimore neighborhood in which Sarah attended graduate school, the program began by building a relationship between Paul Laurence Dunbar High School students and volunteers from the JHU East Baltimore Campus. The principal of Dunbar High School, Roger Shaw, helped identify 15 sophomore students who were at severe risk of failing to complete high school due to inadequate academic performance and/or multiple psychosocial challenges. In its earliest days, the goal of IMP volunteers was simply to do whatever it took to help students graduate from high school, which ranged from ensuring a safe living environment by renovating a student's house to supporting academic growth through daily one-on-one tutoring sessions.

Through their willingness to customize their approach to the unique needs of each student, volunteers developed close relationships with the students over the next three years. In the spring of 2007, 100% of the first group of students not only graduated high school, but were also accepted and matriculated to college. As word of IMP's success spread, what started out as an intimate student group of a few dozen friends, quickly turned into a movement of several hundred volunteers. For the last seven years, graduate, undergraduate, medical, and nursing students, as well as other community volunteers, have worked together with JHU and Baltimore City Public School System (BCPSS) to develop comprehensive and innovative programs and services for students and volunteers. In 2006, IMP became a 501(c)(3) non-profit organization, and enrolled a second and third cohort of Dunbar students in 2007 and 2010, respectively.



Mission

To use a "family-style" mentoring approach to foster 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.

Who We Are

IMP is a community of students and volunteers working together towards mutual growth. Students from the Academy for College and Career Exploration and Paul Laurence Dunbar High School are selected during their freshman year based on poor academic performance and the existence of psychosocial challenges. IMP matches high school students with hundreds of Johns Hopkins University undergraduate and graduate volunteers, as well as dedicated individuals from the Baltimore community, who come together to provide stability for IMP students. IMP cultivates, facilitates, and sustains mutually beneficial and deeply meaningful relationships between students and volunteers.



Doing Whatever It Takes

Baltimore city's high school graduation rate is among the lowest of any of our nation's large cities. Baltimore's low graduation rate is a reflection of larger problems, many of which extend outside of the classroom. Thirty-two percent 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 only slightly above the federal poverty level. There are 1800 identified gang members in Baltimore, the majority of whom are juveniles. Baltimore's social challenges render its students particularly susceptible to absenteeism, scholastic apathy, drugs, gangs, and ultimately failing to graduate high school. IMP does 'whatever it takes' to enhance the support structure of its students; creating an environment where students are free to focus on their education and take advantage of opportunities for growth

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

IMP Pillars

Four Core Pillars

IMP strives to customize support to meet the needs of each individual student and volunteer. However, our program is centered on four core components that serve a common foundation for all in IMP: teamwork and leadership, community service, academic achievement, individualized support.

Teamwork & Leadership

IMP students and volunteers build teamwork and leadership skills through participation in group activities and field trips including camping trips, obstacle and high ropes courses, cultural outings, seminars and internships at the Johns Hopkins University.

Community Service

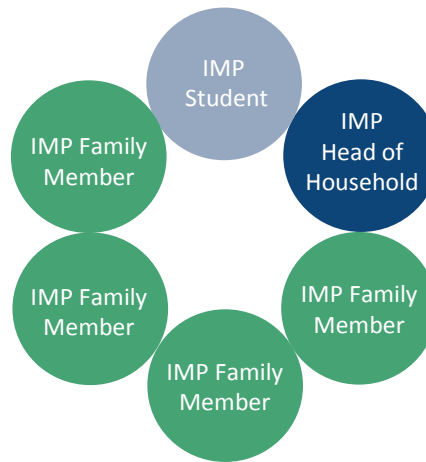
IMP students and volunteers take part in monthly community service projects. In addition to helping the community, these service projects are empowering for IMP students and volunteers, and help to instill IMP's core values of others before self, adaptability, learn from everyone, unwavering humility, family, and never giving up hope.

Academic Achievement

IMP students receive comprehensive academic support including one-on-one tutoring, exam review sessions, SAT preparation, and assistance with every facet of the college application and financial aid processes. IMP Family members also communicate with teachers on a weekly basis to monitor progress and identify areas of need.

Individualized Social Support

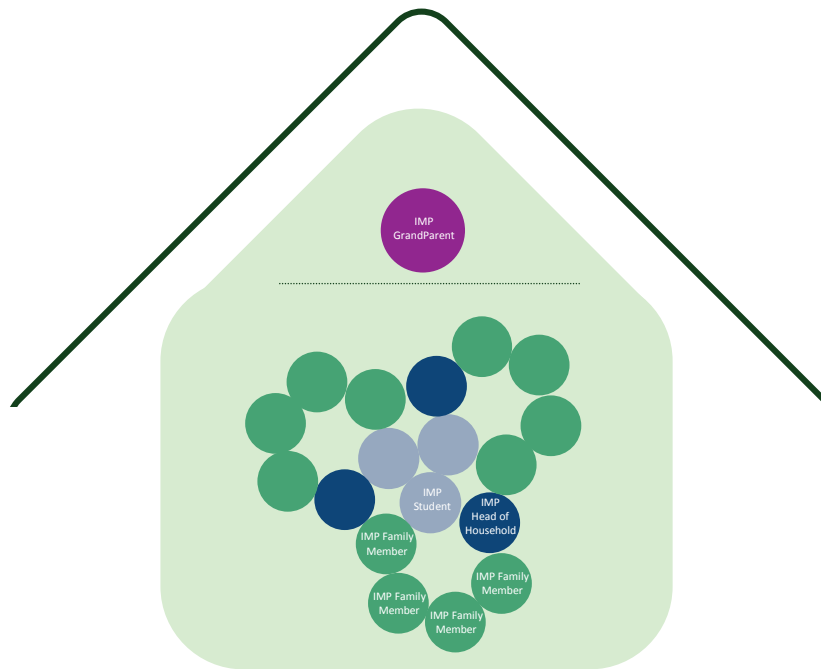
IMP brings a "whatever it takes" mentality to supporting students and volunteers. IMP Families can provide a wide range of social support including the coordination of medical and mental health resources, legal aid, housing and utilities, childcare, and job placement. IMP also provides confidential counselors for volunteers, and can help with referrals to experts for those requiring additional or external counseling.



IMP FAMILY

IMP uses an innovative 'family-style' approach to mentoring. Each student is engaged by a group of up to ten volunteers who together make an **IMP Family**. The IMP Family is led by an experienced volunteer known as the **Head of Household** (HOH).

IMP Families, inspired by the IMP spirit of doing 'whatever-it-takes', mobilize the strengths, skills, and experiences of multiple volunteers and work in close collaboration with the biological families, friends, teachers and school administrators to alleviate distractions, allowing students to embrace their education and service to the community. IMP Families can respond to a student's needs in a more comprehensive way than would be possible with a one-on-one mentorship model, while maintaining flexibility for individual volunteers.

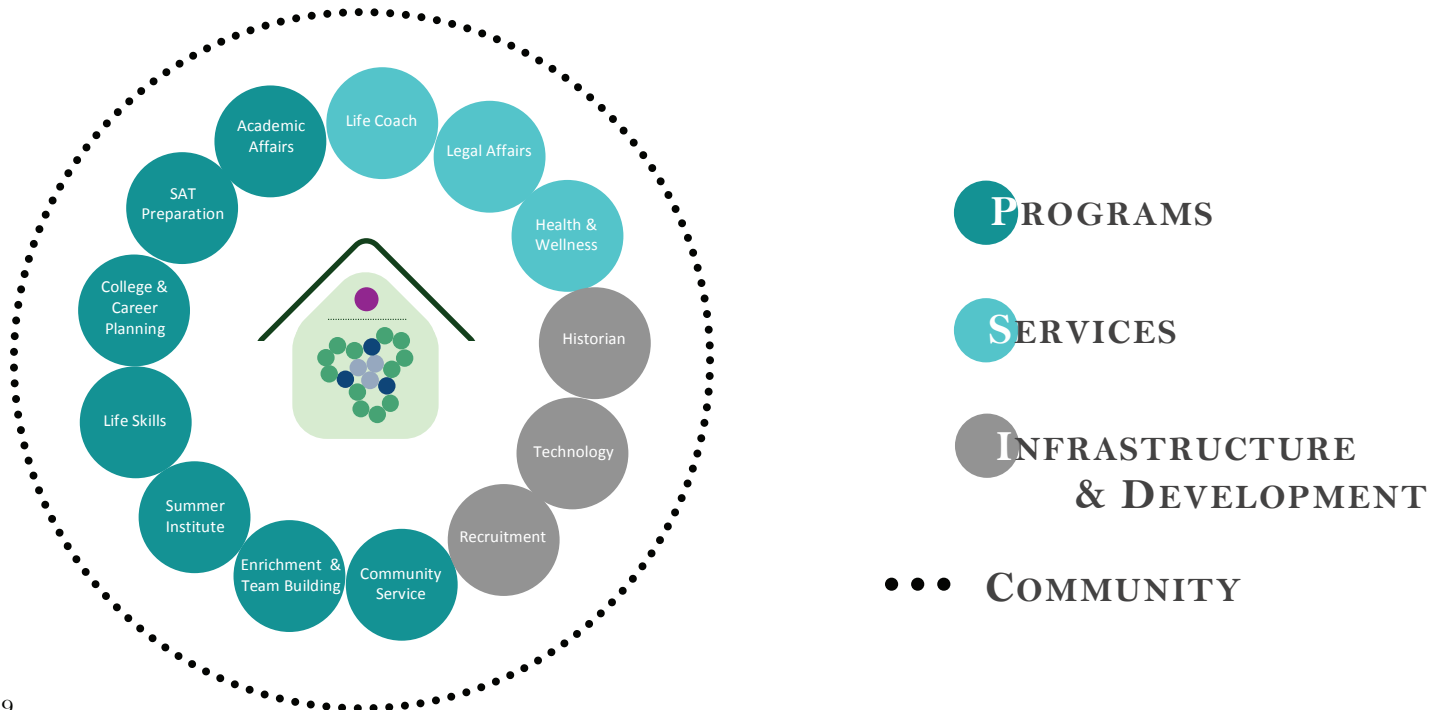


IMP HOUSE

As IMP grew, **IMP Houses** were created to connect Families from different cohorts. One Family from each cohort is placed in a House that is managed by an experienced volunteer called a **GrandParent**. GrandParents mentor the House HOHs, help Family members and students within each House share experience and resources, and connect older students to younger students to serve as role models. In 2010, each Dunbar House had three students, three Families, three HOHs, and a GrandParent.

IMP RESOURCES

Centralized committees, led by volunteer Directors, organize **Programs** and provide **Services** to support the IMP Houses and Families. Each House has a representative who serves as a committee member for each of the seven Program committees, allowing critical communication between Directors and Houses. **Infrastructure and Development** focuses on building capacity and sustainability.



Programs

Academic Affairs

IMP students receive after-school tutoring at least 2 times per week, and attend IMP review sessions before major exams. IMP volunteers monitor a student's academic progress and liaise with teachers, and, depending on a student's needs, can provide additional academic support including morning wake-up calls and rides to school.

SAT Preparation

IMP students receive individualized SAT preparation aimed to improve study habits and standardized testing performance through routine assessments, practice exams, and summer SAT preparation classes.

College & Career Planning

IMP students assisted with every facet of the college application process including school visits, essay writing, and financial aid and scholarship applications. Support continues through four years of college and can include assistance with transportation to college, obtaining internships in their field of interest, the transfer application process when changing institutions, and locating on-campus academic and personal support services.

Life Skills

IMP provides seminars, events, and programs to teach students important life skills as financial planning, goal setting, and navigating the health care system.

Summer Institute

In summer 2010, in partnership with Youthworks and The Johns Hopkins University, IMP founded the Diversity and Academic Advancement Summer Institute (DAASI) to provide IMP students with internships at the Johns Hopkins School of Medicine.

Enrichment & Team Building

Enrichment and teambuilding provides ways for students and volunteers to develop healthy relationships in non-academic settings. Students and volunteers participate in a variety of activities including camping trips, sports tournaments, dance workshops, theatre trips, and ice-skating.

Community Service

IMP students participate in monthly service projects to give back to the Baltimore community, and to empower them to affect change in their own lives as well as in the lives of others.

Services

Legal Affairs

The IMP Legal Affairs Committee works with partners in the community to coordinate legal resources for IMP students and their families.

Health and Wellness

IMP's Health and Wellness Service was created to ensure that all students had adequate access to healthcare. Through a partnership with the Johns Hopkins Urban Health Institute, a variety of health services have been made available to all students including annual physicals, vision screening, and mental health and substance abuse referrals.

Life Coach

IMP provides support for volunteers who are going through hard times. IMP "coaches" act as confidential counselors for volunteers, and provide referrals to those requiring additional or external counseling.

Infrastructure & Development

Historian

IMP's Public Relations team works to communicate IMP's mission to the community through documentation, videos, and photos. Community supporters receive regular email newsletters updating them on recent IMP events and student progress.

Technology

The Technology Team oversees the maintenance of all technological aspects of IMP. Critical tools developed by the IMP Technology Team include the IMP website, IMP's Google Apps domain, and web-based Mentor Logs to record student-volunteer interactions.

Recruitment

New volunteers are recruited through advertisement, activities fairs, and monthly orientation events. All mentors undergo mandatory training and background checks.

2009 – 2010

Goals and Accomplishments

One.

Achieve high school graduation for all IMP students

97% of IMP students are high school graduates. We continue to work with the student, who has not graduated, toward high school graduation.

Two.

Achieve college acceptance for all IMP students

97% of all IMP students have been accepted to a two or four-year university.

Three.

Facilitate each IMP student completing an average of at least 25 hours of community service

On average, IMP students completed more than 75 hours of community service during their high school careers.

Four.

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

IMP has continued to provide individualized social support to each of our students. In the past year, we have worked with local government and other non-profits organizations to prevent evictions, secure employment for students and family members, arrange for day care, and provide general and mental health care.

Five.

Retain at least 80% of volunteers within a school year and at least 50% of volunteers between school years

Volunteers are our most valued resource and we made retention a point of emphasis for this year. As a result, IMP retained 98% of volunteers throughout the school year and 57% over the summer.

Six.

Enroll the third cohort of IMP students at Dunbar High School

In early 2010, IMP enrolled the third cohort of 16 Dunbar High School freshmen.

A background image showing a person's hand holding a basketball on a grassy field. The person is wearing a dark jacket and light-colored pants. The text is overlaid on this image.

2010 – 2011

Goals

One.

Achieve high school graduation for all IMP students

Two.

Achieve college acceptance for all IMP students

Three.

Increase program capacity by improving volunteer infrastructure and upgrading technology

Four.

Enroll a fourth cohort at Dunbar High School

Five.

Recruit volunteers from Johns Hopkins Homewood Campus and enroll a first cohort at the Academy for College and Career Exploration

IMP by the numbers

100% Student retention

97% High school graduation

97% Completed 75+ hours of community service

97% College acceptance

94% College matriculation

80% Class of 2007 currently enrolled in college

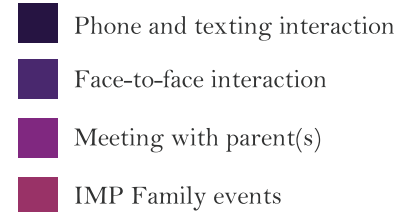
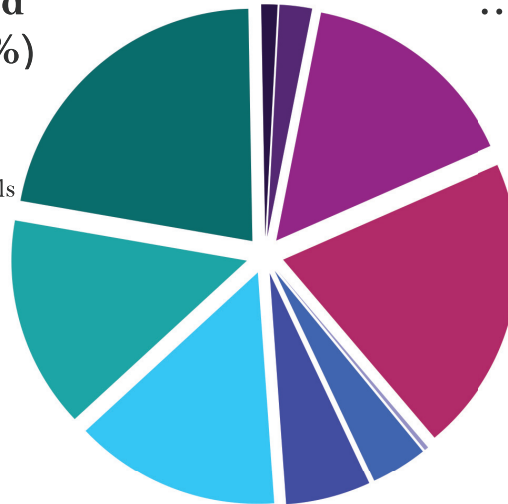
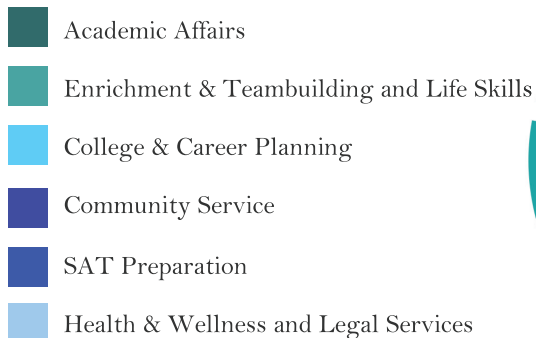
IMP Families work to...

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 programs and services focused on the program's four core pillars of support: 1. Team Building & Leadership 2. Community Service, 3. Academic Assistance, and 4. Individualized Support. In 2009-2010 IMP high school students spent over 4100 hours with IMP Volunteers.

Student Interaction with IMP Total Hours = 4188

**...customize programs and
individualize services (61%)**

... do whatever it takes (39%)



IMP Volunteers by the numbers

226

Total number of IMP volunteers

98

Percent volunteers retained during
the 2009-2010 school year

48

Percent volunteers affiliated with
the Johns Hopkins School of
Medicine

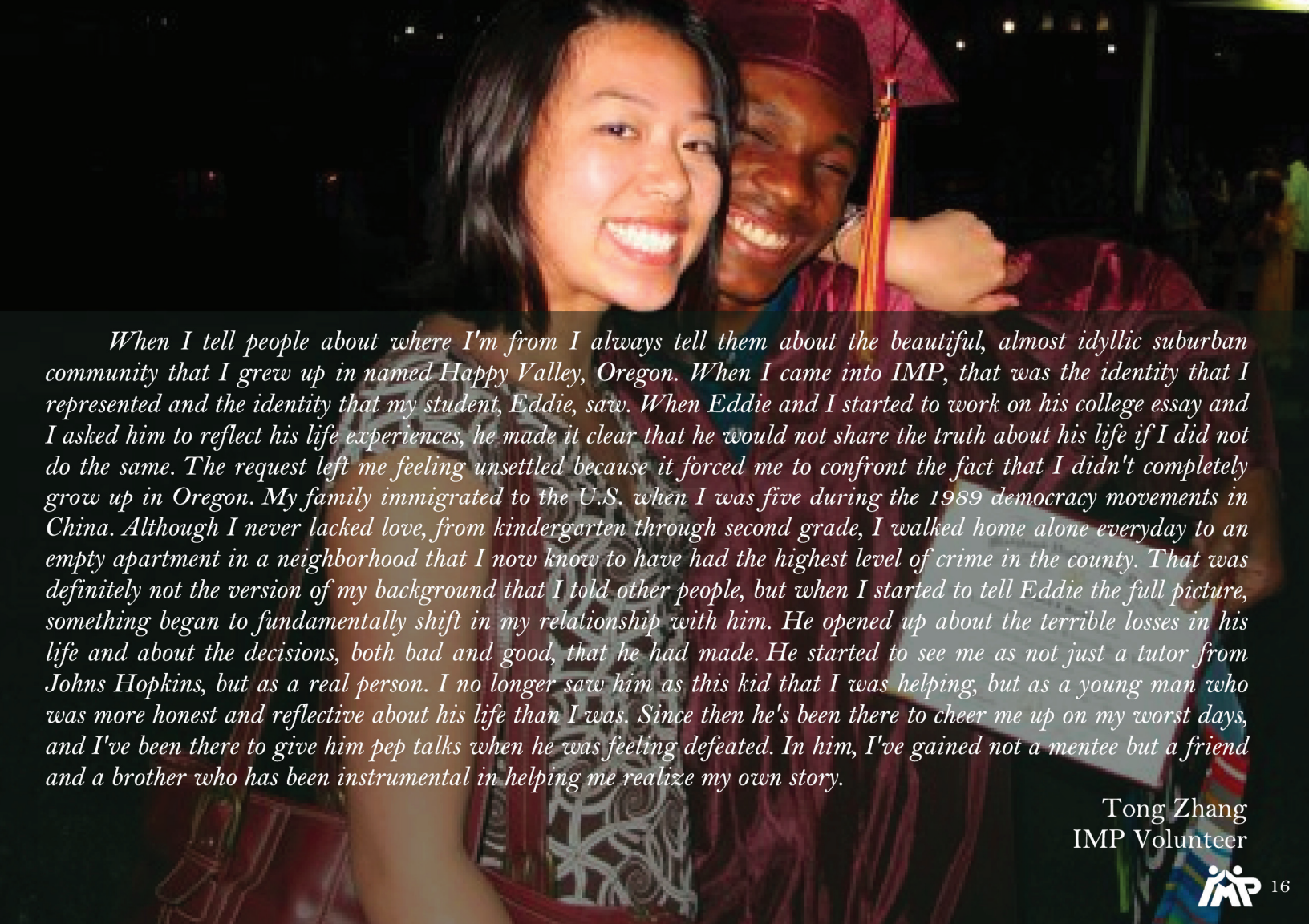
28

Percent volunteers affiliated with
the Johns Hopkins Schools of
Nursing and Public Health

24

Percent volunteers from the
surrounding community





When I tell people about where I'm from I always tell them about the beautiful, almost idyllic suburban community that I grew up in named Happy Valley, Oregon. When I came into IMP, that was the identity that I represented and the identity that my student, Eddie, saw. When Eddie and I started to work on his college essay and I asked him to reflect his life experiences, he made it clear that he would not share the truth about his life if I did not do the same. The request left me feeling unsettled because it forced me to confront the fact that I didn't completely grow up in Oregon. My family immigrated to the U.S. when I was five during the 1989 democracy movements in China. Although I never lacked love, from kindergarten through second grade, I walked home alone everyday to an empty apartment in a neighborhood that I now know to have had the highest level of crime in the county. That was definitely not the version of my background that I told other people, but when I started to tell Eddie the full picture, something began to fundamentally shift in my relationship with him. He opened up about the terrible losses in his life and about the decisions, both bad and good, that he had made. He started to see me as not just a tutor from Johns Hopkins, but as a real person. I no longer saw him as this kid that I was helping, but as a young man who was more honest and reflective about his life than I was. Since then he's been there to cheer me up on my worst days, and I've been there to give him pep talks when he was feeling defeated. In him, I've gained not a mentee but a friend and a brother who has been instrumental in helping me realize my own story.

Tong Zhang
IMP Volunteer



IMP High School Students by the numbers*

PROGRAMS

- 32 students attended Family events
- 31 students performed community service
- 31 students received one-on-one academic tutoring
- 29 students attended enrichment and teambuilding outings
- 16 students received college essay writing assistance
- 15 students had teachers contacted on a regular basis
- 15 students received financial aid and/or scholarship application assistance
- 13 students attended a college visit
- 13 students received one-on-one SAT tutoring
- 100 points, average improvement on SAT

SERVICES

- 30 students and/or families received food assistance
- 25 students and/or families received employment services
- 23 students and/or families received healthcare services
- 10 students and/or families received housing services
- 6 students and/or families received legal services



In IMP, I was able to meet a lot of amazing people and experience a lot of interesting things. My favorite experience was getting an opportunity through an IMP partnership to travel to Nicaragua, where I stayed in a village with a local family and learned about their culture. They had recently had a major flood that wiped out a lot of the buildings, so we rebuilt a church and helped the community decide what to do with their community center. It was a great learning experience to have outside of Baltimore.

Christina Taupyen
IMP Cohort 2
Dunbar Class of 2010
Frostburg State University Class of 2014

About this photograph

In June of 2010, IMP Families presented each IMP graduate with unique framed word that embodied his or her inner character.

IMP Graduates by the numbers*

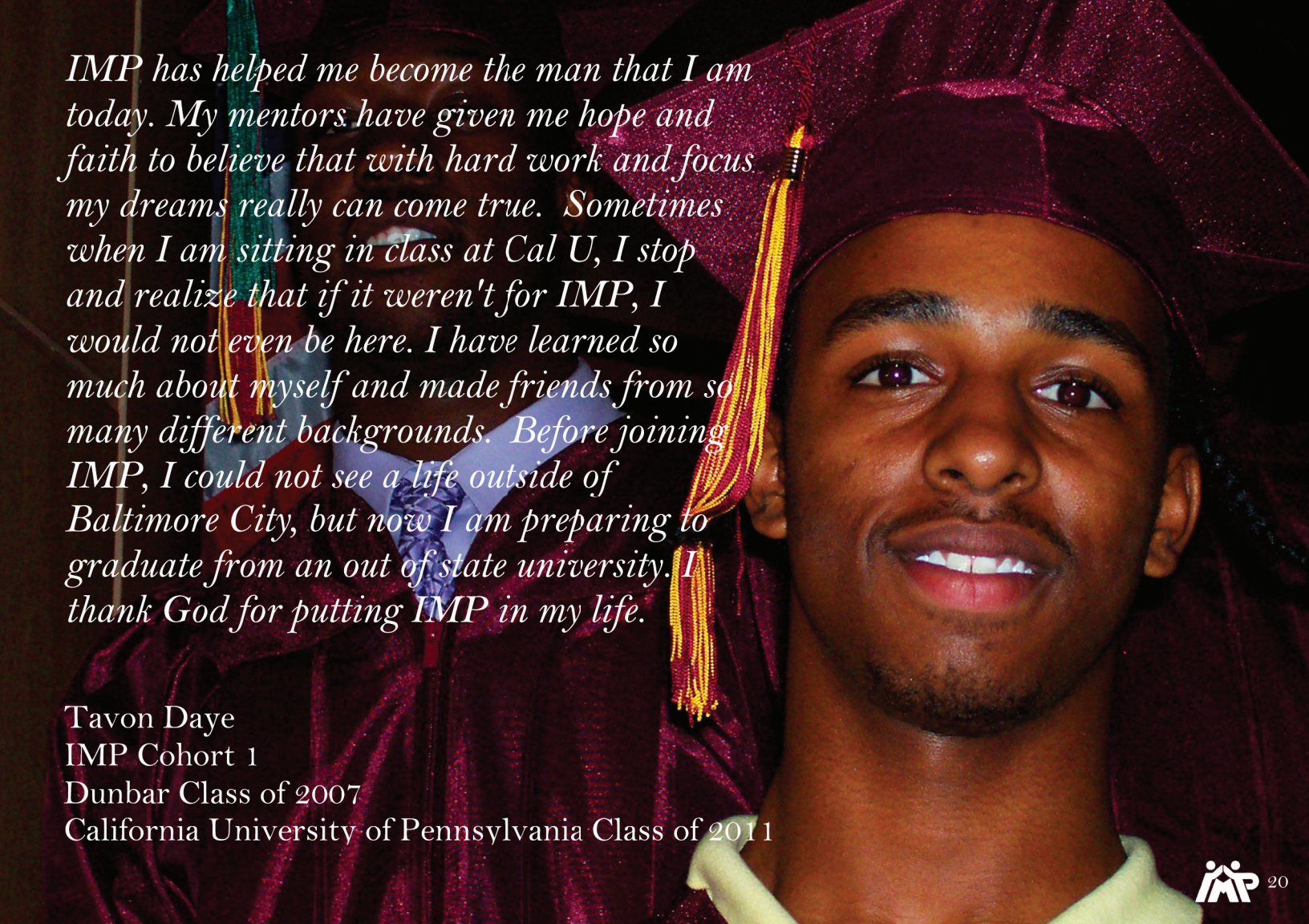
PROGRAMS

- 12 students received financial aid and/or scholarship application assistance
- 12 students performed community service (self-reported)
- 11 students attended enrichment and teambuilding outings
- 11 students attended Family events
- 5 students received one-on-one tutoring

SERVICES

- 30 students and/or families received food assistance
- 25 students and/or families received employment services
- 23 students and/or families received healthcare services
- 10 students and/or families received housing services
- 6 students and/or families received legal services





IMP has helped me become the man that I am today. My mentors have given me hope and faith to believe that with hard work and focus my dreams really can come true. Sometimes when I am sitting in class at Cal U, I stop and realize that if it weren't for IMP, I would not even be here. I have learned so much about myself and made friends from so many different backgrounds. Before joining IMP, I could not see a life outside of Baltimore City, but now I am preparing to graduate from an out of state university. I thank God for putting IMP in my life.

Tavon Daye
IMP Cohort 1
Dunbar Class of 2007
California University of Pennsylvania Class of 2011

A close-up photograph of a Black woman with her hair pulled back, smiling warmly. She is positioned in front of a window, and through the glass, a large, multi-story red brick building with many windows is visible in the background. The scene is brightly lit, suggesting daytime.

Program Spotlight!

Diversity and Academic Advancement Summer Institute

As a partnership between Johns Hopkins University School of Medicine and IMP, we established the Diversity and Academic Advancement Summer Institute (DAASI). DAASI provided the third cohort students the opportunity to work in research laboratories during the summer months, helping them to learn life skills as well as exposing them to educational pathways in science and health. We celebrated the completion of the institute with a week-long camping trip to Broadcreek Memorial Scout Reservation.



IMP Growth

A second site in Baltimore City

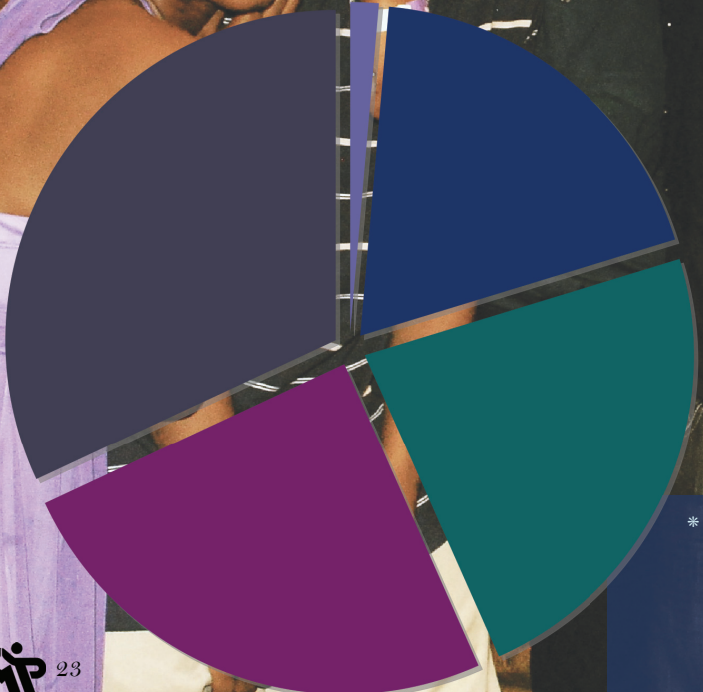
For six years, the Johns Hopkins University has been home to the Incentive Mentoring Program family. The warmth of the Hopkins community has nurtured the growth of IMP students and mentors into self-motivated, resourceful, and socially aware leaders, who are dedicated to giving back to the city of Baltimore. Recently, with the generous support of Hopkins President Ronald Daniels, we have been afforded the amazing opportunity to expand to a second site through a partnership between the Johns Hopkins University-Homewood Campus and the Academy for College and Career Exploration (ACCE). IMP is excited to enroll the first ACCE cohort this fall, joining with the Johns Hopkins University and the Baltimore City Public Schools in strengthening the communities of Baltimore

Financial Report

IMP is supported by contributions from foundations, universities, corporations and individuals. Between July 2009 and June 2010, IMP received over \$120,000 to support our students and volunteers

Budget Allocation

Total Budget: \$115,815

- 
- Volunteer recruitment expenses (\$1,500)
 - Food expenses* (\$22,005)
 - Organizational expenses (\$26,657)
 - IMP graduate expenses (\$28,709)
 - IMP high school student expenses (36,944)

* About 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.

Investors

We would like to extend our deepest thanks to those who made the accomplishments of our students and volunteers possible in 2009-2010.

Trailblazers

Abell Foundation
Echoing Green
Johns Hopkins University
Open Society Institute

Innovators

Associated Black Charities
Goldsmith Family Foundation
Johns Hopkins Neighborhood Fund
Lockhart Vaughan Foundation
Morgan Stanley Smith Barney
Paul Laurence Dunbar Class of 1966
Rotary Club of Baltimore
Ryan and Sarah Hemminger
Sigmund and Barbara Shapiro
The Associated
Wright Family Foundation

Friends

Fred Jungck
Booz Allen Hamilton
Lee Meyerhoff Hendler
Robert F. Hossley
Zahra Kohanloo
Nancy Kutler
Rick Leib
McKusick-Nathans Institute of Genetic Medicine
Dominic Nicolini
Manny Orosco
PNC Financial Services Group
Janet Rosenbaum
Saint Bartholomew's Episcopal Church
Craig & Diane Silver
Sarah Starosta
John Thomas
Laura Vocale
Gerry & Heather Zoller

Partners

Programs

Academic Affairs

Baltimore City Public School System - Booz Allen Hamilton - Academy for College and Career Exploration - Paul Laurence Dunbar High School - Kalman Hettleman

SAT Preparation

Janet Rosenbaum

College and Career Planning

Baltimore Museum of Art - CollegeBound Foundation - Maryland Higher Education Commission - David Paige

Life Skills

United States Naval Academy - David B. Wright Memorial Foundation

Summer Institute

Baltimore City YouthWorks - Global Potential - Johns Hopkins University School of Medicine

Enrichment & Team Building

Boy Scouts of America: Scoutreach - Christ Care Church - Denton A. Cooley Center - Green House Cafe

Community Service

American Red Cross - Apostolic Towers - Baltimore Free Store - Baltimore Watershed Alliance - Bluford Drew Jemison Academy - Beans and Bread - Blue Water Baltimore Great Seedling Shuffle - Campus Kitchen JHU - Clean Steam Project - The Club at Collington Square - Community Health Fair - Convoy of Hope, Ecofest - Helping Up Mission - Maryland Food Bank, Moveable Feast - New Life for Girls - Police

Services

Legal Affairs

McNamee Hosea - Venable LLP

Health and Wellness

Tanjala Gipson, MD - Paula Heneberry LCSW-C - Johns Hopkins Urban Health Institute - Johns Hopkins Hospital Pediatrics and OB/GYN Social Work Department - Kennedy Krieger Institute - National Association of Health Service Executives - Rosalyn Stewart, MD

Life Coach

Student Assistance Program (SAP)

Infrastructure & Development

Johns Hopkins Student Outreach Resource Center (SOURCE) - Johns Hopkins University Center for Social Concern - Johns Hopkins University Institute for Policy Studies - Ann Lolordo

The IMP Community:

Thank you for supporting our family!

Aaron and Lillie Straus Foundation | Abell Foundation | Pravin Aggarwal | Vikram Aggarwal | Bob Allen | Jon Allen | Regina Anderson | Annie E. Casey Foundation | Robert Arceci | Associated Black Charities | Baltimore Area Council, Boy Scouts of America | Baltimore Community Foundation | Louise Barber | Michael Barone | Eric Bass | Bob Batz | William Baumgartner | Nancy L. Bienia | Alexis Blackburn-Rose | Lois and Irving Blum Foundation | Booz Allen Hamilton | Michael Borowitz | Daniel Bowers | Ann Allston Boyce | E. J. Brody | Kathleen Brosi | Sheryl Burk | Ashley Campbell | Agnes O Carr | Benjamin Carson | H. Ballantine Carter | Danelle Cayea | Center for Social Concern | Collen Christmas | Mr. and Ms. Clark | Sarah Clever | Ben Cohen | Carla Cohen | Gordon Cohen | Rebecca Cohen | Suzanne Cohen | Constellation Energy Foundation | Barbara Crain | Antonio and Jill Criscimagna | Antonio and Pauline Criscimagna | Rebekah Criscimagna | Ellen Rothschild Dame | Denton Cooley Center | Melissa Dattalo | Kenneth Defontes | Nancy L. Dorman | Samuel Durso | Echoing Green Foundation | Jared Eddy | The Edelman Family Foundation | Carole Ellin | The Emerson Family | Paul Englund | Betty Evans | Rebecca Evans-Polce | Judy Evans | Ann Fenwick | John M. Freeman | Noreen Frost | Kristina Gathman | Mark and Mary Gerber | Gertrude's Restaurant and Catering | Sandra P. Gohn | Alan and Helene Goldberg | Morton and Myrna Goldberg | Goldsmith Family Foundation | Goodsearch | Brett and Janet Gorkin | Sheldon Gottlieb | Michelle and Brian Greear | Greenhouse Cafe | Anne Grieves | David Hamburger | Mark Hamburger | Jessica Harrington | Dave Harris | Jennifer Hayashi | Sally Heller | Ryan and Sarah Hemminger | Lee Hendler Meyerhoff | Linda Himmelrich | Sam and Barbara Himmelrich | Glenn Hirsch | David and Barbara B. Hirschhorn Foundation | Joyce Holbein | Robert F. Hossley | Charles Hsu | Vincent Huang | Ann Jacobson | Denne Jenkins | Johns Hopkins Neighborhood Fund | Johns Hopkins University | Johns Hopkins University Alumni Association | Johns Hopkins University Catering Services | Johns Hopkins University Graduate Representative Organization | Johns Hopkins University Graduate Student Association | Johns Hopkins University School of Medicine | Johns Hopkins University School of Medicine: Academic Computing Center | Johns Hopkins University School of Medicine: Department of Biochemistry, Cellular and Molecular Biology | Johns Hopkins University School of Medicine: Department of Biomedical Engineering | Johns Hopkins University School of Medicine: McKusick-Nathans Institute of Genetic Medicine | Johns Hopkins University School of Medicine Medical Student Society | Johns Hopkins University School of Medicine: Interaction | Johns Hopkins University School of Medicine: Office of Student Affairs | Johns Hopkins Bloomberg School of Public Health Student Assembly | Fred Jungck | Just Give | Sheppard and Barbara Kaplow | Bonnie Kelly | Greg Kelly | Larry Kent | Robert Kent Jr. | Jerry Klein | Joseph and Joan Klein | Thomas Koenig | Zahra Kohanloo | Nancy Kutler | Patricia Landis | Beth Lebow | Bruce Leff | Rick Leib | John J. Leidy Foundation | Marilyn Levin | Mindi Levin | Preston and Sue Leyshon | Life of Reilly | Chris Lim | Theresa Little | Lockhart Vaughan Foundation | Uray Lui | Amy Macht | Al Maher | Sylvia Marcus | Christopher Martin | Stanley Mazaroff | Andrew McCallion | Betty Meese | Dorothy Meritt | Richard Meyer | John O. 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Notes



About this photograph

In the summer of 2009, IMP graduate Dhaujee Kelly traveled to Guwahati, India to teach at the Parijat Academy.

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