



Incentive Mentoring Program



2011-2012 Annual Report

Letter from the Chair

As I reflect on the evolution of IMP this year, I am constantly amazed at the effort, attention, and love given to our students by our volunteers, staff, and the community at large. I would not be giving this report without the help of so many extraordinary individuals who believe in the mission of IMP.

This year, IMP grew from 79 to 95 students and ~400 to ~500 volunteers, while continuing to make a deep and lasting impact. Our volunteers always impress me with their enthusiasm and dedication. It is because of their consistent engagement during the past eight years that we have reason to celebrate our students' success: **100% student retention, 100% student high school graduation (or GED equivalent), and 100% college acceptance.** As our older students have not only began to graduate from Bowdoin College, California University of Pennsylvania, Morgan State University, Purdue University, and Trinity Washington University, they have also developed into incredible role models for our younger students. This year, their influence, combined with the encouragement of our volunteers, resulted in our rising high school seniors increasing their GPA by almost an entire letter grade.

We are also proud that volunteers and staff continue to be recognized for their accomplishments and leadership by their peers and the Baltimore community. This year, IMP members have received numerous awards:

Julia Dooher – Martin Luther King Jr. Community Service Award

Sarah Hemminger – Safeco Community Hero

Suneil Hoseman – Siebel Scholar

Kathleen Lee – David E. Rogers Award

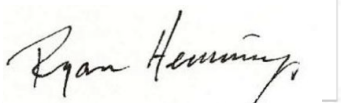
Kelli McDowell – The Johns Hopkins Diversity Recognition Award

Additionally, IMP received the JHU SOURCE Community Service Award and was recognized as a finalist for the Henrietta Lacks Memorial Award and as an Outstanding Partner by Baltimore City Public Schools.

The commitment of our volunteers and staff has allowed IMP to not only focus on individual students, but also strengthen as a community. In particular, we have expanded our volunteer leadership development program to incorporate best practices from business, science, and non-profit management. We have provided volunteers a unique opportunity to learn how to lead in real life situations, allowing our volunteer leaders to grow alongside our students.

So what's next for IMP? This coming year, we look forward to seeing the third Dunbar cohort graduate from high school and take the next step into college even as our first Dunbar cohort officially transitions to become IMP alumni. With the support of our volunteers, we will reach more students by enrolling additional cohorts at both sites. We will continue to forge relationships with partner organizations from inside and outside Baltimore in an effort to see an even greater impact in the lives of Baltimore students and volunteers.

On behalf of our students, thank you for your support. None of this would be possible without our students, without our amazing volunteers, or without you, our biggest fans.



Ryan Hemminger
Co-founder and Chairman, Incentive Mentoring Program

Mission

IMP engages underperforming high school students confronting significant barriers outside of the classroom by providing each one with a family of committed volunteers and increased access to community resources.

We foster students' academic advancement and personal growth into self-motivated, resilient and responsible citizens.

IMP Values

others before self – adaptability – learn from everyone

unwavering humility – family – never give up hope



What we do...

IMP selects students during their freshman year of high school based on having poor academic performance, chronic absenteeism, a history of suspension or detention and/or multiple challenges outside of the classroom including substance abuse, depression, and extreme poverty. Students are enrolled in IMP for more than eight years, the remainder of high school and at least five years post high school graduation. IMP fosters deep bonds between our students and Johns Hopkins University undergraduate and graduate volunteers, as well as dedicated individuals from the Baltimore community.

We build families that transcend barriers.

As students and volunteers come to the table, where everyone is a mentor and everyone is a mentee, relationships blossom. However, it is the relentless commitment to our students over eight years that transforms meaningful relationships into family. Our family is not defined by shared DNA, but by unconditional love and support. It is this family that makes it possible for students and volunteers to overcome any challenge.





IMP Timeline



SPRING 2004:
Ryan and Sarah Hemminger found
IMP and the Dunbar-JHU East
Baltimore Site

2004



FALL 2004:
Dunbar Cohort 1 (Dunbar1)
students enroll in IMP

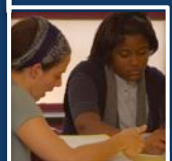
15 students
6 volunteers

SPRING 2007:
Dunbar1 students
graduate from
high school



2007

FALL 2007:
Dunbar Cohort 2 (Dunbar2)
students enroll in IMP



31 students
101 volunteers

15 students
30 volunteers

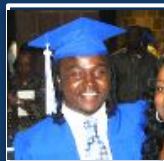
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*SPRING 2010:
Dunbar2 students
graduate from high
school*



*FALL 2011:
IMP expands to the
ACCE-JHU
Homewood Site*

2010

2011

2012

*WINTER 2010:
Dunbar Cohort 3
(Dunbar3) students enroll
in IMP*

*WINTER 2011:
ACCE Cohort 1 (ACCE1) and
Dunbar Cohort 4 (Dunbar4)
students enroll in IMP*

*WINTER 2012:
ACCE Cohort 2 (ACCE2)
students enroll in IMP*

47 students
229 volunteers

79 students
399 volunteers

95 students
499 volunteers

2011-2012 Goals & Accomplishments

One. Retain all IMP students.

100% of IMP students have been retained to the program.

Two. Achieve high school graduation for all IMP students.

100% of IMP Dunbar1 and Dunbar2 students have earned a high school diploma or equivalent and 100% have been accepted to college. 100% of IMP Dunbar3, Dunbar4, ACCE1, and ACCE2 are currently enrolled in high school.

Three. Continue to strengthen and develop the IMP culture at the ACCE-JHU Homewood site to support replication and scaling of the program.

IMP recruited eight inaugural ACCE-JHU Homewood GrandParents (GPs) and an additional 16 Head of Households (HOHs) to strengthen the support structure and nurture the culture. As a result of their leadership, IMP enrolled the second cohort of ACCE students in the winter of 2012. For the first time, ACCE students and volunteers participated in staple IMP events such as camping, football and even started some new traditions of their own, like the IMP Field Day.

Four. Recruit at least 150 new volunteers.

IMP recruited a total of 192 volunteers at the Dunbar-JHU East Baltimore and ACCE-JHU Homewood sites. IMP also retained over 80% of new and returning volunteers during the 2011-2012 school year.

Five. Retain more than 65% of volunteer leadership.

93% of volunteer leaders were retained during the 2011 leadership year and 66% were retained in leadership roles for an additional term in the 2012 leadership year.



Student Achievement Highlights

IMP fosters meaningful relationships between underperforming high school students who are at risk of failing to graduate from high school, and university and community based volunteers. Although IMP students enter the program facing enormous academic and social challenges, IMP embraces students as **exceptional individuals in extraordinary situations**.

In 2011-2012, IMP served 95 students in six cohorts at two sites. Dunbar student cohorts were five years post-high school graduation (Dunbar1), two years post-high school graduation (Dunbar2), high school juniors (Dunbar3), and high school sophomores (Dunbar4). ACCE student cohorts were high school sophomores (ACCE1) and high school freshman (ACCE2).

Post-High School Students:

100% retention

100% high school graduation (97%) or equivalent (3%)

100% college acceptance

Dunbar1:

14% graduate school acceptance

7% graduate school enrollment

7% certification completion

In 2011-2012,

60% college enrollment

Dunbar2:

6% certification completion

In 2011-2012,

75% college enrollment

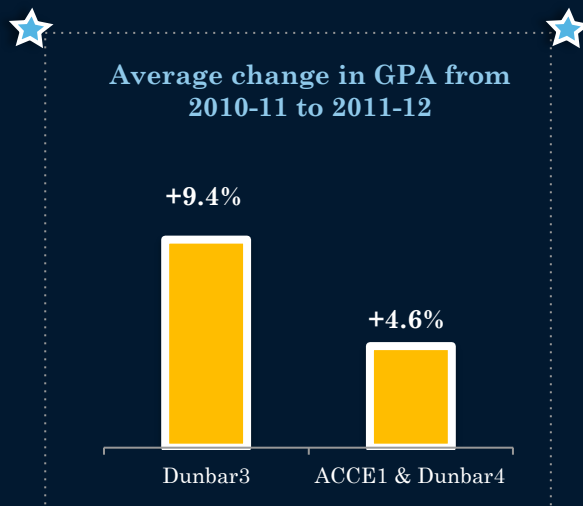
**33% of Dunbar1 students
have received
bachelor's degrees from the
following institutions:**

- Bowdoin College
- California University of Pennsylvania
- Morgan State University
- Purdue University
- Trinity Washington University

High School Students:

100% retention

100% high school enrollment



Annual Highlight

The strong relationships IMP has formed with the community have been a critical component of our success. The ACCE and Dunbar High School teachers and administration have welcomed IMP Families to participate in parent/teacher conferences, detention hearings, as well as provided classroom space for weekly tutoring sessions. JHU has provided funding, office space, conference rooms, and flexible work hours for student volunteers. IMP students and volunteers have also collaborated with Baltimore area organizations to engage in service and practice the IMP Values. It is through these interactions with the community that ideas get shared, partnerships are formed, and we all move forward together.

Mayor Bloomberg Visits

In April, Mayor Michael Bloomberg of New York City visited with IMP students and volunteers. IMP students, Derrell, Jyia, and Leroy, shared their life experiences and how they have overcome numerous challenges.



Baltimore Kitchen Cabinet

In June, IMP hosted the Baltimore Kitchen Cabinet, where we invited three exemplary organizations—the Montana Academy, the Princeton Center for Leadership Training and Friends of the Children-Boston—to brainstorm solutions to common challenges. Community leaders from Baltimore and beyond were invited as advisors. This event was hosted by the newly formed **IMP Executive Team**, comprised of volunteer officers who lead committees that provide communications, development, finance, and human resource infrastructure.



2012-2013 Goals

One. Retain all IMP students.

Two. Achieve high school graduation or equivalent for all IMP students.

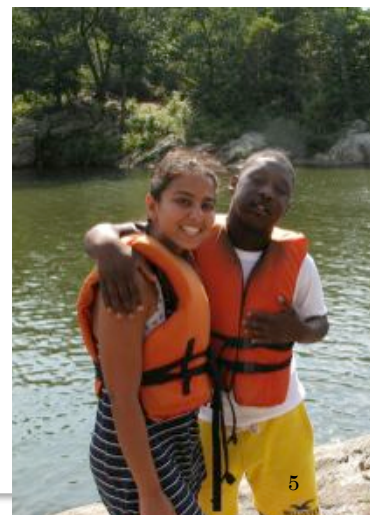
Three. Achieve college acceptance for all IMP students.

Four. Recruit 150 new volunteers.

Five. Retain greater than 80% of volunteers for at least one academic year.

Six. Recruit adequate volunteer leadership to support IMP Houses, Programs, and Services.

Seven. Retain greater than 90% of volunteer leadership during the leadership year.



Financial Summary

The Incentive Mentoring Program is deeply grateful for the support provided by corporations, foundations, and individuals.

Operating Expenses \$422,242

Administrative Expenses

Salaries, Taxes, and Benefits	2,920
General Administrative Expenses	10,567

Development Expenses

Salaries, Taxes, and Benefits	5,841
General Development Expenses	5,885

Programming Expenses

Salaries, Stipends, Taxes, and Benefits	246,091
In-Kind Goods and Services	35,008
High School Student Expenses	31,611
Organizational Expenses	26,444
College Student Expenses	21,214
Family Expenses	18,569
Volunteer Recruitment and Training	18,092

Contributions and Future Year Pledges \$808,217

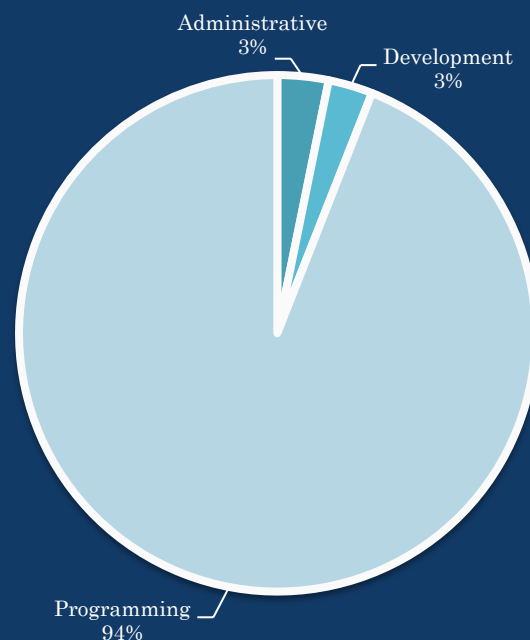
Pledges

Foundation	647,354
Individual	95,546
In-Kind Goods and Services	35,008
Corporation	30,309

Net Assets \$757,398

Cash	422,762
Pledges Receivable: Current	229,000
Pledges Receivable: Non-Current	128,692
Accounts Payable	(23,056)

Expenses



Net Assets Beginning of Year	212,816
Change in Net Assets from Change in Accounting Method	158,607
Total Operating Expenses	(422,242)
Total Contributions and Future Year Pledges	808,217
Net Assets End of Year	757,398

Investors

Trailblazers

\$50,000+

The Abell Foundation
Robert W. Deutsch Foundation
Johns Hopkins University

Innovators

\$20,000-\$49,999

Betty Lee and Dudley P. Digges Memorial Fund
Jacobson Family Foundation
David and Barbara B. Hirschhorn Foundation
Johns Hopkins Neighborhood Fund
Lockhart Vaughan Foundation
M. Sigmund and Barbara K. Shapiro

\$10,000-\$19,999

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The Herbert Bearman Foundation, Inc.
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Joseph and Harvey Meyerhoff Family Charitable Funds
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Architects

\$5,000-\$9,999

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Group)
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Susan A. and Paul C. Wolman Jr. Fund

\$1,000-\$4,999

Anonymous (3)
Lois and Irving Blum Foundation
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Ronald J. Daniels and Joanne Rosen
Lisa Davis
Dunbar High School Class of 1966
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Committee
Henrietta Lacks Memorial Award
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Harry and Jeanette Weinberg Foundation
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\$1-\$999

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Zahra Kohanloo
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Mark Ploss
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Friends and Family of Rose
Parkinson (in memory of
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Vernon A. Reid
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In-Kind

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Venable LLP

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Pioneers

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Social Concern
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Johns Hopkins University School of
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Daniel H. Teraguchi

Johns Hopkins University Student
Outreach Resource Center (SOURCE)
Mindi B. Levin

Paul Laurence Dunbar High School
Kristina Kyles

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Friends and Collaborators

Academy for College and Career
Exploration Staff and Administrators
Aramark
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Baltimore City Public School System
Baltimore City YouthWorks
Baltimore Housing - Summer Food
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Kenneth Banks
Barclays Capital
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Kalman R. Hettelman
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Jan Houbolt
Jackie Hrabowski
Jewish Community Center
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Johns Hopkins - School of Public
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Johns Hopkins University - Center
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of Medicine Graduate Student
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School Class of 1949
Paul Laurence Dunbar High
School Class of 1966
Paul Laurence Dunbar High
School Staff and
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Christy Wyskiel
Gerry and Heather
Zoller



Baltimore, MD

2011-2012

Yearbook

Guide to the IMP Community

IMP Family

Introduced in 2007, IMP matches each high school student with an IMP Family of up to eight volunteers. In addition to academic and social support and in the spirit of doing whatever it takes, IMP Family members connect students and their biological families to community resources by coordinating clothing, furniture and appliance donations, home renovations, and public assistance enrollment.

Members of an IMP Family:

One Student

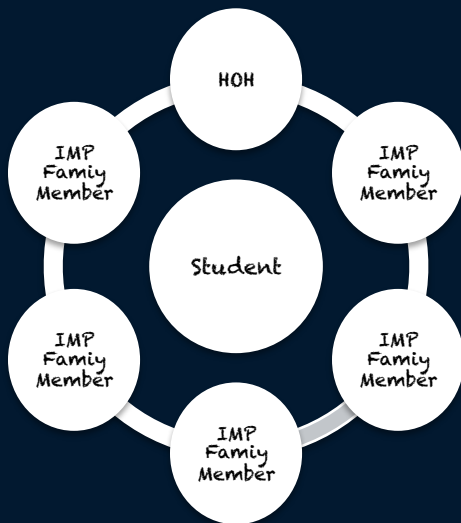
ACCE and Dunbar High School students enroll during their freshman year of high school and remain in IMP for at least eight years.

Up to Eight Family Members

JHU and Baltimore community members volunteer to join the IMP Community for a minimum of one year. While IMP high school Families have up to eight Family Members, IMP post-high school Families are much smaller and are comprised of one to two Family Members.

One Head of Household (HOH)

An experienced volunteer from the IMP Community serves as the leader of the IMP Family and mentors Family members on how to provide individualized support for the student.



IMP House

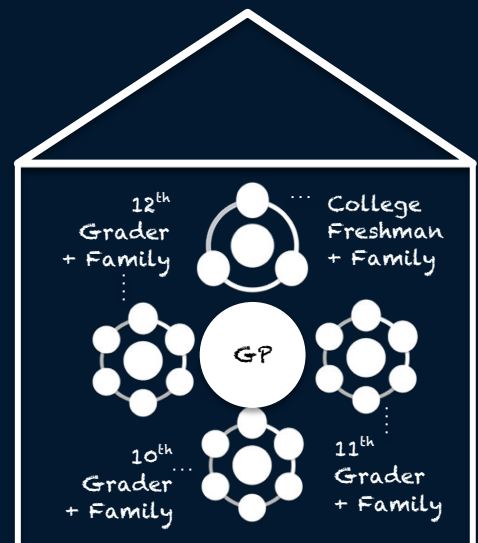
Established in 2010, the IMP House fosters mentoring across different cohorts of students and IMP Families. While IMP Houses are not physical locations, the IMP House structure creates a close-knit community by uniting IMP students and Families across different cohorts at the same IMP Site.

Members of an IMP House:

Up to Eight IMP students, each from a different cohort, and their IMP Families

One GrandParent (GP)

An experienced volunteer from the IMP Community serves as the leader of the IMP House. GPs train, coach, and mentor the House HOHs, facilitate Family members and students within each House sharing experiences, and connect older students to younger students to serve as role models and peer mentors.



IMP Site

In 2004, the Dunbar-JHU East Baltimore flagship site was founded and began matching volunteers from the JHU East Baltimore campus with students from Paul Laurence Dunbar High School. In 2010, the ACCE-JHU Homewood site was founded and began matching volunteers from the JHU Homewood campus with students from the Academy for College and Career Exploration (ACCE).

Members of an IMP Site:

16 IMP Houses

Houses are named after IMP Values in different languages. At the Dunbar-JHU East Baltimore site, Houses are named “family” and at the ACCE-Homewood site Houses are named “hope”.

Dunbar Houses (“family”)

Aile - Gajok - Gesin - Iyali - Jiating - Kazoku -
Khandaan - Ohana - Oikogeneia - Pamilya - Parivar -
Perhe - Porodica - Rodzina - Sem'ja - Semejestvo

ACCE Houses (“hope”)

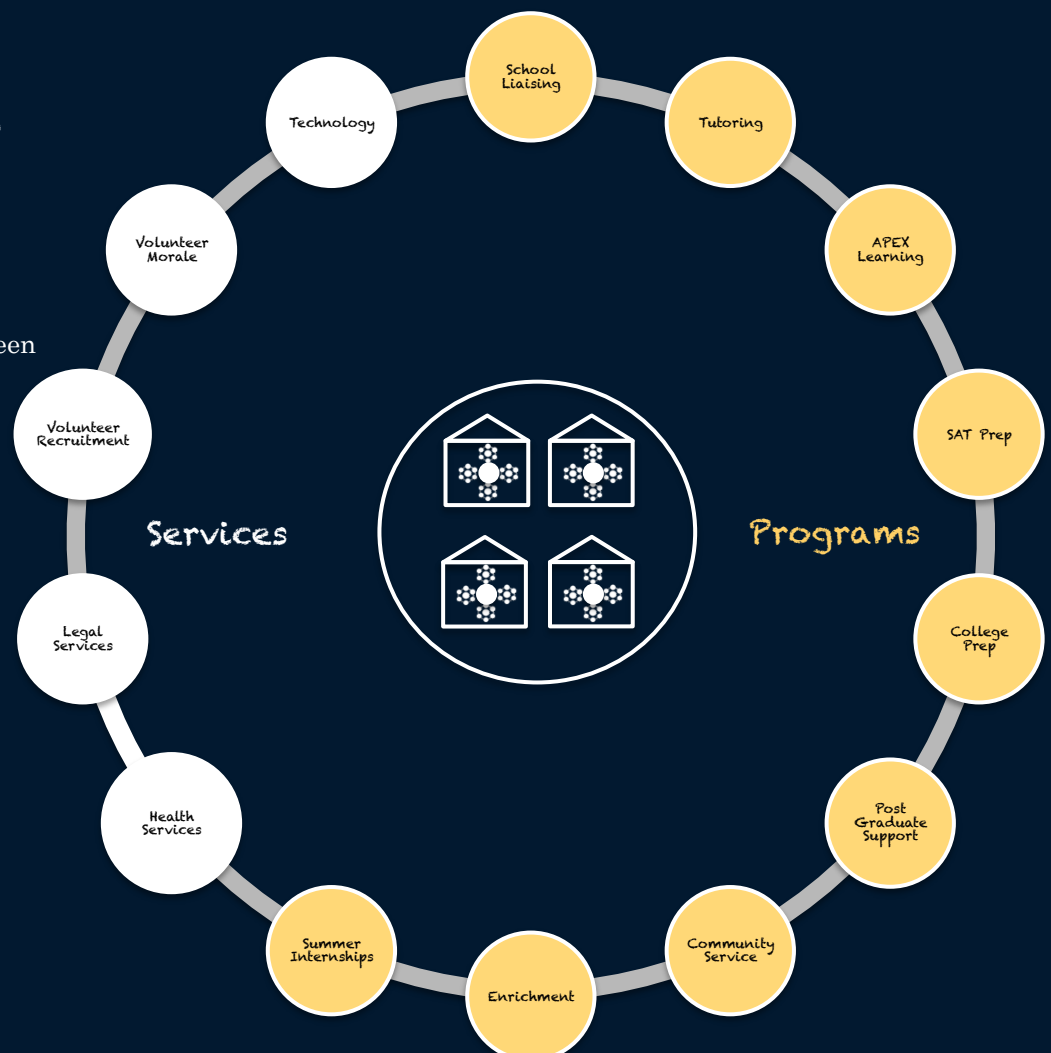
Aasha - Elpida - Fata - Gidae - Hoop - Mana'olana -
Matumaini - Nadam - Nadezhda - Nadzieja - Nozomi -
Pag-asa - Toivoa - Ummak - Ummeed - Xiwang



IMP Programs & Services

In 2008, volunteers with great gumption founded the first IMP Programs and Services to create access to expertise and promote efficiency in collaborations between Families. Today volunteer Directors lead teams that continue to provide resources.

The primary areas of focus for IMP Programs and Services include: Academic and Professional Development Programs and Student and Volunteer Services.





The IMP Community

Members of the community working together...

IMP Families promote high volunteer recruitment and retention because the workload and emotional burden are distributed across many Family members and there is a built-in network of support in volunteer-volunteer interactions. If one Family member has an exam or a personal emergency, another can fill in.

IMP Programs and Services provide efficient and effective resources to IMP Families. While IMP Family members are fiercely committed, most are not legal experts. If a student is being evicted, the IMP Family can contact the IMP Legal Services for support. This provides an important resource for both the students and volunteers.

Community Collaborators support the IMP community with critical knowledge and resources. Since 2004, IMP has strived to build strong relationships in the Baltimore community. By actively engaging other community collaborators, IMP volunteers serve as conduits for community programs to engage their target audience.

IMP Family Snapshot

IMP Families are the key to providing comprehensive and consistent support for IMP students. Carrying out the IMP core competency of never giving up on a student has only been possible because IMP has highly motivated and well-supported volunteers willing to devote time to forming deep and lasting bonds with students and one another. Additionally, despite the eight plus year duration of the program, in the IMP model, students never experience complete turnover of volunteers. While individual volunteers may graduate or move away, the overall IMP Family unit will always be there to support the student and new Family members.



Highlights:

- **64** IMP Families held Family social events
- **45** IMP Families provided their high school student rides to school
- **35** IMP Families provided their high school student morning wake-up calls

"With IMP, I don't feel like I'm in it alone, like I don't have to bring up DiQuann by myself. They are always there - they come to the school for any problems, give him and his brother rides to school, help him find a job, and help out our entire family."

Laura Cornish, IMP Parent

IMP Family Snapshot continued..

Excerpts from IMP Families:

IMP Families are diverse and work to engage their students in different ways. Below is how Families from House Gajok and House Kazoku supported their students in October 2011 (numbers represented are in hours and are self reported by volunteers):

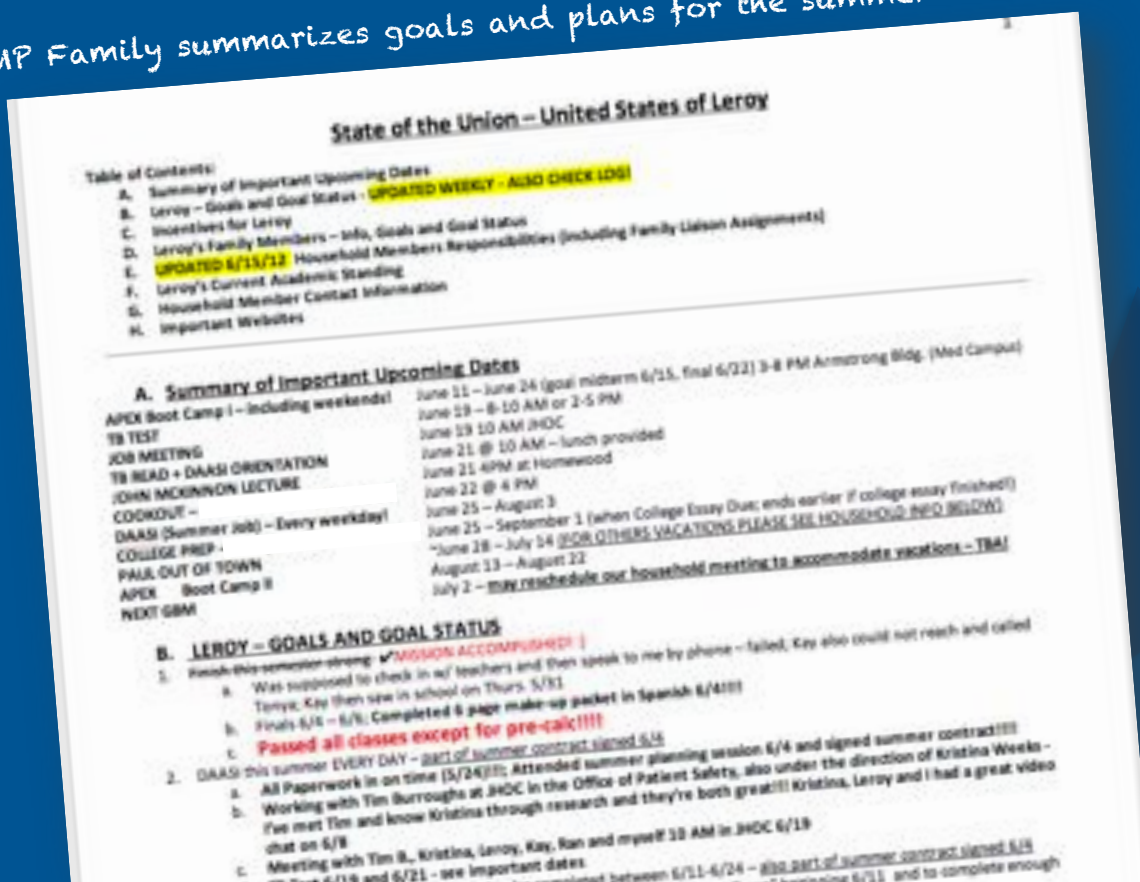
Dariz

Time (hrs)	Tutoring	Community Service	Family Social Event	Liaising with Parent	IMP Enrichment Event	Liaising with Teacher & Admins	Mentor Social Event	Planning meetings about student	Total Hours in IMP
Dariz	10		2		4				16
Family Member: Patrick	1		2					1	4
Family Member: Sami	4		2					1	7
HOH: Adi	5		2	1	2		4	2	16
Academic Liaison: Anthony						2			2

Lazai

Time (hrs)	Tutoring	Community Service	Family Social Event	Liaising with Parent	IMP Enrichment Event	Liaising with Teacher & Admins	Mentor Social Event	Planning meetings about student	Total Time in IMP
Lazai	10	2	4.5		7				23.5
Family Member: Kerry	6		2					1	9
Family Member: Jessica	1	2	2.5					1	6.5
HOH: Susan	3		2.5					2	7.5
Academic Liaison: Kasey						2			2

An IMP Family summarizes goals and plans for the summer...



Academic Programs Snapshot

IMP assists ACCE and Dunbar students who have 'slipped through the cracks' and who enter the program with poor academic performance. The academic program teams run daily tutoring sessions to ensure IMP students have a consistent and productive environment to receive academic assistance from their IMP Family members. In addition, they monitor student academic progress by liaising with teachers and school administrators. APEX is a digital curriculum that prepares students for college, work, and life, allowing them to obtain high school credits. Teams also provide training for IMP volunteers on APEX coursework and host APEX sessions where students can complete credits.



Highlights:

- **64** IMP students received one-on-one academic tutoring
- **60** IMP students' teachers were contacted regularly to monitor academic progress and classroom behavior
- **33** IMP students received credit through IMP APEX credit recovery

"I don't think I would still be in high school without IMP. I never used to go to school or really see myself graduating, and now I'm getting ready to apply to college."

Shaquana, IMP Student

College Prep & Post-Graduate Support Programs Snapshot

Throughout high school, IMP students receive support with every facet of the college planning process. Activities include SAT preparation, college visits, and navigating the financial aid process. IMP encourages students to generate a variety of academic advancement and career options. Many IMP students choose to matriculate to college, others elect to attend trade school or join the workforce. IMP also provides ongoing academic advancement and career options for at least five years post high school graduation.



Highlights:

- **27** IMP post-HS (Dunbar1&2) students received employment assistance
- **18** IMP Dunbar3 received SAT prep
- **14** IMP post-HS students (Dunbar1&2) received help navigating the financial aid process

IMP organized visits to the following colleges and universities:

- Capitol College
- College of Mt. Saint Vincent
- Georgetown University
- Howard University
- Johns Hopkins University
- Loyola University Maryland
- University of Maryland-College Park

IMP Student Summit - IMP students (ACCE1&2 and Dunbar1-4) met to network and discuss academic and social experiences following high school graduation.



Summer Internships Programs Snapshot

IMP supports students in developing professional skills, writing cover letters and résumés, obtaining employment and planning for a long-term career. The Diversity and Academic Advancement Summer Institute (DAASI), a partnership between IMP and the JHU School of Medicine, plays a critical role in IMP student workforce development. DAASI was founded to create access for IMP high school students to a paid, enriching summer learning experience. Since the 2010 pilot year, DAASI has grown from 16 IMP students working in eight laboratories on the JHU East Baltimore Campus to 61 IMP students working at 55 internship sites across Baltimore. Students enrolled in DAASI are paid through Baltimore City Youthworks.

During DAASI, volunteers and JHU Center for Social Concern Community Impact Interns (CII) offered a minimum of two hours of professional development time each week for IMP high school students. These sessions served to link students' jobs to skills that they could take back into the classroom. At the end of the summer, IMP hosted the first annual DAASI Symposium at the JHU School of Medicine. Students gave oral and poster presentations on projects related to their summer jobs or on innovative ideas to improve the Baltimore community.



DAASI
Symposium



Events Summary

IMP students participate in a number of social and teambuilding events. These include monthly service projects to give back to the Baltimore community. Through community service, IMP students and volunteers experience a critical transition from a reactionary approach to one of empowerment, gaining the knowledge that they can effect change not only in their own lives, but also in the lives of others.

Event Highlights

Date	Event	Program
7/30/11	IMP Camping Trip at the Broad Creek Memorial Scout Reservation	Enrichment
8/18/11	"Men in Black" Movie Night at the American Visionary Art Museum	Enrichment
9/17/11	Building Houses with Habitat for Humanity	Community Service
10/6/11	Serving Food to the Homeless at the Helping Up Mission	Community Service
10/23/11	Annual IMP Football Tournament	Enrichment
10/31/11	Staffing Community Halloween Party at the St Frances Academy	Community Service
11/10/11	Winslow Dynasty Jazz Concert	Enrichment
11/16/11	Thanksgiving Party	Enrichment
12/7/11	Dunbar Holiday Party	Enrichment
12/17/11	Sorting Clothes and Toys for the Salvation Army	Community Service
12/19/11	Making Gingerbread Houses	Enrichment
1/14/12	Rejuvenating the Remington Neighborhood	Community Service
1/20/12	IMP Basketball Tournament	Enrichment
2/9/12	ACCE2 students: Introductions and Teambuilding	Enrichment
2/16/12	Preparing Food at The Club at Collington Square	Community Service
2/16/12	ACCE2 students: SAT Trivia Game	SAT Prep
3/10/12	Ice Skating	Enrichment
3/20/12	Planning a Charity Event: Hoops for Homeless	Community Service
3/24/12	Preparing Food at Our Daily Bread	Community Service
5/5/12	College Advising Sessions	College Prep
5/6/12	Preparing Food at My Sister's Place	Community Service
5/10/12	<i>Whipping Man</i> at the Hippodrome	Enrichment
5/12/12	2nd Annual Kid Summit	College Prep
6/2/12	Review Sessions/Summer Planning Day	Academic Affairs
6/21/12	DAASI Orientation Day	Summer Internships

My favorite memory in IMP is...

"...when I went to my DAASI ceremony."
Tamiya, IMP Student

"...making gingerbread houses."
Tim, IMP Student

"...cliff jumping on the IMP Camping Trip"
Sophia, IMP Volunteer

"...when I worked at Johns Hopkins and I participated in the professional development class."
Lacy, IMP Student



Highlights:

- 47 IMP students performed community service
- 22 IMP community service events
- 15 community service partners



Student Services Snapshot

IMP creates access for students and their biological families to health, social, and legal resources. Through strong partnerships with the Johns Hopkins Hospital, Johns Hopkins School of Medicine, and many others IMP ensures that primary, preventative, and referral health services are made available to all students, including yearly medical and vision screenings. The Family League of Baltimore also provides free meal service to all IMP students during after-school tutoring. By working with friends in the community including Venable LLP, Kalman Hettleman, and the Sud Law Firm, IMP coordinates legal resources for and advises students and their biological families on all criminal and civil matters.

Highlights

- 86 IMP students received food assistance
- 16 IMP students received housing support
- 12 IMP students received medical assistance
- 11 IMP students received legal aid
- 11 IMP students received clothing donations
- 4 IMP students received daycare services



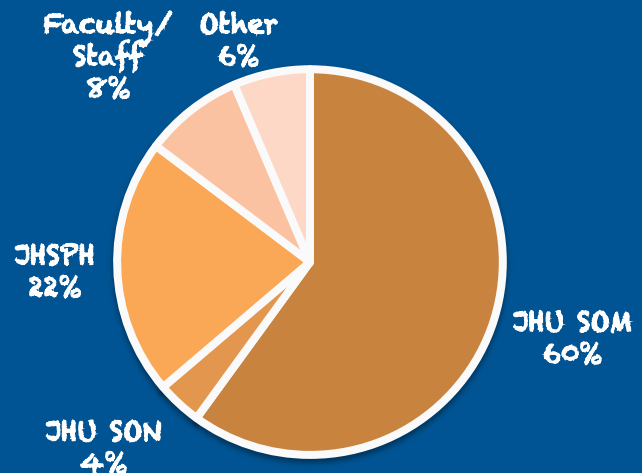
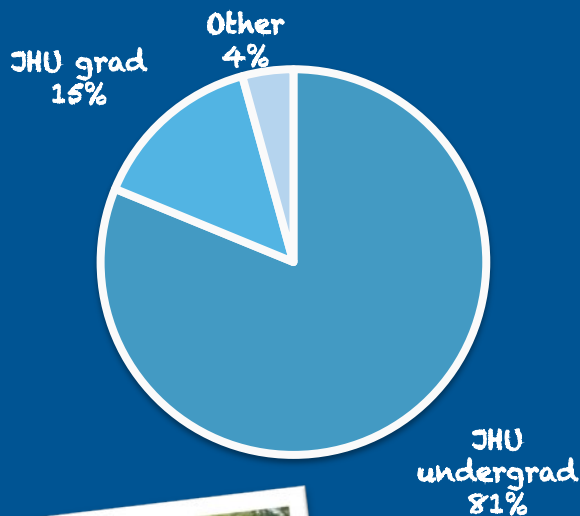
Volunteer Services Snapshot

The IMP model provides a built-in volunteer support structure that assists in volunteer recruitment, by promising a flexible schedule, and morale, by distributing difficult work across many individuals. IMP brings the model to life by focusing on strengthening personal relationships, allowing both students and volunteers to recognize the depth of talent and intellect found in their IMP Family, House, and Team. IMP trains new volunteers and ensures they successfully transition into a Family or Team. IMP serves as an important connection between new and returning volunteers, hosting numerous social events. We encourage a culture where students and volunteers have a fierce commitment to one another and to IMP.

The ACCE-JHU Homewood site includes undergraduate and graduate student volunteers from the JHU-Homewood campus. The Dunbar-JHU East Baltimore site includes volunteers from the Johns Hopkins University Schools of Medicine (JHU SOM), Public Health (JHSPH), and Nursing (JHU SON). Both the ACCE-JHU Homewood and Dunbar-JHU East Baltimore sites also have dedicated volunteers from the Baltimore community. IMP welcomed 100 new volunteers at the ACCE-JHU Homewood site and 92 new volunteers at the Dunbar-JHU East Baltimore site. 83% of all volunteers were retained during the academic year.

Breakdown of IMP volunteers...

234 ACCE + 265 Dunbar
= 499 Total IMP volunteers



"My five years in IMP have allowed me to forge relationships with some of the most phenomenal human beings (students and volunteers) that I would have otherwise never have met. My relationships with my kids Derrell, Sae-Quan, and Erica, motivate me to strive for more each and every day."

Kathleen, former IMP Volunteer, IMP Program

Yearbook Highlight: Volunteer Leaders

While one of the primary barriers to widespread effectiveness in programs that mentor at-risk youth is the capacity to recruit, train, and retain sufficient numbers of volunteers to meet program demands, the unique IMP model has led to high volunteer recruitment and retention. However, the IMP model requires the recruitment, training, and retention of volunteer leaders (GPs, HOHs, Directors, and Officers) to nurture the culture and IMP Values that lead to high student and volunteer retention.

With the help of IMP Collaborators, Barclays Capital, Bloomberg LLP, Predictive Index, and the Princeton Center for Leadership Training, IMP set out to create a comprehensive volunteer leadership program. IMP began by creating the following for each leadership position: concise goals with quantifiable measures and critical action steps.

Professional Development for IMP Leaders:

- **Train** selected volunteer leaders
 - Shadow current leader in the role (-2 through 0 months)
 - Leadership retreat (0 months)
 - Monthly one-on-one and group meetings with supervisor (0-12 months)
- **Assess** volunteer leaders
 - Trimester I: bottom-up, self, and top-down (4 months)
 - Trimester II: bottom-up and self evaluation (8 months)
 - Trimester III: self evaluation (12 months)
- **Retain**
 - Professional development and social events
 - Quarterly leadership appreciation and recognition events



Train

IMP leaders attended a retreat at the Broad Creek Memorial Scout Reservation, where they grew as a team on the outdoor ropes course and explored their unique talents as leaders. They were also joined by Baltimore radio personality Doni Glover who shared his perspective on Baltimore.

Assess

64 High School HOH positions
31 College HOH positions
24 GP positions
16 Director positions
4 Officer positions

"(My fellow) IMP volunteers have the bravery and optimism to believe you can make a difference, the dedication and patience to persevere through the frustration, the hunger and humility to pursue opportunities to learn, and the skills and benevolence to share their experiences with people like me."

- Alexis, IMP Volunteer Leader

Retain

IMP leaders were recognized for their contributions to the program at our ACCE and Dunbar annual leadership appreciation ceremonies. Volunteer leaders who exemplified the IMP Values and who served in leadership roles for at least three years were inducted into the IMP Hall of Fame at the annual volunteer pool party. The 2012 inductees represent over 27 combined years of IMP experience.



IMP Hall of Fame

2011 Inductees

Amber Ballard
Gordon Cohen
Melissa Dattalo
Edith Dietz
Ryan Hemminger
Sarah Hemminger

2012 Inductees

Cathy Handy
Helen Kinsman
Kathleen Lee
Nikki Meadows
Alex Rhee
Tong Zhang

Notes



Notes

“We are making great progress in our fight to make Baltimore a safer city, but the continued prevalence of illegal drugs and violence still poses the greatest risk to our most important resource — our young people.

On behalf of the city and citizens of Baltimore, I thank everyone associated with the Incentive Mentoring Program for helping our young people transcend these and other pitfalls, and fulfill their potential toward a fulfilling and self-sustaining path, and thereby improve the quality of the lives of everyone in Baltimore.

IMP’s program is a model for everyone working with our youth.”

Gregg L. Bernstein

State's Attorney for Baltimore City



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