



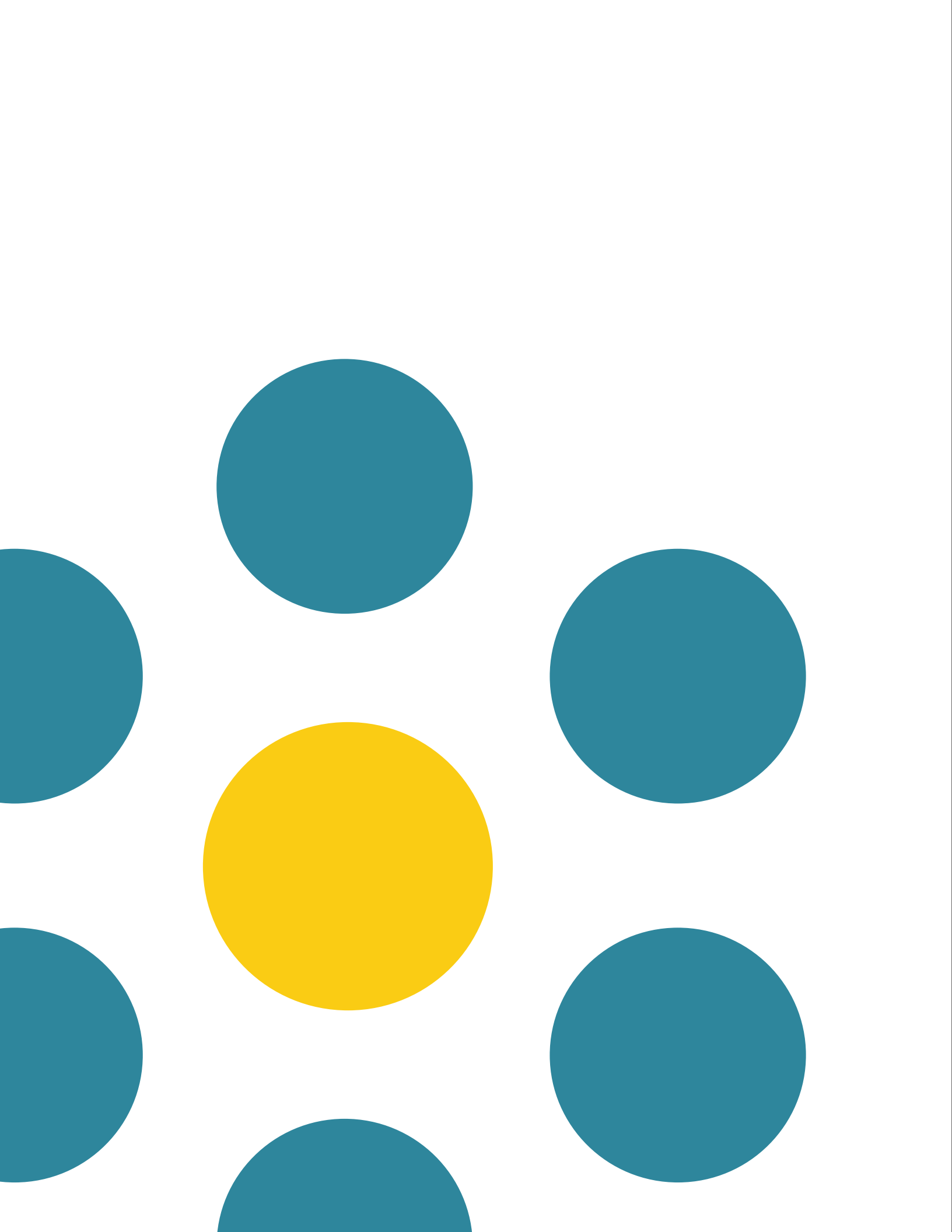
Incentive

Mentoring

Program



Annual Report
2012-2013



A Letter from the Chair



This year, the Incentive Mentoring Program (IMP) reflects on nearly a decade of bringing together people and resources to support Baltimore City students as they overcome challenges in their lives, graduate from high school, and give back to their community. It is a moment to celebrate IMP's first alumni and the volunteers and community members who made their success possible, and it is a time to thank all of you, because chances are, if you are reading this letter, you have played a role in IMP's success. We are often awed by our students and supporters, and are extraordinarily grateful for every member of our IMP family.

As we reflect on this past year, our IMP family can boast of exemplary outcomes. The first cohort of IMP students from our flagship site at Paul Laurence Dunbar High School (Dunbar) graduated from high school in 2007, went on to college, and have now been part of our IMP family for over nine years. Sixty percent of these students, our first alumni, received four-year college degrees, and 20% received two-year degrees or certificates. The leadership of these students has paved the way for 100% of the next two Dunbar cohorts (the second and third) to graduate from high school. To date, almost all of our students have been accepted to college. Even more impressive is the fact that, while on their educational journeys, these remarkable students contributed to the lives of others by performing thousands of hours of community service. The culture at IMP exemplifies the values we believe are crucial: others before self, adaptability, learn from everyone, unwavering humility, family, and never give up hope.

In addition, over the course of this year, our IMP family continued to grow and achieve. We were thrilled to welcome 32 additional students and hundreds of volunteers, and the efforts of a number of our extraordinary students, volunteers, collaborators, and staff were honored by prestigious awards:

- IMP named six new members to its Hall of Fame, including Alison Turnbull, Lauren Zeitels, Robert C. Embry Jr., Eric Cook, Kendra Schaa, and Tyler Cash-Padgett.
- Sarah Hemminger was awarded a fellowship from Ashoka – Innovators for the Public, an international network of social entrepreneurs developing innovative solutions to the problems of today.
- Alex Rhee was named one of the Inaugural Philanthropic 5 Winners by the Emerging Leaders United Way of Central Maryland.
- Helena Zec received the Martin Luther King Jr. Service Award.
- Tong Zhang was named to the 2013 Daily Record VIP List.

Ashoka's award to Sarah, IMP's Co-founder, recognizes the bold ideas that are the foundation of IMP's success and the culture of collaboration, compassion, and creativity that allows bold ideas and innovative solutions to thrive.

We are thankful for your support, without which we could not have achieved these successes. We also recognize that, while the start of our tenth year is a time to look back and applaud those successes, it is also important to look forward. We still have work to do, and we are looking forward to collaborating with you in continuing to create a brighter future for Baltimore City students and the IMP community.

Debbie Cameron
Chairman, IMP Board of Directors

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.

Philosophy

IMP believes – and urges others to believe – that empathetic and enduring relationships are our society's most essential form of wealth. This conviction stems from the understanding that at some point in each of our lives we have all felt alone. For some, this sense of isolation is momentary; for others, it lasts a lifetime. However long it lasts, it leaves unfulfilled our very human need to connect with and matter to others. We experience the "poverty of isolation." IMP believes that, by cultivating relationships that transcend racial and socioeconomic barriers –

and by creatively building an unconventional family and community not defined by DNA and address – we can overcome the poverty of isolation and, in its place, establish a wealth of human connection permanently linked by unconditional love and support. IMP understands that children growing up in concentrated poverty need more than just improved financial resources or better classrooms; they need the same unassailable support and deep interpersonal bonds that we all need. IMP builds these bonds for the students, volunteers and collaborators.

We build families that

Values

others before self

adaptability

learn from everyone

unwavering humility

family

never give up hope

.....

"IMP has had a great impact on [my son] because there were so many times that [he] has wanted to give up, but [his IMP Family] never did. They never gave up on him. They [were] always so patient and so willing to help him no matter what."

Malika, IMP Parent – House Aasha

"I joined IMP thinking I was going to mentor a high school student for a few hours a week and that would be it. After a year, I can easily say there is so much more to this program. I feel like I have a new family now, my IMP Family, whom I've learned so much from throughout the year. Being part of IMP has been the most rewarding experience I have had at Hopkins thus far."

Bahareh, IMP Volunteer – House Nozomi

at transcend barriers.

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Glossary of IMP Terms

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Academy for College and Career Exploration (ACCE) and Paul Laurence Dunbar (Dunbar) High Schools: the two Baltimore high school sites with which IMP has built long and successful relationships, working with students, faculty and administration to strengthen the students' academic achievements and personal growth.

Cohort: a group of students who enroll in IMP at a given high school site during their freshman year of high school. During the 2012-2013 school year, Dunbar student cohorts were five years post-high school graduation (DC1), two years post-high school graduation (DC2), high school seniors (DC3), high school juniors (DC4) and high school freshmen (DC5). The ACCE cohorts were high school juniors (AC1), high school sophomores (AC2) and high school freshmen (AC3).

Collaborator: a member of the community who works with an IMP Resource Team or Executive Committee to provide pro-bono services, expertise, resources and opportunities to students, volunteers or the organization.

Director: a volunteer who leads an IMP Resource Team.

Diversity and Academic Advancement Summer Institute (DAASI): a partnership between IMP and the Johns Hopkins University (JHU) School of Medicine that provides opportunities for summer internships and professional development to IMP high school students.

Executive Committee: a group of volunteers who provides support to IMP in the areas of communications, development, finance and human resources.

Family: a group of up to eight volunteers who are matched with one student. IMP Families do whatever it takes to tailor their interactions to respond to their student's specific, changing needs.

GrandParent (GP): a specially trained volunteer leader who coordinates and manages a virtual House. GPs train, mentor and coach the HOHs; help IMP Family members within each House share experiences, and connect older students to younger ones.

Head of Household (HOH): an experienced volunteer leader who serves as the manager of the IMP Family, mentors IMP Family members and coordinates individualized support for the student.

House: a virtual community that unites students from different cohorts at the same high school site, their IMP Family and their HOH. Though not a physical structure, each IMP House connects older students to younger students, creating peer-to-peer mentoring within the IMP Community Model. There are 32 Houses: 16 ACCE Houses and 16 Dunbar Houses.

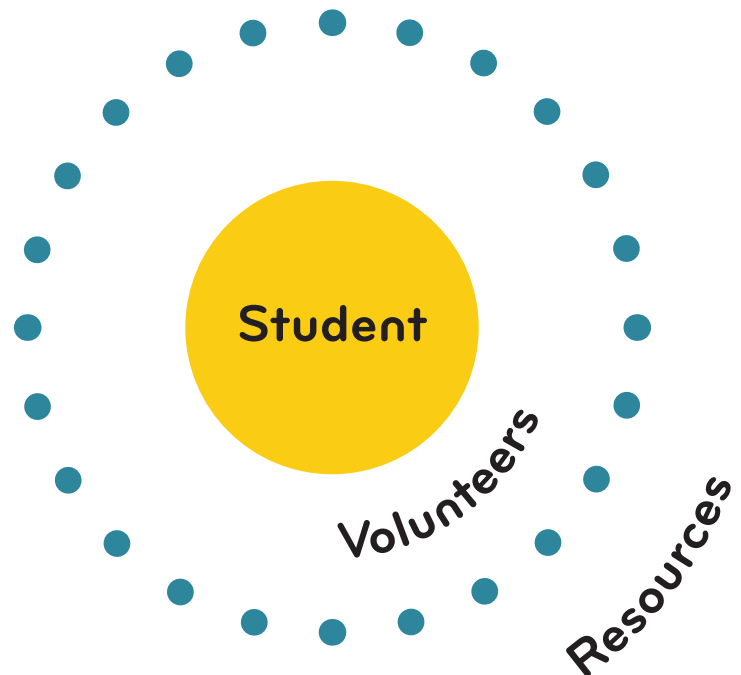
Officer: an expert volunteer who leads an IMP Executive Committee.

Resource Team: a group of volunteers who creates access for students and volunteers to expertise and promote efficiency in collaborations between IMP Families and Collaborators. They focus in the areas of academic advancement, college and career preparation, enrichment and services.

The IMP Community Model Changes Lives

IMP's Mission, Philosophy, and Values are facilitated by the innovative IMP Community Model structure, which fosters meaningful relationships between students, their families, volunteers, and community collaborators. The IMP Community Model illustrates not only that everyone has something to teach and everyone has something to learn through these deep bonds, but also the ways in which IMP measures – and achieves – our Mission:

- **Compelling student success**
- **Cultivating volunteers as agents of change**
- **Creatively linking community**
- **Changing the conversation to expand the definitions of “family” and “community”**



Compelling student success

The IMP Community Model – from the pool of students we select, to the length of their enrollment, to our commitment to never give up on a student – is unprecedented. Our uniqueness begins with the students we engage: the most underperforming high school freshmen who, since birth, have known what it means to live within the bottom quartile of many statistical scales— income, GPA—and other barriers to success that often feel impermeable. Believing that no child is a lost cause, IMP works with each student for almost a decade, the

remainder of high school and six years post high school graduation.

Once a student is enrolled, IMP radically reconfigures his social support structure by matching him with a group of up to eight university and community based volunteers. This IMP Family is led by an experienced volunteer Head of Household (HOH) who coaches members to do whatever it takes to customize support for their student and family, providing rides to school, packing lunches, spending a Saturday refurbishing a home,

coordinating clothing, furniture and appliance donations, or assisting in obtaining public assistance.

Each IMP Family combines with up to ten other IMP Families – of older and younger students – to form a virtual House. IMP Houses connect students of varying ages, their Families, and HOHs, and create opportunities for students and volunteers to mentor and serve as role models for one another. Each House is managed by a specially trained volunteer GrandParent (GP) who mentors the HOH.

Cultivating volunteers as agents of change

IMP fosters deep bonds between our students and JHU undergraduate and graduate volunteers, as well as dedicated volunteers from the Baltimore community. IMP is designed to leave a lasting imprint not only on the students we serve, but also on our volunteers. IMP volunteers and volunteer leaders are trained and mentored through learning and practicing the IMP Core

Competencies: failing successfully, inclusive decision making, rethinking wealth, and never giving up – developing key skills to foster their personal and professional development. By training and coaching the leaders of today and tomorrow, both in our students and volunteers, IMP amasses a cadre of adaptable, resilient, and tenacious agents of change.

Creatively linking community

The IMP Community Model creatively links students and university and community based volunteers to the larger Baltimore community, creating a broader, more inclusive community – a “neighborhood” no longer defined by a map. Rather than formulating new education, social, and community programs, IMP Resource Teams and Executive Committees forge relationships among existing organizations and resources, linking students, volunteers and the organization to the community, expanding horizons, and laying a foundation for systemic and sustainable change. While the IMP Families offer customized support, IMP Resource Teams are led by volunteer Directors who create access to expertise and efficiency in the recruitment and allocation of resources, providing opportunities for students to engage in safe

environments for up to twelve hours per day, 365 days per year, in activities such as tutoring, SAT and college preparation, community service, and enrichment events. Executive Committees also connect the organization with expert Collaborators to ensure the IMP communications, development, finance and human resource needs are met.

By making us all “neighbors” and by engaging with leaders in the community, the IMP Community Model enables both students and volunteers to access resources and form real relationships with a diverse cross-section of decision makers. All participants benefit from these relationships; when corporations and institutions interact with our students and volunteers, they are building connections with the next generation of leaders.

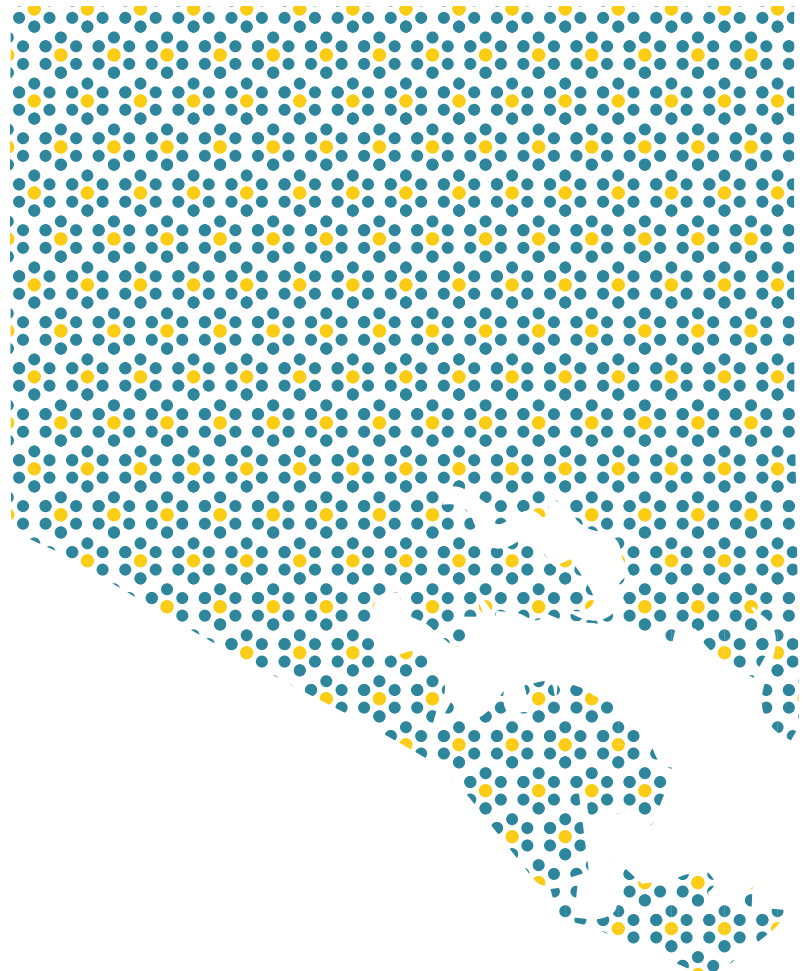
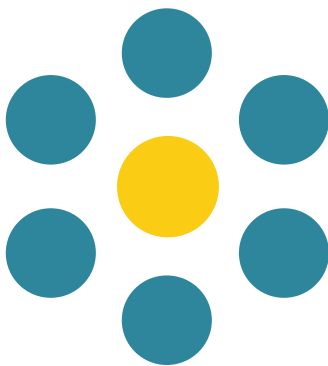
Collaborators

*Changing the conversation to expand the definitions of **family** and **community***



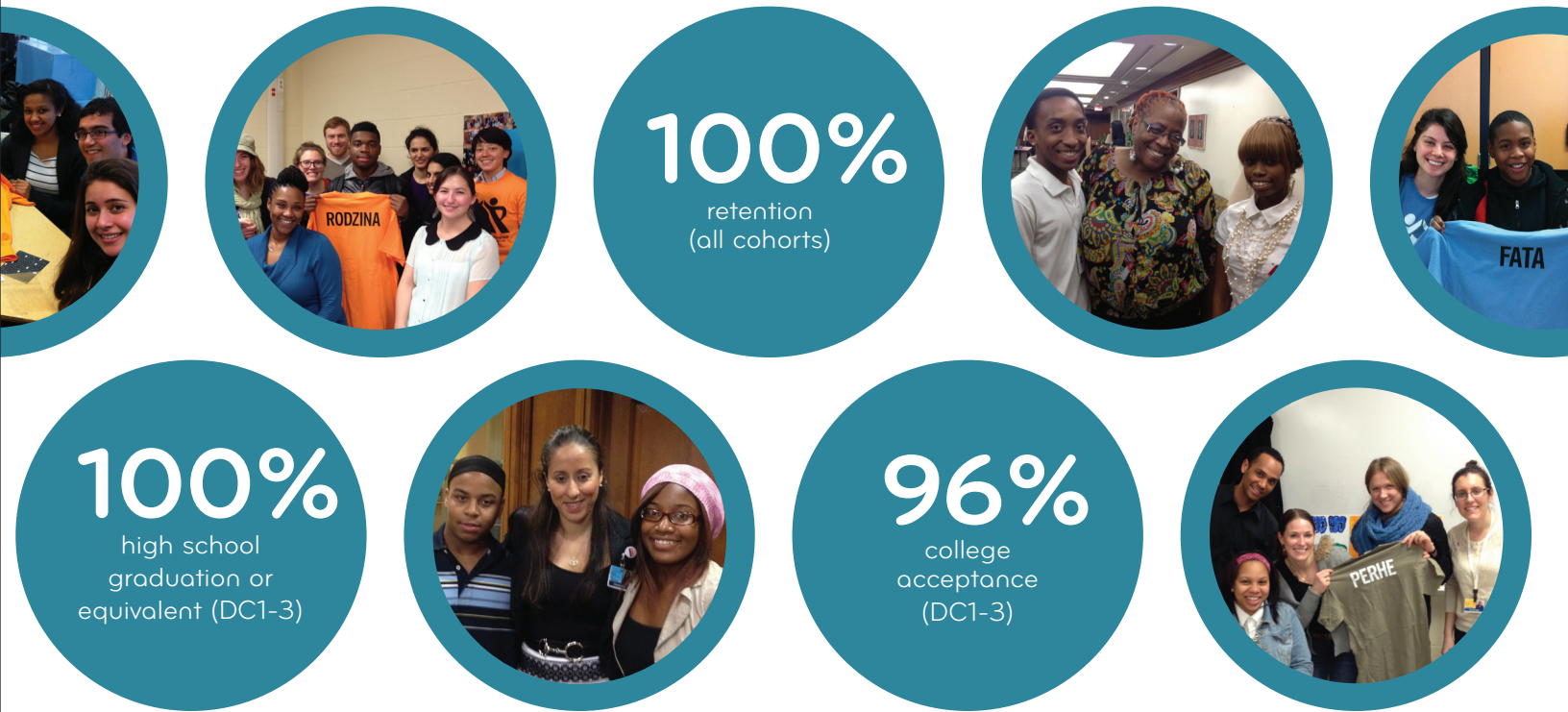
Conversations about educational reform are widespread and ongoing. Most, however, focus on what can be done to support students during the school day; they neglect to tackle the hours before and after school, which are the root of so many debilitating, psychosocial issues.

IMP takes a more ambitious focus, tapping into existing human resources and building an extended network – an IMP Family – that benefits not only the student, but also everyone involved, including the community. Through our record of achievement and our increasing access to national and international forums, IMP is determined to drive a new conversation that will result in stronger communities with deeply connected individuals.



Compelling Student Success

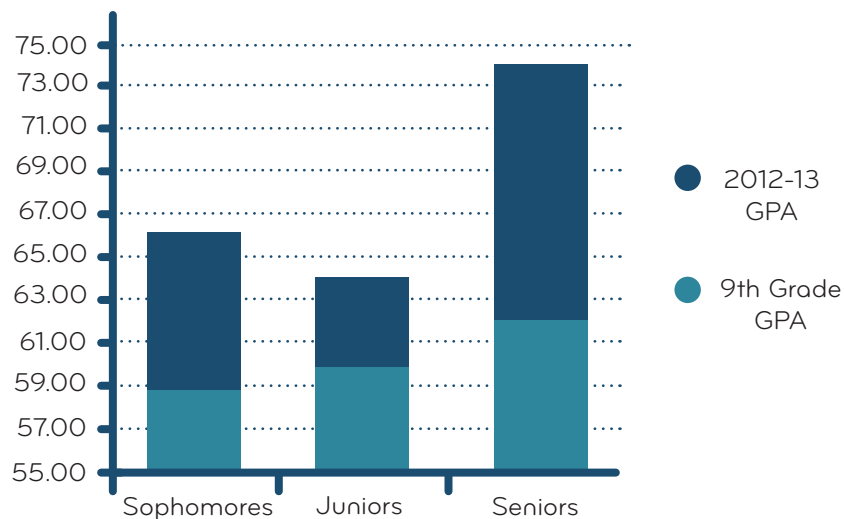
IMP selects high school freshman based on poor academic performance, chronic absenteeism, a history of detention or suspension and/or multiple challenges outside of the classroom including substance abuse, depression and extreme poverty. Although IMP students enter the program facing enormous academic and social challenges, IMP embraces students as exceptional individuals in extraordinary situations.



"I would like to thank you for believing in me when I did not believe in myself, thank you for giving me hope that I could overcome a hopeless situation, thank you for uplifting and encouraging me, pushing me to go the distance, and always believing I could accomplish anything I put my mind to. Thank you for introducing me to so many phenomenal men and women who continue to inspire and encourage me. I am forever grateful for each person who entered my life through this program and I am proud to be an IMP student. You have touched my life and made me a better woman, stronger, smarter, and confident that I can conquer any task!"

Shawanda, IMP Student - House Kazoku

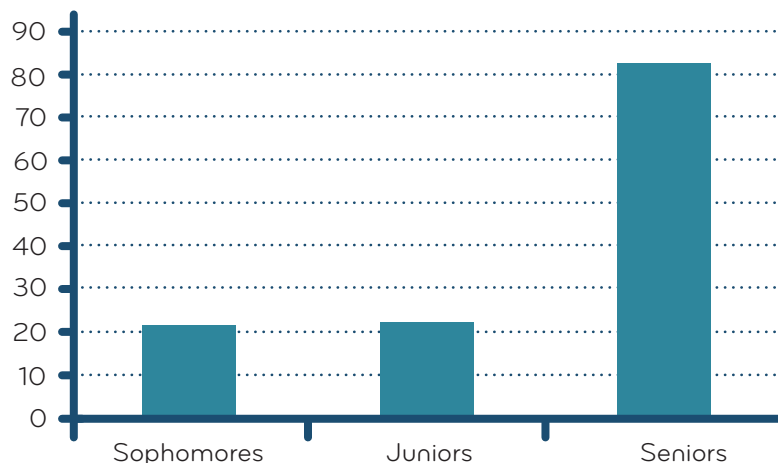
IMP high school students show dramatic improvement



Data is not reported for students who have been enrolled for less than one year (DC5 and AC3 - enrolled in January 2013).

99%
of DC3-5
and AC1-3
were enrolled
in high school.

Average Community Service Hours Since Joining IMP

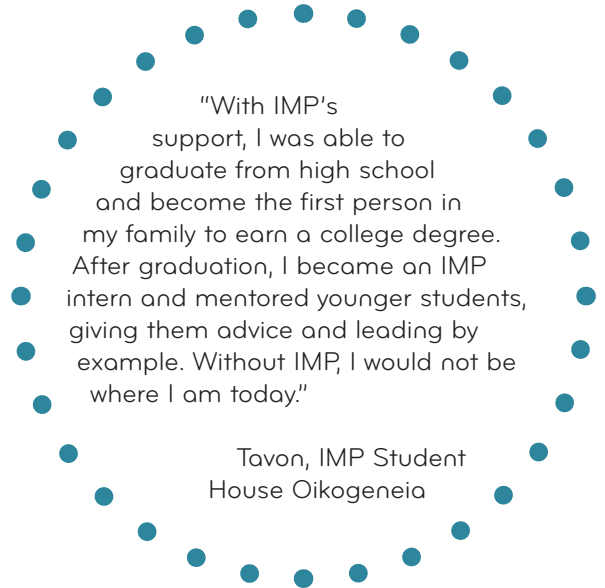


IMP high school students not only improved their school performance, but they also expanded the IMP Community Model's network of support by working to better the community and, in some cases, the world. IMP students have performed countless hours of community service, primarily in Baltimore City, but also in rural India, the Dominican Republic, and Nicaragua.

IMP students continue to excel beyond high school

IMP provides our students with ongoing academic advancement and career support for six years post high school graduation. Like all families, IMP Families aim to give their students the support they need to grow into independent and resilient adults. After high school, the number of members in a student's IMP Family gradually decreases, until, as that student approaches graduation from IMP, one IMP Family member remains. Nevertheless – and not surprisingly – the deep bonds that develop between students and Family members often last long after their formal IMP relationships have ended.

To date, IMP students demonstrate extraordinary outcomes after high school:



97%
college
matriculation
(DC1&2)

80%
completion of a
two- or four-year
college degree or
certificate (DC1)

IMP high school graduates are currently enrolled in or have received degrees or certificates from the following institutions:

Baltimore City Community College
Bowdoin College
California University of Pennsylvania
Community College of Baltimore County-Essex
Fortis Institute
Frostburg State University
Morgan State University
North American Trade School
Purdue University
Stevenson University
Towson University
Trinity Washington University
University of Maryland-Eastern Shore
University of Maine
Wesley College

75%
enrollment in a
degree or certificate
program (DC2)

13%
graduate school
matriculation
(DC1)



The Heart of IMP Our Families

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 committed volunteers. Unlike traditional school-based tutoring programs, IMP Families extend support beyond the school and into the home, by creating customized solutions to address the root causes of academic and social challenges. IMP Family members are encouraged to break down the artificial divides and build a foundation of deep trust, doing everything they can to support the student, which may include:

**driving the
student to school
in the morning**

**helping them
tap into local
community
resources**

**checking in
on them
throughout
the day**

**refurbishing
homes**

**arranging daily
wake-up calls**

**providing housing
should their
students find
themselves
temporarily
homeless**

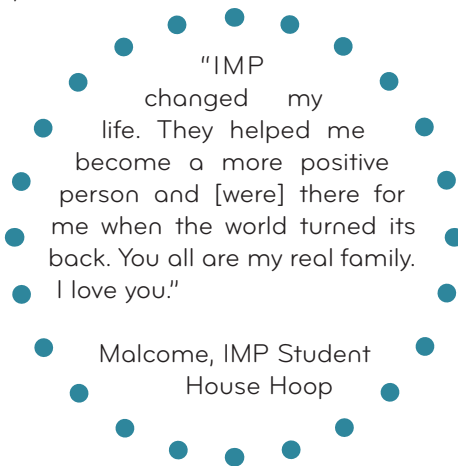


10,000+

hours spent with
students and
their IMP Family

While IMP enrolls students from ACCE and Dunbar High Schools, we continue to provide support even when students transfer to other schools. This year, 17% of DC3-5 and AC1-3 students were enrolled in one of the following schools:

Augusta Fells Savage Institute of Visual Arts
Excel Academy at Francis M. Wood High School
Forest Park High School
Frederick Douglass High School
Maritime Industries Academy High School
Northwestern High School
Patterson High School
REACH! Partnership School
Tall Oaks Vocational High School (Prince George's County)



"IMP
changed my
life. They helped me
become a more positive
person and [were] there for
me when the world turned its
back. You all are my real family.
I love you."

Malcome, IMP Student
House Hoop

IMP Academic Achievement Programs

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 that IMP students have a consistent and productive environment in which to receive academic assistance from their IMP Family members. They also monitor student academic progress by liaising with teachers and school administrators. APEX learning is a digital curriculum through which students obtain high school credits and receive preparation for college, work, and life. Teams also provide training on APEX coursework for IMP volunteers and host APEX sessions in which students can complete credits.

100%

students received
one-on-one
academic tutoring
(DC3-5 and AC1-3)



93%

students' teachers were
contacted regularly
(DC3-5 and AC1-3)

40

APEX
Bootcamp
sessions



180+

group tutoring
sessions

200+

volunteer-teacher
interactions



IMP Career Preparation Programs

IMP encourages students to consider a variety of academic and career advancement options. Many IMP students choose to apply to college, and those students receive support in every facet of the college planning process. Others elect to attend trade school or join the workforce. IMP Career Preparation Program activities include SAT preparation, college visits, assistance in navigating the financial aid process, and trade school and career counseling.

83%

students received
college preparation
(DC3-4 and AC1)

73%

students received
SAT tutoring
(DC3-4 and AC1)

92%

students received
employment assistance
(DC3-5 and AC1-3)

13

college
preparation
sessions

IMP Enrichment Programs

To prepare for their future professional lives, IMP high school students enroll annually in the Diversity and Academic Advancement Summer Institute (DAASI), a partnership between IMP and the JHU School of Medicine. DAASI provides each student access to a paid summer learning and work experience focused on the development of professional skills. Since its inception, DAASI has grown from 16 IMP high school students working in eight laboratories on the JHU East Baltimore Campus to 54 IMP high school students working across Baltimore. Students enrolled in DAASI are paid through Baltimore City Youthworks. In addition to DAASI, IMP also provides employment assistance throughout the school year.

Art with a Heart

BCT Architects

City Ranch, Inc

Johns Hopkins Broadway Center for Addiction

Johns Hopkins Center for Communication Programs

Johns Hopkins Center for Surgical Trials and Outcomes Research

Johns Hopkins Center to Reduce Cancer Disparities

Johns Hopkins Children's Center

Johns Hopkins Corporate Security

Johns Hopkins Department of Ophthalmology

Johns Hopkins Department of Orthopaedic Surgery

Johns Hopkins Department of Pastoral Care

Johns Hopkins Department of Surgery

Johns Hopkins Division of Child and Adolescent Psychiatry

Johns Hopkins Home Care Group

Johns Hopkins Office of International Scholar and Student Services

Johns Hopkins School of Public Health

Johns Hopkins Supply Store

Johns Hopkins Translational Tissue Engineering Center

Johns Hopkins Tuberos Sclerosis Clinic

Johns Hopkins University Digital Media Center

Living Classrooms Foundation

Maryland Science Center

National Great Blacks in Wax Museum

Park Heights Renaissance

Parks & People Foundation

"The DAASI internship experience heightened my levels of patience, strengthened my communication skills, and broadened my understanding about youth development and family/peer pressure. Additionally, I gleaned further insight into the challenges many resilient youth and adults must overcome to succeed in communities across Baltimore."

Ede Taylor, IMP Collaborator and
DAASI Employer - Johns Hopkins
Office of Community Health

IMP Enrichment Programs

IMP students frequently participate in variety of social and teambuilding events, including monthly service projects in which they 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 knowledge that they themselves can effect change not only in their own lives, but also in the lives of others.

86%

students participated in teambuilding or community service events (DC3-5 and AC1-3)

8

teambuilding events



6%

students received housing services (DC3-5 and AC1-3)



15%

students received health services (DC3-5 and AC1-3)

11

community service events



IMP Student Services

IMP creates access to health, social, and legal resources for students and their families. Through strong partnerships with IMP Collaborators, students receive access to primary, preventative, and referral health services, including annual medical and vision screenings. Additionally, IMP coordinates legal resources for and advises students and their families on criminal and civil matters. IMP also works to ensure students have adequate food, clothing, and housing. Often services extend beyond the IMP student to their parents, siblings and friends.

100%

students received
food assistance
(DC3-5 and AC1-3)



16%

students received
legal aid
(DC3-5 and AC1-3)

2%

students received
daycare services
(DC3-5 and AC1-3)



7%

students received
clothing assistance
(DC3-5 and AC1-3)

"IMP has honestly changed Justin's life. Justin was not the type of child who I would say enjoyed schoolwork. He also didn't like taking advice from his elders or any outsiders. I do not know where this wonderful group of people get their patience, but with Justin, who is as stubborn as they come, they had to have used every ounce they had left! Let's just say, without IMP, Justin would still probably be sitting in[side] every day on his PS3 instead of working and planning for his future. Thank you for giving my son his life back."

Jaime, IMP Parent – House Ummeed
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CULTIVATING VOLUNTEERS AS AGENTS OF CHANGE

IMP believes that, in the relationships it facilitates, everyone has something to teach, and everyone has something to learn. This belief, along with the IMP Community Model, makes IMP uniquely equipped to cultivate and retain volunteers.

The IMP Community Model provides volunteers with training, support, and reward. Through a network of volunteers as com-

mitted to one another as they are to their students, the IMP Community Model makes sure that every volunteer has a flexible schedule and access to structured support for the challenges they inevitably encounter. New volunteers are thoroughly integrated into their IMP Family, House, Team or Committee. In addition to providing extensive training, IMP fosters a strong connection between new

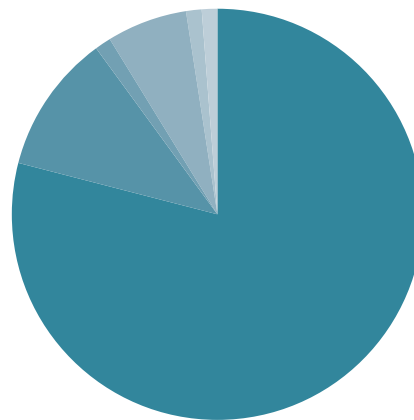
and returning volunteers, hosting numerous social events. We have established a culture in which students and volunteers have a fierce commitment to one another and IMP.

IMP is proud of our dedicated volunteers who represent a broad spectrum of the Baltimore community. 77% of all volunteers were retained during the academic year.

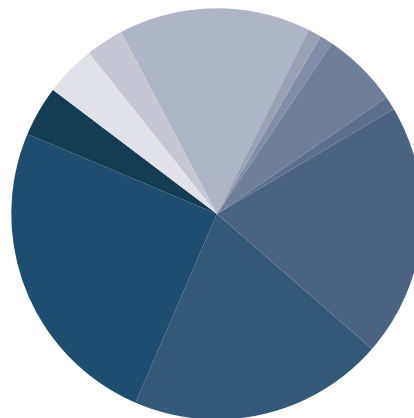
BREAKDOWN OF IMP VOLUNTEERS

288
ACCE
+ **271**
DUNBAR

559
TOTAL
IMP
VOLUNTEERS



- 79% JHU Undergrad
- 11% JHU Homewood Grad
- 7% Community-based
- 1% JHU School of Nursing
- 1% JHU Peabody
- 1% MICA



- 25% JHU School of Public Health
- 20% JHU School of Medicine
- 20% JHU School of Medicine Grad
- 15% Community-based
- 6% JHU Undergrad
- 4% JHU Faculty/Staff
- 4% JHU School of Nursing
- 3% JHU School of Business
- 1% JHU Homewood Grad
- 1% JHU Peabody
- 1% MICA

IMP Volunteer Leaders

IMP's volunteer leaders are our Heads of Households, GrandParents, Directors, and Officers. They are entrusted with upholding the organization's Values and supporting the morale and emotional well-being of students and volunteers.

To optimize our Leaders' participation, IMP has created – with the help of Barclays Capital, Bloomberg LLP, Predictive Index, and the Princeton Center for Leadership Training – the comprehensive IMP Volunteer Leadership Development Program. During the 2012 leadership year:

96%
of volunteer
leadership posi-
tions were filled
for the entire year



21
volunteer
training
sessions



85%
of volunteer leaders
were retained during
the year



42
volunteer
recruitment
events



100+
leadership
positions

IMP Volunteer Leaders

IMP transforms our Leaders' energy and ambition into thoughtful actions and tangible outcomes to meet the needs of IMP students through a four-stage process of volunteer development based on the IMP Core Competencies illustrated below.



"We moved around a lot when I was a kid.... People seemed nice; I had a lot of friends, but people always seemed like they were impermanent entities in my life. The relationships that I had in my life - my family - were the only things that were permanent. After joining IMP, I realized that true wealth is what you get when you have the ability to form a permanent relationship with somebody with whom you aren't related."

Tong Zhang, IMP COO



Creatively Linking Community



IMP draws on existing relationships and resources to introduce students and volunteers to a broad spectrum of community leaders, organizations, and resources. IMP Resource Teams serve as liaisons to the community at large by recruiting IMP Collaborators who provide pro-bono services and opportunities for our students including health care, legal aid, college application fee waivers, and

employment. IMP Executive Committees, led by volunteer Officers, provide support for the organization in the areas of communications, development, finance, and human resources.

Like all IMP relationships, the benefits of relationships between students, volunteers, and Collaborators flow to all involved. By engaging with leaders in corporations, universities and institutions,

both students and volunteers are able to access resources and form real relationships that transcend racial and socioeconomic barriers. By creating a point of entry through which the broader community can get involved, the IMP Resource Teams and Executive Committees allow community leaders to interact with our students and volunteers, cultivating and getting to know the next generation of leaders.

"I am inspired by how IMP is harnessing the leadership of Baltimore in a multitude of ways to further their mission. By bringing emerging leaders together with their students and volunteers, they get first hand experience in working with people who overcome daunting obstacles to achieve success and change lives."

Jan Houbolt, IMP Collaborator -
Executive Director at The LEADERship:
A Program of the
Greater Baltimore Committee



Creatively Linking Community

A 2013 Case in Point

Each year, The LEADERShip, a program of the Greater Baltimore Committee, brings together a select group of accomplished leaders from the business, nonprofit, and government communities to facilitate their understanding of both one another and Baltimore from a completely new perspective. When The LEADERShip Class of 2012 chose IMP as one of their focus projects for the year, the benefits to the IMP students and volunteers, the IMP organization, the class, and the community far exceeded anyone's expectations. Fully a third of The LEADERShip class became involved with IMP.

One of the Governor's advisors, the Executive Director of a large local non-profit, and the Vice President of Student Affairs of a local college worked with IMP GrandParents to improve their leadership skills.

A Vice President of a large national company had a student live with her for a year.

- A principal in an architecture firm got to know an IMP student whom he employed.

- A senior associate of a prominent national foundation served as an advisor to IMP staff.

- Both a physician at the Johns Hopkins Medical System and an attorney became post-high school Heads of Household.

- Another lawyer, provided legal advice to IMP.

- A physician and Vice President at JHU School of Medicine provided food and refreshments and a Vice President of Sinai Hospital created signs for the 2013 IMP Commencement.



Collaborators



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Creatively Linking Community

The IMP Community Model – the concentric circles that are connected by an intricate web of relationships developed between individuals and organizations – integrates each student, volunteer, collaborator and organization into a much larger community, whose benefits rebound to all those involved, creating a new generation of informed, engaged leaders.

A heartfelt thank you goes out to our Collaborators, Strategic Planning Team, Special Advisors, and Pioneers for their incredible commitment to our students, volunteers and IMP.



STRATEGIC PLANNING TEAM

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IMP, Head of Household

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*Johns Hopkins University
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Assistant Dean for
Student Affairs*





CHANGING THE CONVERSATION

The IMP Community Model drives the discourse on creating extended families to lay the foundation for self-sustaining communities in which all individuals thrive. Parallel to the school reform movement, IMP hopes to lead a movement to expand the definitions of "family" and "community" beyond DNA and address, to include all those who provide love and unconditional support.

.....

"If you could ask one thing of every person reading this, what would it be? Imagine yourself as part of an extended family, where everyone has something to offer and something to learn. At some point in life, we all face difficulty. Many of us have been fortunate enough to have someone who loved and supported us through challenging times. Those individuals may have been related by DNA or may have been a mentor, coach, friend or colleague. Reconsider "family"—and find a way to engage your extended family to provide and receive support. Encourage healthy dependencies built on trust."

**-Sarah Hemminger, IMP Co-founder and CEO,
Forbes Online Interview - "Family Business: Meet New Ashoka
Fellow Sarah Hemminger," March 7, 2013**

"Ashoka Fellows work in every area of human need, including learning/youth development, the environment, health, human rights, economic development and civic participation. Selection criteria include the social impact of the idea, demonstrated creativity in problem solving, the newness of the idea, and the entrepreneurial quality of the founder." Ashoka News Press Release, Thursday, March 21, 2013

.....

"Every day you [volunteers] make an impact...in the lives of the students you work with, in each other's lives, and in the life of Baltimore. Not only does your work make a difference but you also set an example of what leadership means as you demonstrate what it means to never give up hope and to put others before yourselves."

**-Debbie Cameron, IMP Chairman of the Board,
IMP Champagne & Chocolates - a celebration
commemorating volunteer service**

"In our family, everyone is a mentor and everyone is a mentee... Mentors and collaborators finding their potential and converting it into impact is crucial for our students to do the same... The reverse is true, the students need to find their potential and find their impact and in doing that really helps us as mentors do the same.

**-Kathleen Lee, IMP Program Director,
TEDx Presentation, Towson University, May 9, 2013**

.....

"I failed two key nursing classes in college and wanted to give up, but my IMP Family wouldn't let me. They were always there and no matter what - no matter how hard the situation was - they always had faith that I would be successful. This past year, I made the Dean's list and earned my college degree. For years, I had wanted to be an OB-GYN nurse. However, my soon-to-be step-daughter's mother suffers from bipolar disorder. This and my mental health internship, where I grew to love my patients, caused me to realize that normally when people get sick, their family and friends flock to them, but when people have mental illness, everyone abandons them. I want to be there for them when they are alone and have devoted my life to serving people suffering from mental illness. I want to give them the extended family that IMP has given me."

-Judeith, IMP Student – House lyali

.....

"The reason that I'm so inspired by IMP is that I know what it feels like to experience a sense of loss that is so profound that you feel like you're all alone. But I also know what it feels like to have a sense of a family that's rebuilt that's so strong that your heart is completely overwhelmed with joy.

People always talk about people being "Products of their environments" And I remember going to visit [the other] Wes...and asking him "Do you think that we're products of our environments?" And he looked back at me and he said "I think we're products of our expectations." And I thought to myself "he is absolutely right." The beauty of IMP and the beauty of this program and the beauty of you is that you define that. And the thing that I ask of you is that you define that, not just for yourselves, but you define that for others."

**-Wes Moore, IMP Collaborator
IMP Commencement June 17, 2013**

.....

FINANCIALS

IMP gratefully acknowledges the many individuals, corporations, foundations and organizations that supported our annual fund, special events and programs with gifts between July 1, 2012 and June 30, 2013. Your investment in our mission and programs has allowed us to demonstrate that a community of students and volunteers working together towards mutual growth can change lives, maybe even the world.

2013

Operating Expenses

\$570,471

Administrative Expenses

Personnel Costs 3,141
General Administrative Expenses 15,533

Development Expenses

Personnel Costs 6,283
General Development Expenses 10,038

Programming Expenses

Personnel Costs 352,096
Services 56,428
Food 55,901
Supplies 24,356
Tuition 21,738
Travel 15,548
Admissions 7,699
Miscellaneous 1,446
Depreciation 264

Contributions and Future Year Pledges

561,252

Foundation 396,862
Individual 126,402
In-kind Goods or Services 34,729
Corporation 2,340
Miscellaneous Income 919

Net Assets

748,179

Cash 379,407
Pledges Receivable: Current 337,440
Pledges Receivable: Non-Current 44,154
Accounts Payable (14,958)

NET ASSETS BEGINNING OF YEAR

\$757,398

Total Operating Expenses

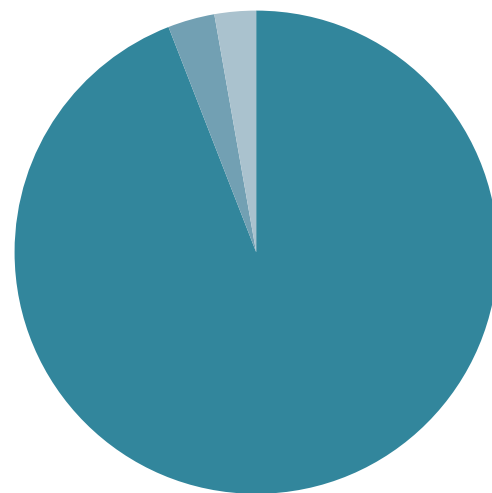
(570,471)

Total Contributions and Future Year Pledges

561,252

NET ASSETS END OF YEAR

\$748,179



- 94% Programming
- 3% Administrative
- 3% Development



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We would like to extend our deepest thanks to the IMP Board of Directors, staff, volunteer leaders and volunteers for their inspirational persistence and dedication.

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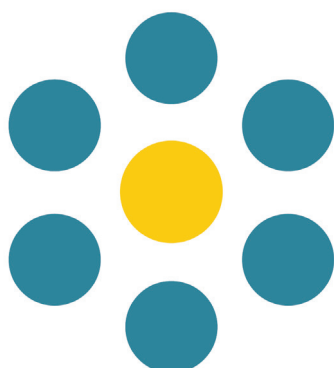
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"It was energizing to meet such dedicated and passionate people. I'm very impressed with how process and results driven the organization is. IMP is clearly an organization that is committed to continuous improvement of its own operations. I think a real reason for IMP's success is that it works hard to facilitate a meaningful and productive experience for the volunteers."

Pierce Flanigan - IMP Collaborator
President, P. Flanigan and Sons



Incentive Mentoring Program
P.O. Box 1584
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