

INCENTIVE

MENTORING

PROGRAM

Long-Range Plan

July 2014 – June 2017

Summary



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.



OVERVIEW

Ten years ago, IMP had a bold idea. We saw that no matter how many resources agencies channeled into programs aimed at improving learning and test scores, programs using a single approach failed to reach all students. We thought, what if we designed a program that could adapt to the needs of each student? What if we could replicate the bonds shared by close-knit families? What if we could expand our definitions of "family" and "community" to radically reconfigure students' social support structures?

So we built a network. Starting in East Baltimore, we facilitated connection and caring between volunteers from the Johns Hopkins University (JHU) and underperforming high school students at Paul Laurence Dunbar High School (Dunbar) who were at risk of failing to graduate. In 2010, IMP expanded to a second high school site, the Academy for College and Career Exploration (ACCE). Today, IMP engages 159 students and their families, over 700 university- and community-based volunteers, and dozens of collaborators across these two high school sites.

During the past decade, IMP has achieved tremendous outcomes, including our 100% student retention and high school graduation rates, and a 96% college acceptance rate. Additionally, 80% of the first cohort of Dunbar students have received four- or two-year degrees or certificates. IMP aims to build on our track record of excellence by reaching as many students as possible, as quickly as possible, while maintaining exemplary outcomes. IMP also aspires to utilize our set of growing proof-points to create systemic change to reduce the pipeline of students who need IMP. Approved in the fall of 2013, this summary of the Long-Range Plan outlines our strategy and initiatives for responsible and sustained growth over the next three years.

THE PLANNING PROCESS

An eight-member committee of IMP students, volunteers, collaborators, staff, and members of the Board of Directors engaged in a 12-month planning process.

THE LONG-RANGE PLAN COMMITTEE

DEBBIE CAMERON

Chairman of the Board, IMP

TYLER CASH-PADGETT

Volunteer, IMP

SOPHIE DAGENAIS

Director, The Annie E. Casey Foundation

RONALD J. DANIELS

President, The Johns Hopkins University

ROBERT C. EMBRY, JR.

President, The Abell Foundation

SARAH HEMMINGER

Chief Executive Officer, IMP

ALEX RHEE

Volunteer, IMP

TONG ZHANG

Chief Operating Officer, IMP



METHODOLOGY

FINANCIAL AND HUMAN RESOURCE CAPACITY INITIATIVES

- Student Enrollment
- Volunteer Capacity
- Collaborator Capacity
- Board Member Recruitment
- Fundraising

KEY PLANNING INITIATIVES

- Baltimore High School Site Identification
- IMP Community Model Codification
- Evaluation
- Technology
- Alumni Services

MARKET RESEARCH

- Local Competitive Scan
- National Best Practices
- Brand and Identity Surveys
- Marketing and Communications

THE PROMISE

IMP embraces students, volunteers, and collaborators as exceptional individuals in extraordinary situations who are able to contribute to the lives of others and to the community as a whole. 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. The Long-Range Plan reinforces IMP's commitment to building these bonds for students, volunteers, and collaborators and replacing the cycle of poverty with a new cycle of learning, service, and social well-being.

CENTRAL TO IMP'S SUCCESS IS OUR FOCUS ON:

- COMPELLING STUDENT SUCCESS
- CULTIVATING VOLUNTEERS AS AGENTS OF CHANGE
- CREATIVELY LINKING COMMUNITY





COMPELLING STUDENT SUCCESS

IMP's approach is unprecedented, beginning with the students we engage: the most underperforming high school freshmen who, since birth, have known only what it means to live within the bottom quartile of many statistical scales. Once students are enrolled, IMP radically and permanently reconfigures their social support structure by matching each student with a group of volunteers committed to doing whatever it takes to customize support.

In addition to providing mentorship, rides to school, and morning wake up calls, volunteers help connect students and their biological families to existing community resources by coordinating clothing, furniture and appliance donations, home renovations, and public assistance enrollment. IMP's commitment is also unprecedented in terms of its duration; we provide consistent support for students for almost a decade.



CULTIVATING VOLUNTEERS AS AGENTS OF CHANGE

IMP believes that, in the relationships we facilitate, everyone has something to teach and everyone has something to learn. The benefits of our student/volunteer relationships flow both ways and are designed to leave a lasting imprint not only on the students we serve, but also on our volunteers. In addition, we invest significant resources in our volunteers' development into self-motivated, resilient, responsible citizens by training them in the IMP Core Competencies and providing ongoing support for the challenges they encounter, both within the IMP context and outside of it. IMP fosters a culture in which students and volunteers have fierce commitments to one another and the community.



CREATIVELY LINKING COMMUNITY

IMP creatively links students and university- and community-based volunteers to the larger Baltimore community, creating a broader, more inclusive social fabric – a “neighborhood” no longer defined by a map. IMP resource teams forge relationships with collaborators, maximizing the support available to our students and volunteers and laying a foundation for systemic and sustainable change.

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



WHERE WE ARE GOING

The Long-Range Plan details 10 strategic initiatives that Impact all facets of the IMP community.

1. CODIFICATION

Translate implementation of the IMP model standards into a road map for future site and city replication.

In recent years, we refined our mission, vision, and values. Our intention is to build on the clarity that came from solidifying our foundation and communicate our "secret sauce" in a replicable format.

- Develop an operational blueprint that describes the student, volunteer, staff, and collaborator activities that drive outputs and lead to our desired short and long-term student outcomes. Emphasize how the work is done in addition to what work is done.
- Systematize implementation of the operational blueprint through creation of detailed checklists and training to support volunteers and staff in executing activities effectively and efficiently.
- Aggregate all documentation into an IMP Guide for Replication.

2. PERFORMANCE MANAGEMENT

Complete our transition from a hero-powered organization to a process-powered organization by utilizing technology to improve performance management.

We aim to ensure seamless communication between members of the IMP community and real time data capture, management, and analysis by continuing to invest in technology tools and infrastructure.

- Refine the user interface of our current technology system to make it more user-friendly, entice IMP members to increase the logging of activities, and ultimately ensure data integrity.
- Develop a more comprehensive and sophisticated database to allow for expedient analysis and correlation of activity, output, and outcomes information.
- Create a system that communicates assimilated data in the form of a dashboard to IMP members for the purposes of reporting and making data-informed adjustments.
- Implement a process for refining dosage levels of core and supportive activities based on lessons learned from the data.

CORE COMPETENCY: FAIL SUCCESSFULLY

IMP is a rapid prototyping organization. We try, fail, revise, and try again.

Throughout their experience in IMP, members gain the confidence not that they have all of the solutions but that they can persist and find a solution to any problem.

3. EXPANSION

Serve as many students as possible, as quickly as possible, while maintaining exemplary outcomes.

Recognizing that over 1,000 freshman students qualify for IMP in Baltimore each year, IMP is committed to responsible program growth.

- Continue expansion at the ACCE and Dunbar High School sites through enrollment of consecutive cohorts.
- Replicate at a third Baltimore high school site in FY'14.
- Prepare for replication at additional Baltimore high school sites by FY'17.



4. OUTCOMES EVALUATION

Build on IMP's history of exemplary student outcomes and our commitment to a transparent, data-driven approach to assessing program effectiveness.

In conjunction with building measuring and monitoring systems that allow for real time data capture, IMP will seek external support.

- Engage an external evaluator to assess the validity and reliability of IMP's internally generated data and, ultimately, to assess program fidelity to the codified model.
- Engage an external evaluator to assess IMP's social value and the impact of our work.

5. ALUMNI SERVICES

Ensure IMP students not only graduate from high school and complete a post-secondary program, but also thrive as contributing members of society.

To fulfill our commitment to radically and permanently altering a student's social support structure, the IMP Community Model must include a mechanism that allows students to have ongoing access to our network of relationships.

- Retain a critical mass of adaptable and tenacious student and volunteer alumni agents of change in Baltimore through the creation of the IMP Alumni Association.
- Partner with Baltimore-based corporations and fellowship programs to provide intense and enriching professional development opportunities for outstanding IMP student and volunteer alumni.
- Connect student and volunteer alumni with Baltimore-based employment and housing opportunities.

CORE COMPETENCY: INCLUSIVE DECISION-MAKING

IMP members are empowered to think critically and make decisions collaboratively. By minimizing top-down directives about the “how” in achieving goals, IMP increases the internal locus of control and pro-activity of all members.

6. SCALE IMPACT

Develop innovative mechanisms for expanding and quantifying IMP's impact not only to support our students in beating the odds, but also to improve the odds for all students.

IMP aims to utilize our success to drive the discourse on how creating intentional extended families lays the foundation for self-sustaining communities in which all individuals thrive.

- Rebrand IMP to accurately reflect who we are and what we do.
- Initiate a national conversation on how to radically reconfigure students' support structures and impact their families, peer groups, and schools.
- Partner with outcomes-based programs committed to impacting students' families, peer groups, or schools to develop a common set of non-cognitive skills (and accompanying assessment tools).
- Implement the use of tools to track a student's maturation into a self-sufficient adult.

7. COLLABORATORS

Expand and deepen our relationships with key partner institutions.

Collaborators make up the external component of the diverse network of relationships that drives IMP's success.

- Further engage the abundance of JHU students, faculty, and staff interested in joining the IMP community.
- Formalize our relationship with the Baltimore City Public School System (BCPSS).
- Recruit corporate partners whose strategic goals align with IMP's aims and who can provide volunteers, pro-bono resources, and financial support.



CORE COMPETENCY: RETHINK WEALTH

IMP views loving and supportive relationships as true wealth and facilitates a shift in the mindset of IMP members from one of viewing their environment as resource-poor to viewing it as resource-rich. We teach members to map out all available resources to find creative ways to utilize existing resources to solve problems.

8. VOLUNTEER LEADERSHIP DEVELOPMENT PROGRAM

Recruit, train, develop, and retain sufficient numbers of volunteer leaders to transform the energy and ambition of volunteers into thoughtful execution that meets the needs of IMP students and leads to measurable outcomes.

IMP invests in the development of our volunteer leaders' natural skills and talents. This process is a model for what leaders then apply to support the development of their volunteers; it also serves as a model for what volunteers apply to the development of their students.

- Optimize volunteer leader programming through continual enhancement of the annual training retreat, monthly group meetings, monthly one-on-one coaching meetings, trimester evaluations, succession planning, and a promotion schedule.
- Create the IMP Leadership Series to support volunteer leaders in translating the leadership, communication, and problem solving skills they have cultivated in IMP to their future professional careers.

9. STAFF

Recruit, train, develop, and retain high-quality staff who possess the professional competence and personal commitment to IMP's mission, vision, and values to implement rigorous and comprehensive support for students and volunteers.

IMP treasures our staff and seeks to invest in and reward individuals who successfully implement our highly leveraged model (low staff-to-volunteer ratio).

- Hire additional full-time programming and executive staff to lead and manage the evolving complexity of our operations.
- Deepen our staff bench by recruiting from key partners and tapping into our pool of exemplary volunteer leaders.
- Engage fellowship and intern programs to place part-time staff at IMP with little to no financial cost.
- Create an employee development program that includes in-depth training and learning catalogs, executive coaching, annual evaluations, succession planning, and a promotion schedule.
- Incorporate market-rate compensation, benefits, and public recognition and awards to incentivize high performing staff.

CORE COMPETENCY: NEVER GIVE UP

IMP never gives up on a member of our community. We do whatever it takes to support each individual.

10. RESOURCES

Secure the necessary financial and in-kind resources required to invest in the capacity building that will sustain and grow the organization.

IMP continues to function as a good steward of our organization's resources, allocating over 90% of funds to programming.

- Maintain low cost per student.
- Develop a scalable revenue model.
- Obtain additional physical space.



