



Incentive Mentoring Program

2010-2011 Annual Report

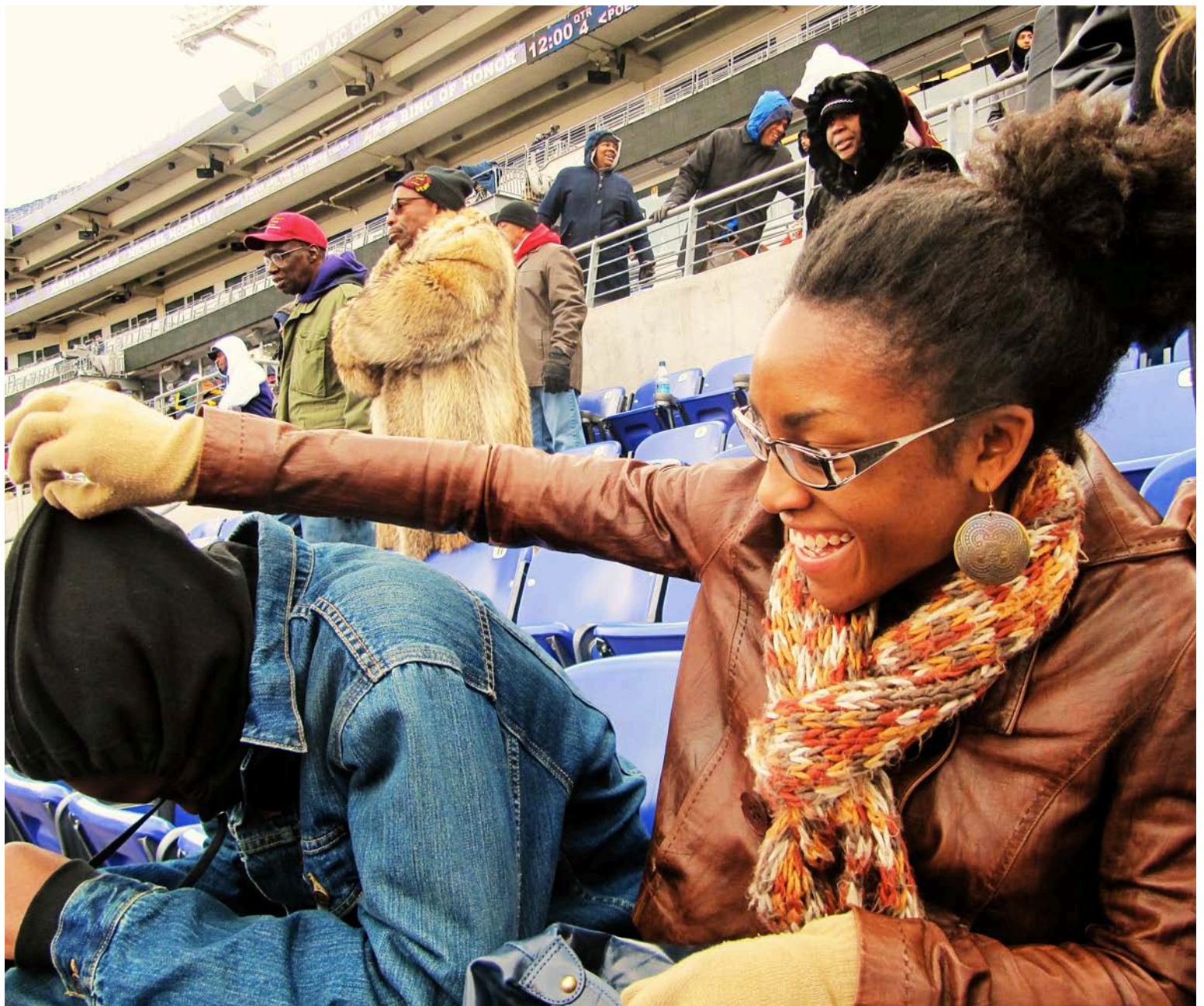
The Incentive Mentoring Program (IMP) unites individuals from high schools, universities and the community by fostering meaningful relationships that transcend barriers.

Within minutes of the Johns Hopkins University (JHU) campuses are two high schools that serve some of Baltimore's most at-risk youth: Paul Laurence Dunbar High School (Dunbar), which is located less than two blocks from the JHU-East Baltimore campus, and the Academy for College and Career Exploration (ACCE), located less than a mile from JHU-Homewood. Despite that proximity, students from JHU and Baltimore City Public Schools often do not understand the challenges that one another face and miss the opportunity for mutual growth and development.

IMP appreciates Baltimore's abundance of human resources and the wealth in relationships forged between the high school and university student populations who represent the city's current and future leaders. **IMP embraces both students and volunteers as exceptional individuals in extraordinary situations who are able to contribute to the lives of others.** The connections formed through relationships in IMP build a bridge for IMP students, volunteers, and community members that increases access to social, professional, and cultural opportunities for all.

**In this vision of family and community,
everyone is a mentor and everyone is a mentee.**





MISSION

To use a “family-style” mentoring approach to foster the transformation of high school students, who are not meeting minimum academic requirements and facing significant psychosocial challenges, into self-motivated, resourceful, and socially aware leaders committed to a higher purpose of their own.

Dear Friends,

This past year, IMP initiated an ambitious plan to simultaneously replicate and increase the scale of the program. We replicated the program by founding the ACCE-JHU Homewood site, enrolling the first cohort of 16 freshmen and recruiting over 150 volunteers. We increased our scale by enrolling—for the first time ever—consecutive cohorts of 16 freshmen in 2010 and 2011 at the Dunbar-JHU East Baltimore site. Between July 1st of 2010 and June 30th of 2011, IMP grew from one to two sites, 47 to 79 students, and 200+ to almost 400 volunteers, while continuing to build enduring relationships between students, volunteers, staff, partners and friends.

97% of IMP students have
received a high school diploma

While the initial focus of expansion was on the enrollment of students and recruitment of volunteers, it became clear that to replicate and scale IMP successfully, we would need a better understanding of how to reproduce the IMP culture, which had grown organically since our founding. With the knowledge that meaningful relationships and a culture of friendship and collaboration have been the cornerstones of our ability to grow and adapt, we sought the input of our friends. In the spring, more than 60 community members, including leaders from the Baltimore City Public School System, the Baltimore City Police Department, and the Johns Hopkins University, as well as established business and social entrepreneurs, were invited to join IMP students, volunteers, staff and board members to deconstruct the IMP culture and help tackle a number of other organizational challenges. The event was an embodiment of one of our core philosophies: everyone is a mentor and everyone is a mentee.

Additionally, this year marked an important milestone with the college graduation of our initial cohort of students. In May, Dhaujee Kelly and Tynecia Cannie became graduates of Bowdoin College and Trinity Washington University respectively, signifying an incredible achievement in their lives and the lives of their biological and IMP Families. Both of these young women will also continue to work and grow as leaders, as Dhaujee spends the next

94% of IMP students have
matriculated to college after high school

year as a corps member for City Year-Los Angeles and Tynecia applies to graduate school. Ten additional first cohort students continue to pursue their education at schools such as Purdue University, Wesley College, and Frostburg State University and are on track to join Dhaujee and Tynecia as college graduates.

We are grateful for your help as we continue to grow at the Dunbar and ACCE sites. Through our collective efforts, new IMP members have embraced failing as an opportunity to learn, seeing one another as critical resources, and never giving up on their students or fellow volunteers. While we have grown, our greatest achievement remains that we have never given up, **retaining 100% of students enrolled in IMP**. With your help and our volunteers, we will never lose sight of this goal: **the success of every IMP student**.

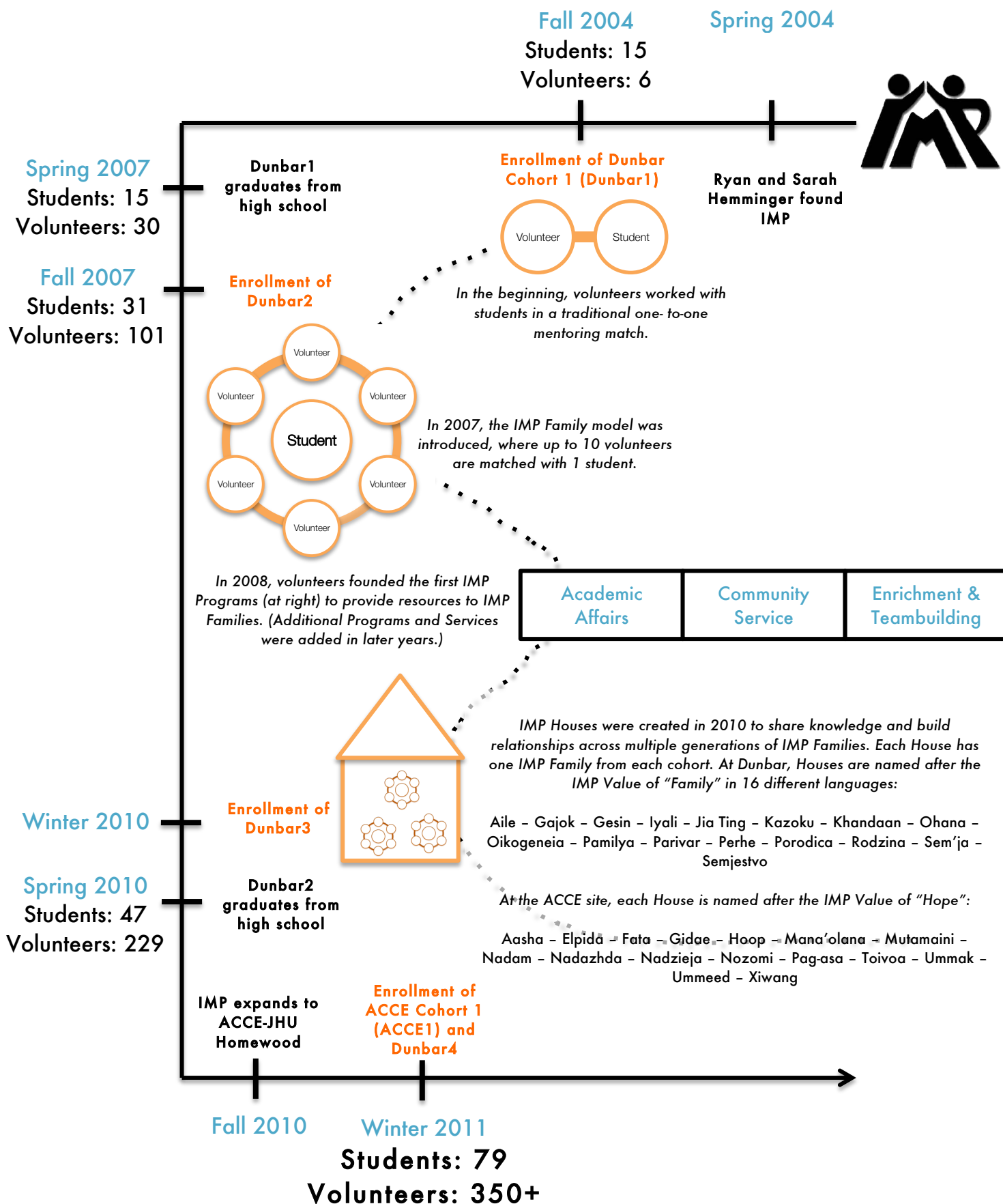
Sincerely,



Ryan Hemminger
Chair, Incentive Mentoring Program



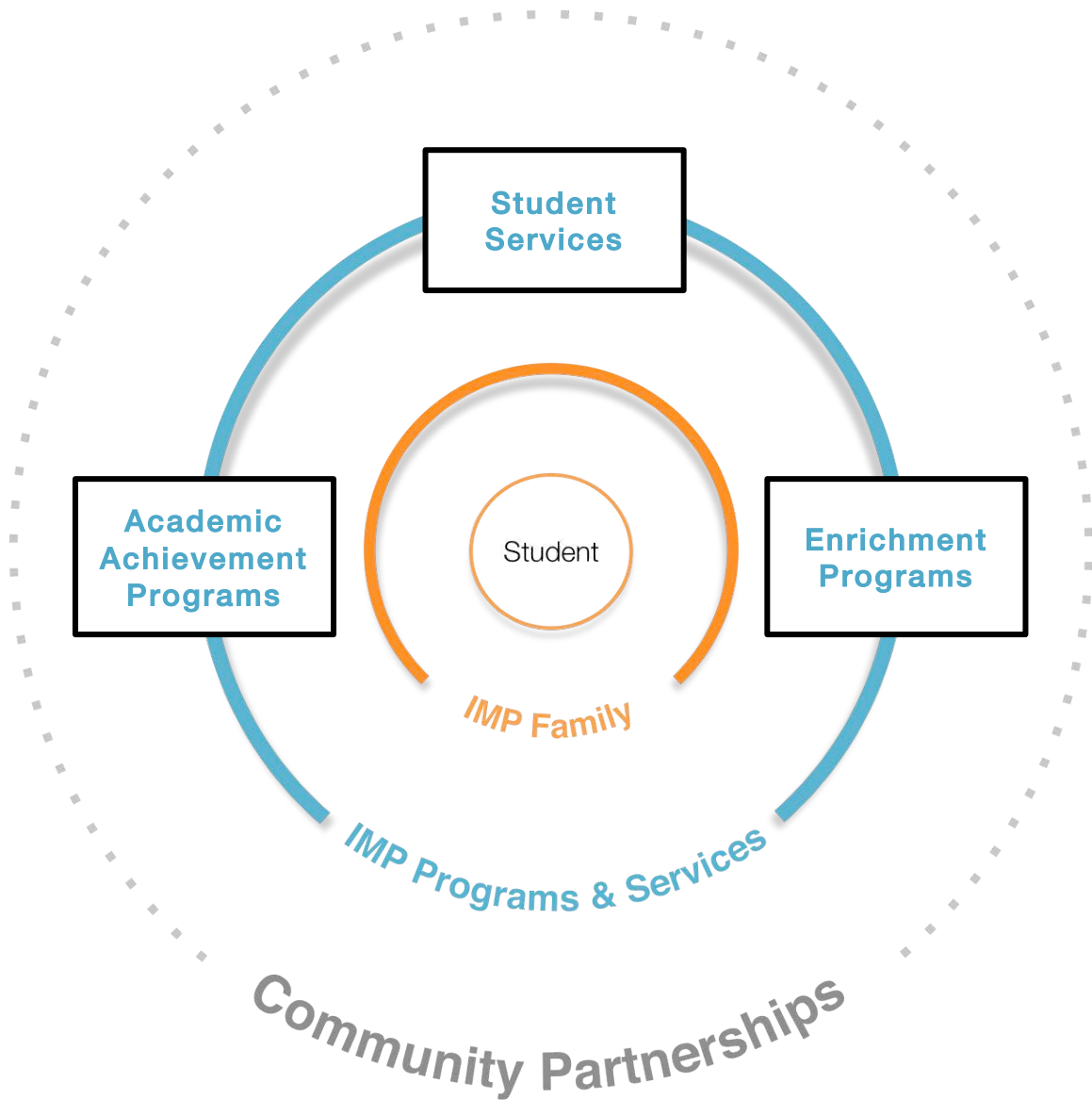
IMP Timeline



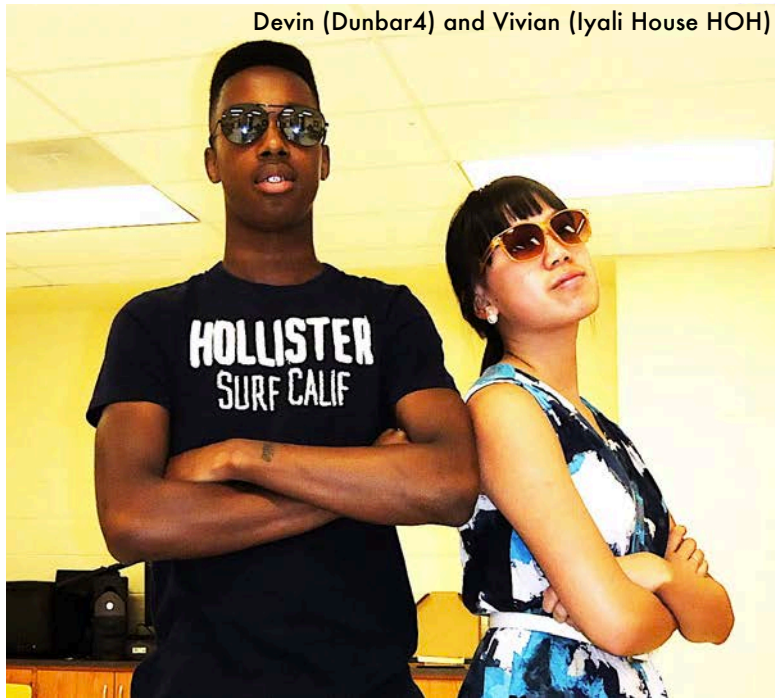
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THE IMP APPROACH



IMP's focus on lasting relationships and our mentality of 'doing whatever it takes' provide the foundation for the
IMP PROGRAM MODEL,
a targeted approach for achieving the mission of IMP.



Devin (Dunbar4) and Vivian (Iyali House HOH)



Community service event at
Helping Up Mission

In the IMP approach, the student forms the nucleus of the program and is selected during his or her freshman year of high school based on having poor academic performance, chronic absenteeism, a history of detention or suspension, and/or multiple psychosocial challenges including substance abuse, extreme poverty, depression, and having incarcerated parent(s).

Each IMP high school student is matched with an **IMP Family** of up to 10 volunteers led by a volunteer Head of Household (HOH), who coaches Family members to provide individualized support for the student. In addition to academic and social support, in the spirit of 'doing whatever it takes,' IMP Family members connect students and their biological families to available community resources by coordinating clothing, furniture and appliance donations, home renovations, public assistance, and supplemental utility assistance. The IMP Family promotes high volunteer recruitment and retention because the IMP Families' workload and emotional burden are distributed across many volunteers, creating an internal support network for all involved. To foster the sharing of experiences across different cohorts of students and IMP Families, one Family from each cohort is also placed in an IMP House that is managed by an experienced volunteer called an IMP GrandParent (GP), who mentors the House HOHs. The House structure and GP connect students and volunteers from different Families to share resources and serve as role models for one another.

In addition to GPs, IMP Families are also supported with comprehensive resources from **IMP Programs and**

Services. Led by volunteer Directors, Program and Service teams work to increase access for students and volunteers to academic, social, and professional resources through the development of innovative tools and the formation of lasting community partnerships. Student-focused Programs and Services include the IMP **Academic Achievement Programs** (Academic Affairs, College & Career Planning, and SAT Preparation), IMP **Enrichment Programs** (Community Service, Enrichment & Teambuilding, and Life Skills), and IMP **Student Services** (Health & Wellness, and Legal Affairs). Additional teams support volunteers (IMP Volunteer Services that include Communications, Historian, Life Coaching, Recruitment, and Technology) and a Summer Programs team works in conjunction with the JHU-School of Medicine to plan and execute the Diversity and Academic Advancement Summer Institute (DAASI). As IMP Programs and Services teams collaborate with partners in the community, students gain access to vital resources and build close bonds that generate a broad and positive sustainable impact in Baltimore.

7+ years
of IMP support are provided for each
student

2010-11 Goals & Accomplishments



Four generations of Pamilya

Dunbar 1-4 students and volunteers of Pamilya House

One. Achieve high school graduation for all IMP students.

97% of IMP students in Dunbar1 and Dunbar2 students have received a high school diploma. Only one student has not graduated from high school, but we continue to work with him towards earning a high school equivalency degree. All 48 IMP high school students are currently enrolled in high school.

Two. Achieve college acceptance for all IMP students.

97% of Dunbar1 and Dunbar2 students have been accepted to a two or four-year college.

Three. Increase program capacity by improving volunteer infrastructure and upgrading technology.

To allow for the enrollment of additional cohorts of students, IMP expanded and strengthened the volunteer support structure. The IMP leadership base was increased from eight GP, 47 HOH, and 12 Director positions in 2010 to 16 GP, 79 HOH, and 20 Director positions in 2011. The IMP

Wiki, an online encyclopedia of IMP best practices and Baltimore resources, was also developed, tested and launched by the IMP Technology team to provide a means to share knowledge and resources across different Families, teams, and sites.

Four. Enroll a fourth cohort at Dunbar High School.

The creation of IMP Houses in 2010 set the stage for the enrollment of the first consecutive cohort of 16 Dunbar High School freshmen in the winter of 2011.

Five. Recruit volunteers from JHU- Homewood Campus and enroll a first cohort at ACCE High School.

In late 2010, IMP recruited over 150 volunteers from the JHU-Homewood Campus and enrolled the first cohort of 16 ACCE High School freshmen.

Annual Highlight: IMP After High School



Dunbar1, Dunbar2, and volunteers

75%
of Dunbar1 and Dunbar2
students are enrolled in a
college degree program

10%
are enrolled in a certificate
program

In the spring of 2004, Ryan and Sarah Hemminger founded IMP to create mentoring relationships between underperforming high school students, at high risk of failing to graduate, and university-based volunteers. The principal of Dunbar High School, Roger Shaw, identified 15 students who were at severe risk of failing to complete high school (Dunbar1). Through their willingness to customize the approach to the unique needs of each student, volunteers developed close relationships with the students over the next three years and in the spring of 2007, 100% of first cohort students not only graduated high school, but also were accepted to and matriculated to college. IMP's second cohort of students (Dunbar2) was enrolled in the fall of 2007 and 94% of second cohort students graduated high school and were accepted to college.

Even more important than the first and second IMP cohorts' academic progress has been the evolution of their outlook on life. Over their many years in IMP, Dunbar1 (seven years) and Dunbar2 (four years) students have transitioned from a self-preservation mode to trusting others and believing in their own abilities to succeed, becoming role models for their communities. While in high school, each of these 31 students—accompanied by IMP volunteers—contributed an average of 75 hours of community service. Since graduating, these young men and women continue to find a sense of purpose by giving back; for example, Dunbar1 student, Dhaujee, proactively sought an overseas volunteer opportunity and spent a summer volunteering as an English teacher in a rural village in India. During the summer of 2010, Dunbar2 students Christina, Angel, Eddie, and Janel spent time in Nicaragua and the Dominican Republic, living with families in a village and working on service projects to strengthen local communities. As students have achieved individual educational and career goals, they have also gained the confidence to take risks to boldly change their communities.

Dunbar1 and Dunbar2 Student Highlights

- While studying business at Morgan State University, Kendall (Dunbar1) co-designed a business model that won a national award and was designated one of the top 100 best in the country. He is on track to graduate from Morgan in May of 2012 and is planning to spend a year gaining more work experience before applying to graduate school.
- Christina (Dunbar2) made the Dean's List in her first year at Frostburg State University and was asked to participate in the Frostburg Beauty Pageant. She plans to transfer in January of 2012 to complete her nursing degree at Towson University.
- After completing her Certified Nursing Assistant (CNA) certification at Stein Academy, Dunbar2 student Kayla will be enrolling in a 4-year nursing degree program at Sojourner-Douglass College in the fall of 2011.

"IMP has been there to support me academically and emotionally. I wouldn't have been able to do it without them. Now I am planning to attend graduate school in juvenile delinquency counseling at the Chicago School for Professional Psychology."

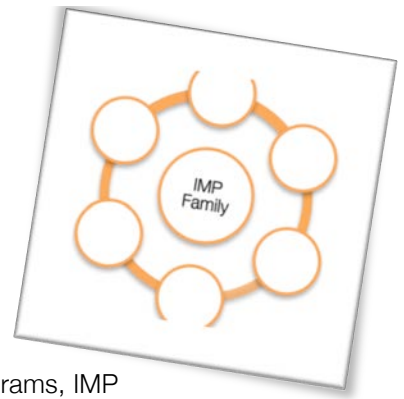
-Tynecia Cannie, Dunbar1 student
Paul Laurence Dunbar High School, Class of 2007
Trinity Washington University, Class of 2011



In 2010-11, IMP students attended the following colleges and universities:

University of Maryland-Eastern Shore
Morgan State University
Frostburg State University
Mountain State University
Baltimore City Community College
Bowdoin College*
California University of Pennsylvania
Community College of Baltimore County
Purdue University
Trinity Washington University*
University of Maine
Wesley College

**students attending these schools graduated in May of 2011*



Doing Whatever It Takes

IMP matches each high school student with an IMP Family comprised of dedicated individuals that draw from the JHU undergraduate and graduate student populations, as well as from the larger Baltimore community. 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 Families do whatever it takes to stabilize the student's school and home life, including, but not limited to, providing rides to school, one-on-one tutoring, home renovation, and employment assistance for students and guardians. Each IMP Family works with their student through three years of high school, and continues to provide support for four years following high school graduation.

Family Highlights:

- Donte's (Dunbar2) IMP Family prepared meals with him once a week so that he could develop his interest in cooking and be able to take delicious food home to his younger siblings.
- Rodney's (Dunbar3) IMP Family arranged a trip for him to travel to New York City to visit the College of Mount Saint Vincent, to give him an opportunity to explore colleges outside of Maryland.

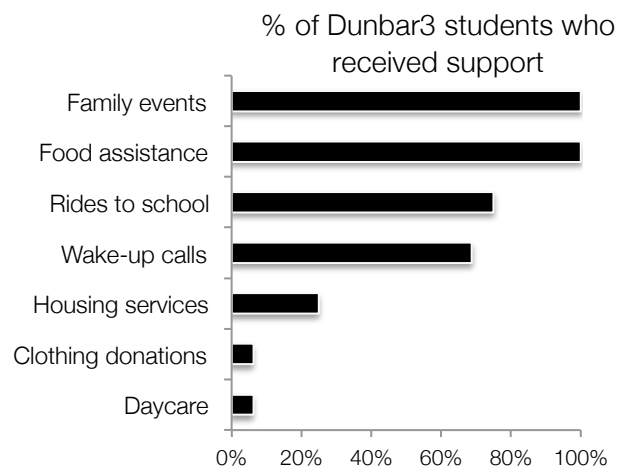
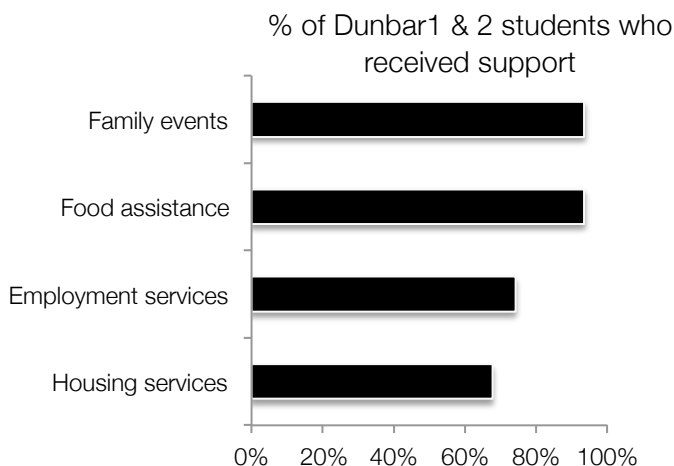


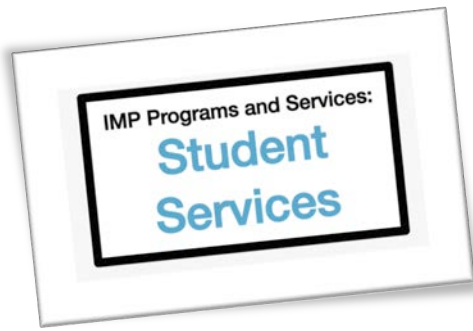
Rodney (Dunbar3) in Central Park

"Rodney was completely wowed by New York City. The bus let us off in Times Square and he spent at least half an hour just standing in the middle of it and telling his dad on the phone about all the things he was seeing."

- Alison, Perhe House HOH

IMP Families provide students and biological families with...





Health and Legal

IMP creates access for students and their biological families to medical and legal resources through the **Health & Wellness** and **Legal Affairs** Services. Through strong partnerships with the Johns Hopkins Hospital, Johns Hopkins School of Medicine, and others (such as the Urban Health Institute and the Kennedy Krieger Institute), IMP Health & Wellness has ensured that primary, preventative and referral health services have been made available to all students, including yearly medical and vision screenings. Additionally, by working with friends in the community (including Venable LLP, Kalman Hettleman, and the Sud Law Firm), the Legal Affairs Service coordinates legal resources for and advises students and their biological families on all criminal and civil matters, including evictions.

Services Highlights:

37

IMP students received medical assistance

20

IMP students received legal aid

100%

of the students who requested help received the services they requested



Tolu (Dunbar3) getting his yearly physical



Enrichment & Teambuilding

Enrichment and Teambuilding team members organize unique and engaging opportunities for students and volunteers to develop healthy relationships in non-academic settings, gain exposure to new experiences and build a deep sense of belonging.

Event Highlights



Camping Trip to the **Boy Scouts of America** Broad Creek Memorial Scout Reservation

Dunbar1, Dunbar2, and Dunbar3 students attended this exhilarating weeklong trip, an annual tradition. Activities included hiking, swimming, navy-seals training, and rope climbing.



IMP Football Tournament

Dunbar1, Dunbar2, and Dunbar3 students and volunteers took to the Dunbar football field for a friendly, but competitive game of touch football.



JHU President Visits ACCE

ACCE1 students and their IMP Family members did a reflection exercise during a visit from Johns Hopkins University President Ronald J. Daniels. Students then interpreted their reflections in a creative art project that they shared with everyone.



DC Trip to National Geographic Museum

Dunbar2 and Dunbar3 students learned about the cultural imprint of African Americans at the "America I Am" exhibit and had eye-opening experiences along the way, witnessing multiple political demonstrations outside of the White House.



Faces of Africa with the **SPH African Public Health Network**

JHU School of Public Health graduate students and faculty talked to Dunbar3 students about their diverse African cultures with a multi-media presentation that included dance, song, and food.



Air Show at Andrews Air Force Base

Dunbar3 and Dunbar4 students toured planes and watched United States Air Force pilots demonstrate their skills on Thunderbirds.

23 total
Enrichment and Teambuilding
events were offered

100%
of Dunbar3 students
participated in enrichment
events



Community Service

IMP students participate in monthly service projects organized by the IMP **Community Service** Program to give back to the Baltimore community. Through community service, IMP students and volunteers experience a critical transition from a reactionary survival approach to one of empowerment, gaining the knowledge that they can effect change not only in their own lives, but in the lives of others.



Community service at
Helping Up Mission

100%
of Dunbar3 students
performed community
service

Event Highlights

Dunbar3 students contributed to the Baltimore community in projects focusing on the following areas:

Conservation

Potted seedlings at the “Great Seedling Shuffle” for [Blue Water Baltimore](#)

Health

Assisted at a blood drive for the [American Red Cross](#)

Set up and prepared healthy grocery bags at the [Community Care Initiative Health Fair](#) (a partnership between JHU, the Israel Baptist Church, and other community organizations)

Human Services

Read to the elderly at [Apostolic Towers](#)

Served restaurant-style meals to the homeless at [Beans and Bread](#)

Made sandwiches at [Campus Kitchen at Johns Hopkins University](#)

Prepared and served food to men in a recovery program at [Helping Up Mission](#)

Delivered Thanksgiving meals and packaged food for homebound people living with HIV/AIDS or breast cancer with [Moveable Feast](#)

Youth

Painted faces, ran a haunted house and played games with community children and their families at the [St. Frances Academy](#) Halloween Party

296 hrs
of community service were
logged by Dunbar3 students



Miguel (Dunbar3) delivering turkeys for Moveable Feast



Academics

IMP assists ACCE and Dunbar students who have 'slipped through the cracks' and are selected during their freshman year based on poor academic performance. **Academic Affairs** team members monitor student academic progress by liaising with teachers and school administrators. The Academic Affairs team also runs regularly scheduled tutoring sessions (at least two per week) to ensure that IMP students have a consistent and productive environment to receive academic help from their IMP Family members. The **SAT Preparation** team runs and provides materials for SAT tutoring, review sessions, and workshops focused on developing study skills.

100% of Dunbar3 students have received one-on-one academic tutoring



100% of Dunbar3 students have received SAT prep

100% of Dunbar3 students' teachers were contacted regularly to monitor academic progress and classroom behavior



Student Highlights

- All Dunbar3 students had a GPA of less than 65% when they were enrolled in 2010. After one year in the program, 30% of Dunbar3 students had a GPA of greater than 65% in their sophomore year.

"IMP helps me learn more and helps me complete work for my classes. Having mentors there to tutor me makes doing my work easier. I also get to meet a lot of new mentors and new people through IMP that are different than people at Dunbar."

-Myron, Dunbar3 student



College & Career Planning

Along with enrollment in the summer institute (DAASI), IMP students receive support with every facet of college and/or career planning through the **College and Career Planning** team. Activities include college visits and navigating the financial aid process, as well as writing resumes and cover letters for job applications. IMP support continues for all students throughout the four years after high school and can include assistance with transportation to college, obtaining internships in their field of interest, and locating on-campus academic and personal support services.



Event Highlights

56% of Dunbar3 students have visited at least one college

College Fair at **Zion Baptist Church**

Dunbar3 visited the college fair as part of college emphasis weekend hosted by the community church.

Nursing Simulation at **Johns Hopkins University-School of Nursing**

Dunbar3 visited the lab, where they practiced nursing scenarios including taking blood pressure and pulse.

Winter Workshop for College Students

Dunbar1 and Dunbar2 prepared for their remaining college years and life after college by focusing on topics such as graduation requirements, career goals and planning, job searches, resume writing, and financial aid.

IMP Student Summit

All five cohorts of IMP students (Dunbar1, Dunbar2, Dunbar3, Dunbar4, and ACCE1) met to network and discuss academic and social experiences after high school.

IMP organized visits to the following universities:

Georgetown University	Johns Hopkins University	University of Pennsylvania
University of Maryland	Morgan State University	Stevenson University

Partner Highlight: DAASI

The Diversity and Academic Advancement Summer Institute (DAASI), a partnership between IMP and the JHU-School of Medicine, was founded to create access for IMP students to a paid, enriching summer learning experience. During the 2010 pilot year, 16 IMP students worked at eight laboratories on the Hopkins East Baltimore campus. In 2011, the institute tripled in size with 45 IMP high school students placed at over 30 Hopkins job sites, including laboratories, clinics, and offices. Students enrolled in DAASI were paid through Baltimore City YouthWorks, with additional hours supplemented by a grant from the JHU-School of Medicine.

DAASI Job Site Placements



94%
of Dunbar3, Dunbar4, and ACCE1
students participated in DAASI

JHU Division	Job Sites
JH-Hospital	Environmental Services Harriet Lane Clinic Outpatient Center Pediatrics at Bayview Surgery Center at Green Spring Station
JHU- School of Public Health	The Center for Communication Programs Center for the Prevention of Youth Violence The Evidence Project Environmental Health Engineering Johns Hopkins Weight Management Center
JHU-School of Medicine	Cardiology Geriatrics Institute for Basic Biomedical Sciences Institute of Genetic Medicine Neuropathology Neuroscience Neurosurgical Oncology Nanomedicine Otolaryngology Ophthalmology Clinic Orthopedics Pathology Graduate Program Pediatric Adolescent Psychology Project Decide Physiology Surgery
JHU-School of Nursing	African Caribbean and African American Women's Health Study Community Public Health DOVE Research Project
Kennedy Krieger Institute	Pediatrics

**Of the 48 IMP high school students, 45 were enrolled in DAASI, two students had summer jobs outside of DAASI and one student chose not to have a summer job*

"Last summer was extraordinary for me. I worked with one IMP student who is close to graduating from college and four IMP high school students. I am convinced that all of us want to be involved in something meaningful. "

-Dr. Arnold Packer, DAASI employer

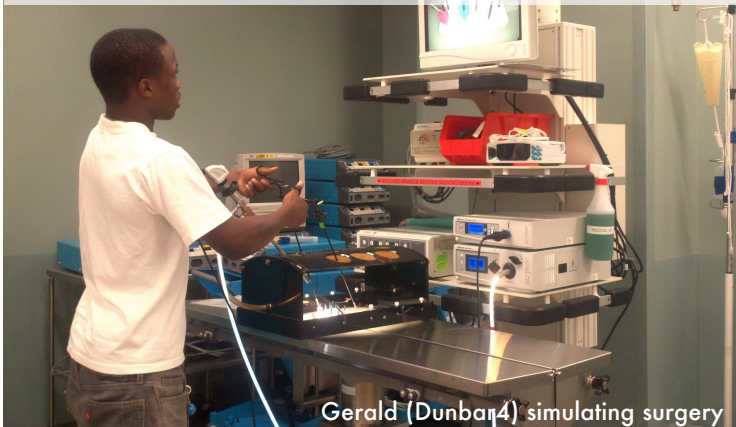
First-year IMP students (Dunbar4 and ACCE1) also participated in two hours of professional development and enrichment activities each day (having participated in these activities last year, Dunbar3 students focused solely on their jobs). The IMP **Summer Programs** team and interns from the JHU-Center for Social Concern Community Impact Internship (CII) program structured interactive learning activities into themed weeks: Baltimore Week, Community Service Week, College & Career Week, Health & Fitness Week, Life Skills Week, and Public Health & Medicine Week. Activities were geared towards providing students with the tools they needed to lead balanced lives and have successful future careers.

"Since I have been in IMP, my views on school and my future are much better. I was exposed to things during the summer with DAASI that I was taught again in my health class during the school year, which made me feel good because I already knew what my teacher was talking about.

IMP has brightened my future and made my goals in life feel possible."

-Aisha, ACCE1 student

DAASI Professional Development & Enrichment



Gerald (Dunbar4) simulating surgery



Student and staff on the last day of DAASI



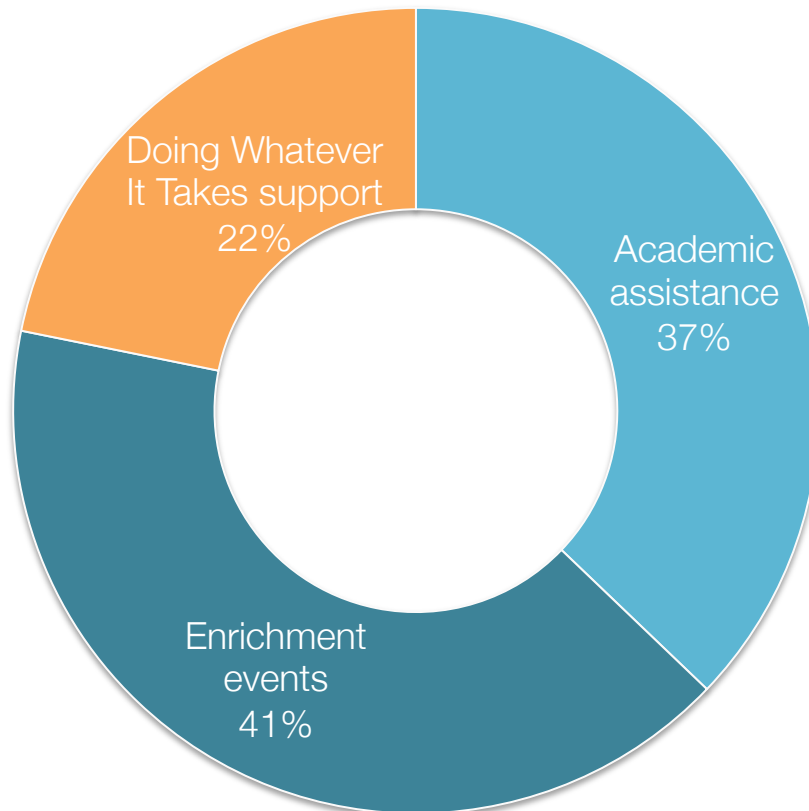
ACCE1 and Dunbar4 students presenting on nutrition



DAASI Young Professionals Dinner

Program Summary

In 2010-11, IMP volunteers spent a total of 4,242* hours providing IMP students with...



*Hours were self-reported by volunteers and considered to be an underestimation of true interaction time.



Volunteers

IMP focuses on strengthening personal relationships, allowing both students and volunteers to recognize the depth of talent and intellect found in their IMP Family members. This results in a fierce commitment to one another and IMP. The Dunbar-East Baltimore site includes volunteers from the Johns Hopkins University Schools of Medicine (JHU SOM), Nursing (JHU SON), and Public Health (JHSPH). The ACCE-Homewood site includes both undergraduate and graduate student volunteers from the JHU-Homewood campus. Both the ACCE and Dunbar sites are also fortunate to have many dedicated volunteers from the Baltimore community.

Breakdown of IMP volunteers...

231 Dunbar + 168 ACCE

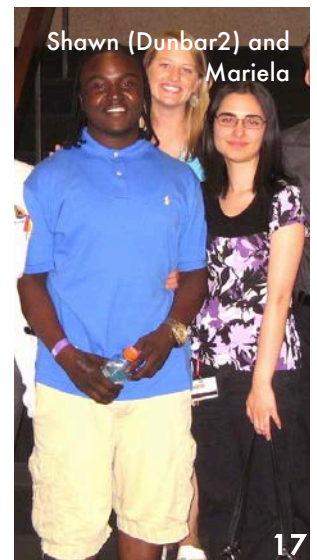


= 399 Total IMP Volunteers

IMP provides a unique opportunity for volunteers to gain significant 'hands-on' leadership experience. During 2010-2011, over 100 IMP volunteer leaders, who ranged from college freshmen to post-docs and professionals, oversaw a group of four or more individuals. Due to the comprehensive nature of the program and the value placed on retaining students and volunteers, each IMP leader learns critical skills in effective communication, team and crisis management, and meeting facilitation. In 2011, more than 65% of IMP volunteer leaders were retained in their leadership positions for the following year.

"IMP is a family. I joined IMP soon after I moved to Baltimore, during a period of my life when I was barely recovering from a depression following very traumatic events. IMP changed that for me. My first student, Shawn, has survived much greater trials than I have ever faced. Helping him with his personal and academic challenges forced me to revisit my own difficulties in overcoming my challenges, which in turn helped me to be more empathetic to his struggles, and to help him more effectively. It also allowed me to feel, for the first time in a long time, useful. The other mentors in IMP became lifelines for me, and every General Body Meeting felt like a family reunion. We were and are a team that supports each other as much as we support the students we work with. And that's what makes us a family."

-Mariela Zeledón, Gesin House GP



Looking Forward: 2011-12 Goals



Kasey (Kazoku House Family Member) and
Lazai (Dunbar4)

**In the upcoming year,
IMP will continue to strive for excellence by:**

One. Retaining 100% of students in IMP.

Two. Achieving high school graduation for 100% of IMP students.

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

Four. Recruiting at least 150 new volunteers.

Five. Retaining more than 65% of volunteer leadership.

Financial Summary

IMP is supported by contributions from foundations, universities, corporations and individuals. Between July 2010 and June 2011, IMP received **over \$435,000** to support our students and volunteers.

STATEMENT OF ACTIVITIES

Expenses

Programming **\$249,932.09**

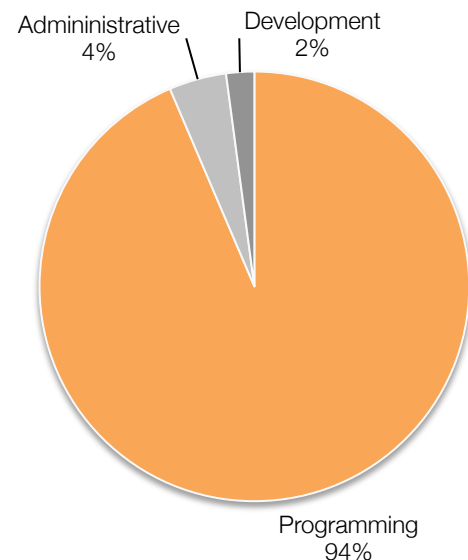
Salaries	\$147,873.81
Stipends (GP)	\$8,000.00
Benefits	\$5,941.80
Taxes	\$17,350.18
Family Expenses	\$12,446.37
College Student Expenses	\$16,474.39
High School Student Expenses	\$28,651.57
Volunteer Recruitment and Training	\$6,044.01
Organizational Expenses	\$7,149.96

Administrative **\$11,528.10**

Salaries	\$1,875.05
Taxes	\$225.73
General Administrative Expenses	\$9,427.32

Development **\$5,635.39**

Salaries	\$1,875.05
Taxes	\$225.73
General Development Expenses	\$3,534.61



Total Expenses: \$267,096

Support

Foundations **\$268,128**

Corporations and Universities **\$103,740**

Individuals **\$63,629**

Total Support: \$435,497

Investors

We would like to extend our deepest thanks to those who made the accomplishments of our students and volunteers possible for July 1, 2010 - June 30, 2011.

Trailblazers

\$50,000+

The Abell Foundation
Johns Hopkins University

THE ABELL FOUNDATION



JOHNS HOPKINS
UNIVERSITY

Innovators

\$15,000-49,999

Echoing Green Foundation
Goldsmith Family Foundation
Lockhart Vaughan Foundation
Open Society Institute
Aaron and Lillie Straus Foundation
Harry and Jeanette Weinberg Foundation

\$10,000-14,999

Annie E. Casey Foundation
Betty Lee and Dudley P. Digges Memorial Fund
Ryan and Sarah Hemminger
David and Barbara B. Hirschhorn Foundation
Johns Hopkins Neighborhood Fund
Johns Hopkins University School of Medicine
Ruddie Memorial Youth Foundation
M. Sigmund and Barbara K. Shapiro Philanthropic Fund of THE ASSOCIATED
Robert and Miriam Zadek

Architects

\$5,000-9,999

Anonymous
The Emerson Family
John J. Leidy Foundation
Wright Family Foundation

\$1,000-4,999

Anonymous
Lois and Irving Blum Foundation
Melissa Dattalo
Jerry Klein
Macht Fund of THE ASSOCIATED
Morgan Stanley Foundation
Pamela and Thomas O'Neil
Marjorie Shapiro through THE ASSOCIATED

\$1-999

Vikram Aggarwal
Amber Ballard
Louise Barber
Paul Bixenstine
Michelle Boardman
Tyson Bowen
Ann Allston Boyce on behalf of Robert F. Mansfield
E. J. Brody
Agnes O. Carr
Samidh Chakrabarti
Jane Chisholm
Gordon Cohen
Suzanne F. Cohen
Constellation Energy Group Foundation
Ellen Dame
Edith Dietz
Julia Doohar
Nancy L. Dorman
Edelman Family Foundation
Carole Ellin
Rebecca Evans-Polce
Ann Y. Fenwick
Dr. and Mrs. John M. Freeman
Yordanos Gebretatios
Gertrude's Restaurant and Catering
Sandra P. Gohn
Alan and Helene Goldberg
Morton and Myrna Goldberg
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"The vast community of people that have given their time, energy, brain-power, and (sometimes) their tears under the IMP banner is an inspiration. That's what it all boils down to, and I'll take away from the summer: the philosophy that there's absolutely no victory so small that it's not worth working for. It's with that attitude (plus seven years' worth of persistence) that IMP is changing the lives of a lot of young people, and I'm proud to have played my little role in it."

-Kevin Easterly,
DAASI intern and Ummeed House Family Member



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