



Stepping Up to Support Our Students

2020 ANNUAL REPORT

Reflections

In 2020, we experienced unprecedented change and challenge across the iMentor community, as did the rest of the world.

We lost mentors, parents, grandparents, aunts, uncles, and so many loved ones.

We ended the year in the midst of a fight against the pandemic and a much needed awakening for social and racial justice.

Thank you to all the supporters who helped us advance our work.



Our Mission & Commitment to Equity

iMentor builds mentoring relationships that empower first-generation college students to graduate high school, succeed in college, and achieve their ambitions.

We believe that people of all backgrounds deserve equal access to educational opportunities. Recognizing that racism and systemic oppression drive educational disparities, we aim to address the economic and racial divides that impact the communities we serve, and we commit ourselves to moving consistently toward equity and inclusion.



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“We demonstrated our durability when it mattered most, through the unique and consequential challenges of 2020.”



Letter from the CEO

2020 challenged us like no other year. The entire world shared in the experience of persisting through a cascade of trauma and hardships. We retreated to our homes and moved online, those of us who could. We worried about our loved ones and stayed glued to the news.

The iMentor community focused on what needed to be done and found new ways to do it.

Students focused first on securing technology and internet access for remote school. They devised new routines and habits to keep up with their classes. Families redefined “normal” and shared responsibilities to support one another.

Mentors focused on finding new ways to connect with their mentees and provide the support that their mentees most needed. The financial, academic, social, and health considerations around attending college have never been more complex. Together, mentors and mentees navigated a complicated set of considerations as colleges changed application and enrollment processes in real time. With dialogue and collaboration, our students were empowered to make the best decisions for themselves about their futures.

We were not OK in 2020. We lost loved ones to the pandemic. We worried about jobs. We watched Black people shot by the police and citizens alike while sleeping, while jogging, while their kids were watching from the car, while other officers stood by and did nothing. We comforted each other in pain and in righteous rage. We braced with one another, because we knew it would happen again.

The year was a powerful reminder why the abiding link between students’ personal and academic lives has always stood at the center of iMentor’s work and driven the need to support students holistically.

And two decades of building relationships in person as well as virtually made us uniquely positioned to respond this year.

This annual report is not an articulation of the challenges we faced in 2020. It is a celebration of our actions in the face of adversity. It is an appreciation for the strength of our relationships to navigate historically difficult times. And it is a reminder of why our work is so urgent.

I am so grateful to be part of a community that doesn’t miss a beat when the world moves online, that trades packed cafeterias and twice-cut slices of pizza for Zoom breakout rooms and the bravery to turn on your camera. I am grateful to be part of a community that gives \$275,000 in emergency funding to our students and their families. I am grateful to be part of a community that sends college acceptance celebration boxes to front doors in cities all over the US.

I am grateful to be part of a community that offers free teletherapy to all of our college students through our partnership with the Michael and Susan Dell Foundation. And I am grateful to be part of a community that has the power to inspire 2,000 new volunteers to step up and become a mentor in the middle of a pandemic.

This community we have built together—it is rare and powerful and beautiful. iMentor is a chosen community that is both optimistic about what we can accomplish and realistic about what it takes to get there. We demonstrated our durability when it mattered most, through the unique and consequential challenges of 2020. And we will keep supporting one another and building together in the year ahead.

With gratitude,

Mike O’Brien, CEO, iMentor



Mike with Mattheo, one of his mentees



CEO Highlights

“It has been the privilege of a lifetime to lead this organization over the last 13 years. I am so proud of what we’ve built together. I am so deeply and truly humbled by how far we’ve come in our first 20 years. And I am so optimistic for the impact we will have this year and beyond.”

MIKE O’BRIEN



17 Years of Innovation

After teaching high school English in East New York in Brooklyn, Mike O’Brien joined iMentor as a program coordinator in 2003 and rose to CEO in 2007. Over the course of his 17-year tenure at iMentor, Mike shaped every aspect of iMentor, from mission to program to impact.

As CEO, Mike led iMentor’s transformation from a pioneering nonprofit serving New York City students to a national college access and success organization with a mission of educational equity, creating thousands of new mentoring relationships each year and demonstrating measurable impact in students’ college outcomes.

Mike’s laser-sharp focus on quality inspired the organization and was responsible for moving iMentor toward many of the signature components that ultimately set the organization apart: the shift from single-year to multi-year mentoring matches; the deep engagement with mentors; the focus on not just college access, but also college success; and the push to track long-term outcomes.

Mike expanded iMentor’s reach through Partner Programs, developed the Post-Secondary Program to meet the needs of our students after high school, and deepened our engagement with the mentor and alumni community. iMentor reached new heights under Mike’s

leadership, serving 10,000 students at 51 schools across 22 cities in the 2019-20 program year.

Just as significant as iMentor’s growth and track record of success are the tens of thousands of mentoring relationships that iMentor has created under Mike’s leadership. The innumerable moments of connections across difference are a testament to the power of relationships, and to how much we can achieve in service of equity when we come together as a community.

“Mike’s vision for what is possible has fundamentally shaped our organization,” said iMentor founder and board chair John Griffin. “His legacy will be one of excellence, innovation, growth, and impact, and an enduring commitment to ensuring all young people have equitable access to post-secondary education.”



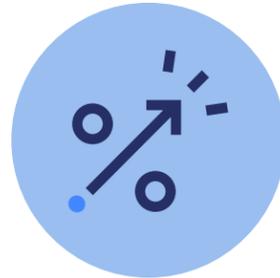
Whole-school model

iMentor partners with high schools in which most students will be the first in their families to attend college. Every student is matched with a college-educated volunteer who is deeply committed to helping their mentee succeed on their post-secondary pathway of choice.



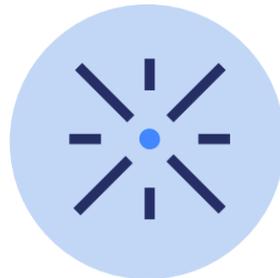
Long-term mentoring relationships

Mentors, who have experience in a variety of professional fields, each commit to working with a single student for a minimum of three years. Mentors and mentees build their relationships through weekly and monthly communications and meetings.



Curriculum and staff support

iMentor provides the expertise and support mentors need to be effective, including a post-secondary success curriculum that guides each weekly interaction, an anti-racist education program that deepens mentors' understanding of systemic inequities, and a full-time staff member responsible for the success of the relationship.



Personalized guidance

Mentors gain a holistic understanding of their mentees' individual talents, aspirations, and challenges, which allows them to provide a level of personalized support that could not be achieved through traditional school counseling alone.

Our Programs



Meeting Student Needs

In the 2019–20 program year, the interrelated impacts of Covid-19, demands for racial justice, and dramatic changes in the way young people obtain education converged to create new and pronounced challenges for the students we serve.

The iMentor community stepped up to provide dedicated, individualized support to ensure students stay on track to achieve their post-secondary ambitions. During this crisis, we are proud to have operated with minimal disruption, kept mentors and mentees connected, and supported students in identifying and navigating roadblocks on their post-secondary journeys.

Our Response to Covid-19

Our programmatic response to the pandemic centered on three priorities: meeting the immediate needs of our more than 10,000 students; redesigning our program delivery and curriculum for a virtual environment; and determining how to recruit 2,000 mentors in this unique environment.

- **Meeting Covid-19 Needs.** When the pandemic began in March 2020, we mounted an immediate response to support students and mentors. All mentors were asked to reach out to mentees to identify immediate needs. We deployed \$275,000 in emergency funds to meet critical student needs for laptops, Wifi connectivity, food, and housing. We aggregated crisis response resources for students and families in each city. We worked with high school partners to understand

how individual schools were delivering remote learning, and conveyed the information to our students to ensure they knew what was required of them.

- **Redesigning Our Program.** We adapted our curriculum for a virtual environment independent of school structures, identified target outcomes for mentor-mentee pairs, delivered virtual pair support, and created online spaces for monthly meetings. We developed resources such as a “How to Talk to Your Mentee About Coronavirus” guide, and frontline staff ensured that students and mentors were coping and connecting via the iMentor app and other online platforms. We hosted a record number of all-virtual summer programs and advising sessions for Post-Secondary Program students.
- **Recruiting 2,000 New Mentors.** iMentor prepared to recruit and train thousands of mentors across regions for the following program year. We designed strategies for the new environment, including deploying new messaging that speaks to this moment and activating current mentors to serve as lead recruiters in their own networks.



Post-Secondary Program

Navigating post-secondary pathways is a rewarding yet challenging experience, and iMentor continues to support students in the Post-Secondary Program (PSP) in this unprecedented time.

Through PSP, students continue their relationships with their mentors with support from iMentor, transition to their post-secondary pathway of choice, and tackle myriad challenges that range from financial aid deadlines to adjusting to virtual learning on college campuses and general health and wellness.

The program includes targeted support from iMentor program managers, monthly curriculum for mentors, summer programming, individual advising sessions, and direct financial support.

INVESTMENTS IN PSP

ECMC Foundation ECMC Foundation supports students transferring from two-year to four-year colleges

SCHULTZ FAMILY FOUNDATION Schultz Family Foundation empowers students on professional pathways as well as those on college pathways after high school

Activating the Mentor Community

iMentor continues to harness the power of the Mentor Community by activating our mentors' networks, resources, and passion for educational equity. In the last year, thousands of mentors helped iMentor have a greater impact by recruiting new volunteers, contributing financially, and participating in community education and activation opportunities.

HIGHLIGHTS INCLUDE:

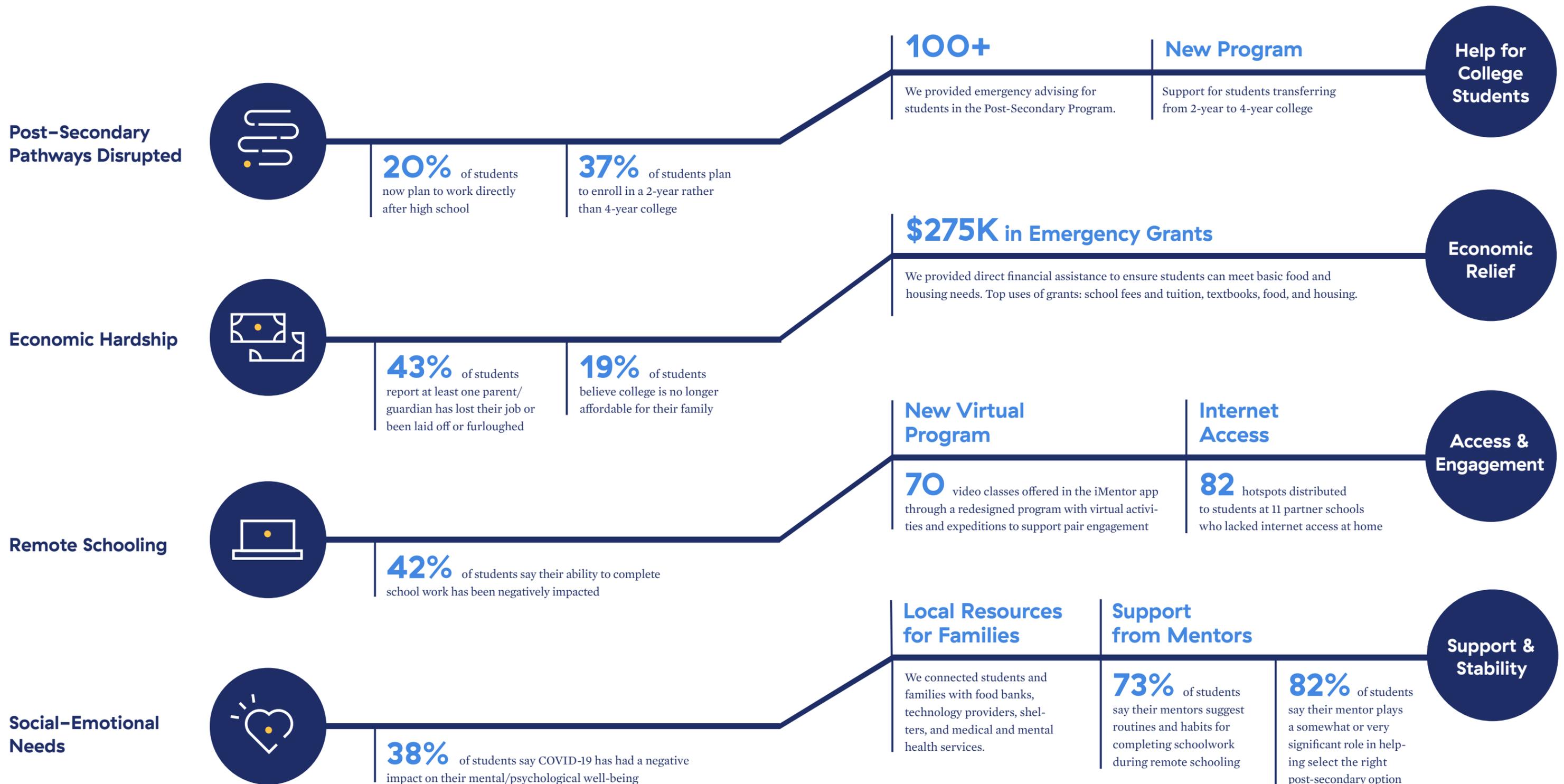
- **Launching the Mentor Education Program,** a series of monthly learning opportunities about diversity, equity, and inclusion topics to better educate our mentors on educational equity issues.
- **Raising \$300,000 collectively** through the iMentor Challenge, our annual crowdfunding campaign, when the COVID-19 pandemic hit the U.S. in March.
- **Leaning on the networks of our mentors** to help bring in new people and partners to iMentor during our first virtual recruiting season.
- **Providing meaningful opportunities** for mentors to support one another and build community within their regions.

Covid-19 Impacts on iMentor Students

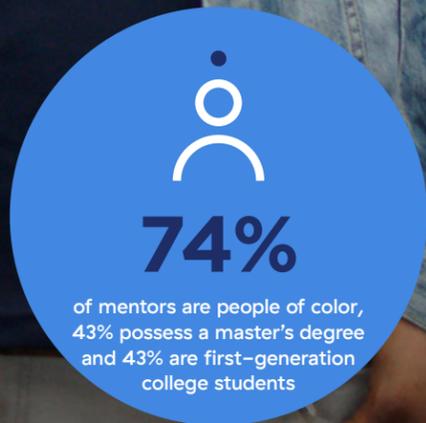
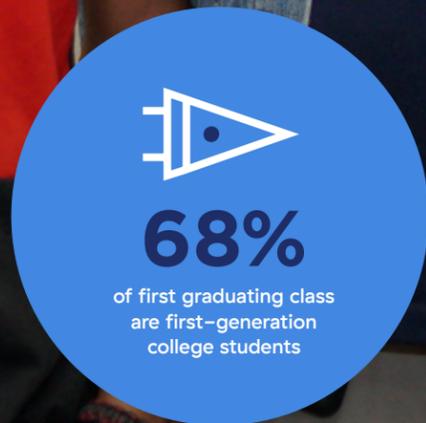
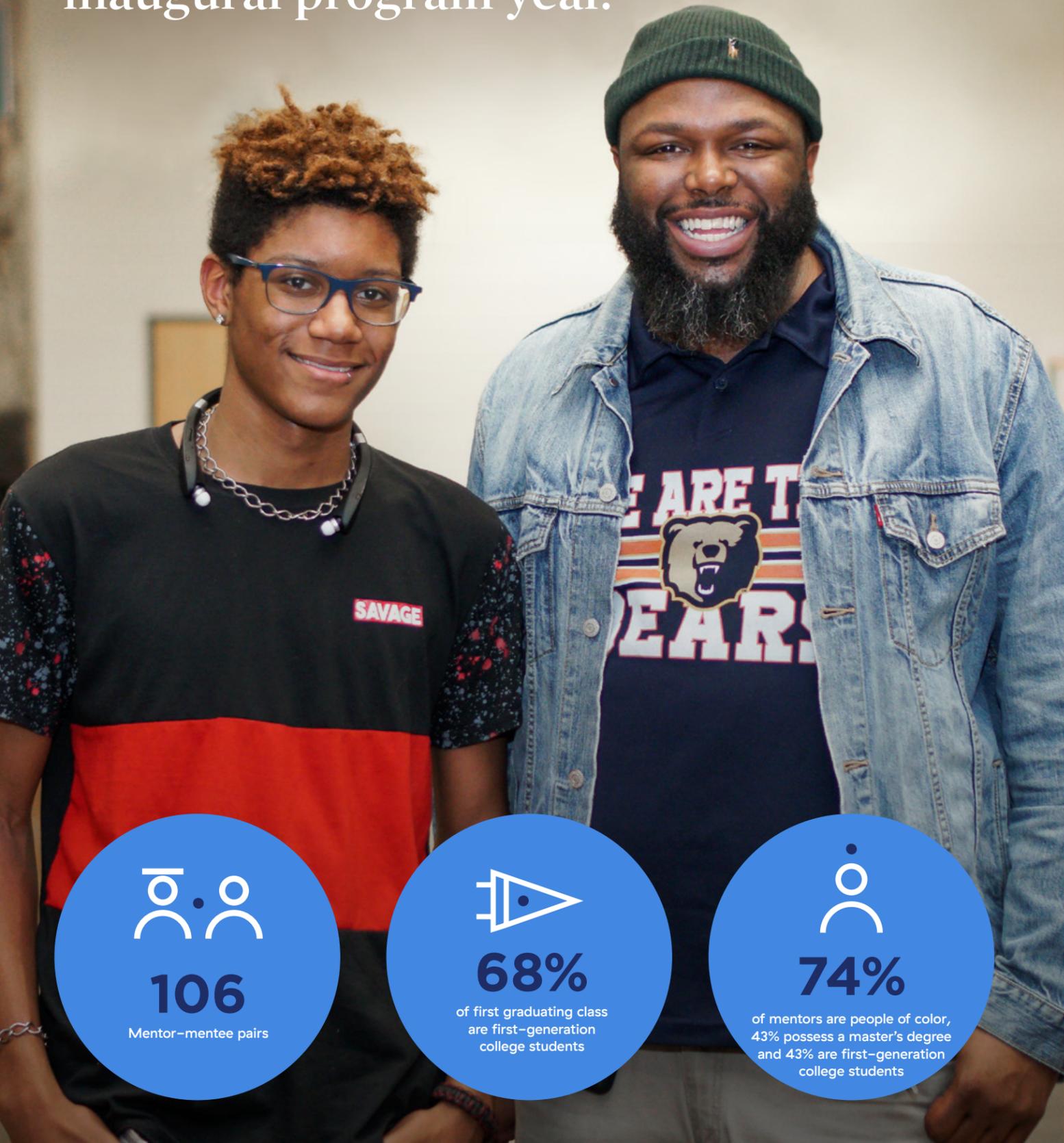
iMentor's Response

We mounted an immediate response in spring 2020 to support iMentor students and mentors.

Since the start of the pandemic, iMentor students have been among those hardest hit by the Covid-19 pandemic and its effects on the economy.



iMentor Baltimore successfully launched at two schools in its inaugural program year.



PROGRAM UPDATES

iMentor Baltimore serves students at the Academy for College and Career Exploration and at Baltimore Design School.

We matched more than 90 percent of eligible students with mentors.

We recruited mentors from a wide range of organizations including Southern Baptist Church, Morgan Stanley, and the University of Baltimore.

For our launch year, we were able to exceed our in-person engagement goal by more than 20 percent.

AMBER AND NEAH

A Future RN

WITH THE SUPPORT OF HER MENTOR, Amber, iMentor Baltimore student Neah has been accepted to nine colleges—and counting.

“I think my essays were what really set my college apps apart,” Neah said, “and Amber had a lot to do with that.”

Before the college process hit full swing, the pair were already in frequent communication about everything from their favorite Baltimore spots to personal relationships. In the months before Covid-19 surfaced, they visited the aquarium, a local waterfall, and the horses Amber boards and trains as a hobby.

Neah was interested in pursuing a degree in nursing, her fascination sparked by watching her mother as she studied to become a nurse.

Amber wrote in a letter of recommendation for Neah that “another amazing trait of Neah—who wants to become a pediatric nurse—is the care she expresses towards others. She regularly cares for her younger brother and cousins while her parents and extended family work, and does so without hesitation.”

Neah and Amber tracked her list of schools in a spreadsheet that later became the template iMentor Baltimore program managers shared with other students and their mentors. They passed college essay drafts back and forth all fall, the difficulty of the task compounded by the challenges of the pandemic.

“I could tell that Neah was really exhausted and tired,” Amber recalled. She applied to 13 colleges while maintaining great grades, staying on honor roll, battling senioritis, and managing virtual learning.”



“She regularly cares for her younger brother and cousins ..., and does so without hesitation.”

Amber (left) with her mentee, Neah

Knowing Amber was there to both celebrate her accomplishments and share tracked changes on her essays made a big difference, said Neah.

All the hard work is paying off. Neah has committed to Baltimore-based Towson University, which has a strong nursing program and offered her a financial aid package that will enable her to live on campus. “I give Neah all the credit,” Amber says. “She went to town.”

iMentor Bay Area is closing the opportunity gap in the San Francisco Bay Area.



Bay Area

PROGRAM UPDATES

iMentor Bay Area's first college students are persisting at remarkable rates: 82% of our students from the Class of 2018 persisted to their second year of college in the fall of 2019.

In May 2020, we hosted a virtual prom for our remarkable seniors in the Bay Area. We celebrated our hundreds of high school graduates, along with their mentors, during an unprecedented year in their lives.

EMELIN AND ADDIE

The Language of Confidence

EACH TUESDAY, EMELIN, A SENIOR in the Bay Area, connects over Zoom with her mentor, Addie, to relax together and catch up.

The two converse easily in English, but this wasn't always the case. When they first met, Emelin had emigrated from El Salvador just two years before and was hesitant to speak English, as she had faced ridicule when first learning the language.

So for months, Emelin and Addie talked mostly in Spanish. "It put us on a bit of a level playing ground," said Addie, who had studied Spanish in college. "I was making this effort to speak in a way that was comfortable for Emelin, and she was able to share what she was worried about when it came to post-grad."

As they got to know each other, mentor and mentee found that they were both close to their families and shared a strong dislike of math. Addie asked Emelin about her classes, and Emelin helped keep Addie on track with training for the San Francisco marathon. "It wasn't just me reaching out," said Addie, "she was investing in me as well."

When school went remote because of Covid-19, Emelin began speaking in English with Addie during their Zoom meetings. "Once I started talking with Addie, I became more confident," said Emelin. "Don't let people bring you down. That's the worst part. Get out of your comfort zone and just try something new. I learned that from Addie."

Emelin is looking forward to college after making it through a year full of challenges due to the pandemic. Not only was Emelin attending 12th grade remotely and applying to college, but her father lost his job and her family fell ill with Covid-19. Still, she is thankful her family did not have a serious case that required hospitalization.

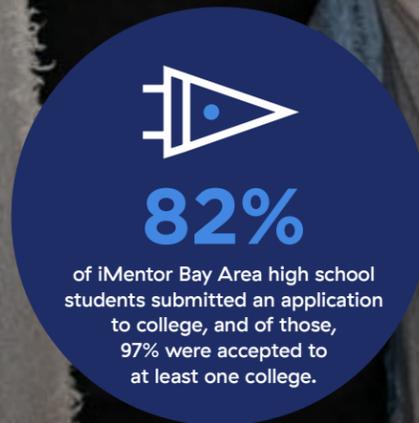
These days, Emelin often talks with Addie about what her first year of college might be like—how to handle working while also attending school, how to stick to a budget, and how to balance studying with hanging out with friends. She hopes to have a career in medicine.



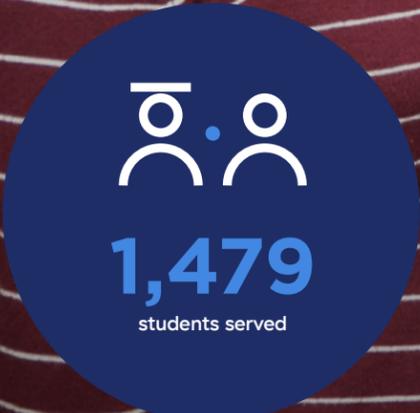
"Having a mentor has changed my life for the better."

Emelin (left) with her mentor, Addie

"Having a mentor has changed my life for the better," said Emelin. "It's really good to have someone you can count on."



Marking the fifth year of meeting its mission in Chicago, iMentor deepened its post-secondary programming while serving more students than ever before.



PROGRAM UPDATES

Anticipating that the Covid-19 pandemic would have a disproportionate impact on students, iMentor Chicago created a high school emergency fund for students and families. Within two months, Chicago raised \$99,000 and distributed the funding directly to families.

Chicago launched its inaugural Student Advisory Council (SAC) in 2019. SAC members engaged fellow students in conversations and surveys throughout the school year to better understand their iMentor experiences. By elevating the voices of our most important stakeholders and applying the learnings from their perspectives, Chicago is working to make the student experience at iMentor as engaging and meaningful as possible.

DESMOND AND KWAKU

Excited for HBCUs

WHEN DESMOND, A STUDENT IN CHICAGO, met Kwaku, he noticed that his new mentor wore a Knicks hat. The two sports fans struck up a conversation about basketball and football and hit it off. “It’s been fun getting to know Desmond over the past few years and developing an honest and authentic relationship,” said Kwaku. “Kudos to the curriculum—it works.”

Kwaku and Desmond had a strong rapport, and Kwaku wanted to find ways to get Desmond, a high-energy teenager who loved to crack jokes, to take life after graduation more seriously. To Desmond, college seemed like a chore and a financial burden on his family.

As the two began meeting over Zoom instead of in person because of the pandemic, Kwaku decided to try something different. Every Wednesday, Kwaku invited one of his friends to join his virtual get-together with Desmond so that the mentee would have an opportunity to meet alumni from many different schools.

Desmond met graduates of schools like Vanderbilt, Howard, University of Illinois at Urbana-Champaign, Purdue, and Morehouse. He heard firsthand from Kwaku’s friends how they enjoyed college life, what it was like to join a fraternity, and why alumni networks are important when you’re job hunting.

“When I met Kwaku’s friends, a switch was triggered. I felt like I could go straight to college. I was excited just to go learn,” said Desmond. The conversations were



“I was excited just to go learn.”

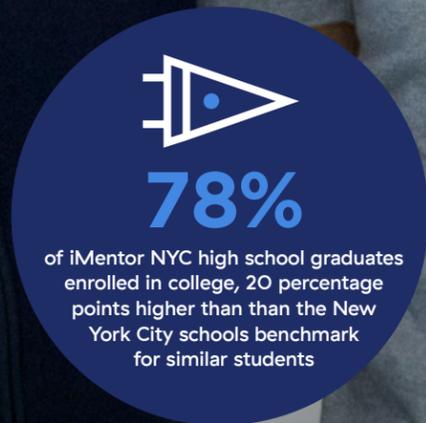
Kwaku (left) with his mentee, Desmond

a revelation, and Desmond began to look forward to college. HBCUs rose to the top of his college list. After talking to Kwaku’s friend who had gone to Morehouse, Desmond quickly filled out the application for the school. Sadly, tragedy struck twice in the late summer and fall. Desmond lost two friends to gun violence. One was his best friend, the week before the SATs. “We all had a promise that we’d make it out of our senior year and do big things in college,” said Desmond.

As Desmond grieved, Kwaku was there for him. Kwaku encouraged Desmond to keep his promise to his friends and go to college, and helped him see that his friends will be with him in spirit.

Desmond recently learned he was accepted to Morehouse, and was thrilled to share the news with Kwaku. In college, Desmond plans to major in entrepreneurship and business.

iMentor NYC builds authentic mentoring relationships to bring greater equity to students' post-secondary journeys.



PROGRAM UPDATES

We introduced programmatic innovations in our Post-Secondary Success Program (PSP) to increase college persistence and completion. We held 1,100 advising sessions with students, introduced new summer programming for over 450 students, and hosted more than 200 students and mentors at our first-ever iMentor CUNY virtual fair.

We answered the call for increased financial, mental health, technological, and advising supports for students struggling with the impact of COVID-19. We distributed 60+ wireless hotspots and \$70,000 in emergency

funds to students experiencing housing, food, and income insecurity; promoted youth-friendly mental health resources and trained program staff in trauma-informed counseling; and conducted advising sessions for students experiencing difficulty continuing in their post-secondary pathway.

We developed new programming to help students on non-college pathways select, persist, and thrive in professional pathways. We virtually hosted our second Alternate Pathways Fair featuring representatives from Job Corps, SUNY Educational Opportunity Center, YearUp, NPower, City Year, and the New York City Office of Citywide Recruitment.



YANHUA AND GWEN

A Dream Realized

WHEN YANHUA IMMIGRATED TO THE US, she hoped to attend a four-year college. Once settled in Brooklyn with her family, however, the 15-year-old found it hard enough just to communicate in the new language.

“As a first-generation student, I didn’t know about applying to college or qualifying for financial aid. At the same time, I had to learn to fit into the new environment,” Yanhua said. She set her sights on attending a community college. Yanhua worked hard over the next two years, and by the time she was matched with her mentor, Gwen Fishel, she was much more comfortable in English.

“Yanhua came to the United States, stepped right in and got right to work,” said Gwen. “Her spirit to persevere is so strong.”

Gwen and Yanhua started going on out-of-program excursions together. Yanhua took Gwen to Brooklyn’s Chinatown. They attended college fairs. They even got lost together while visiting a school on Staten Island. As they talked about colleges, Yanhua once again aspired to four-year schools. Together, the two worked on applications and financial aid forms. Yanhua especially liked St. John’s University, but thought the private institution was financially out of her reach. “Gwen



Yanhua (left) with her mentor, Gwen

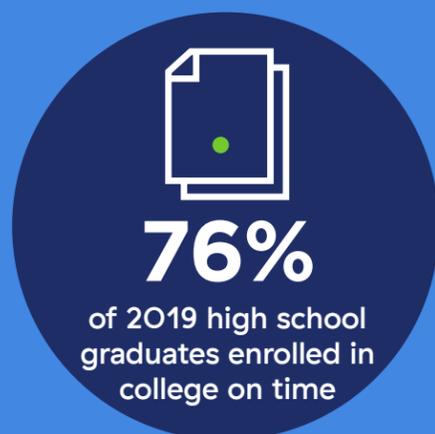
“Gwen encouraged me to further my goal.”

encouraged me to further my goal,” said Yanhua. “Her encouragement changed my mind, and made sure I didn’t waste any of my advantages.”

Yanhua ultimately applied to and was accepted by nearly a dozen public and private colleges. After weighing financial aid packages and deciphering loan applications with Gwen’s help, Yanhua enrolled in her top choice school, St. John’s. She is now a biology major and plans to become a physician’s assistant.

Partner Programs is working to find new ways to support the post-secondary success of more than 3,500 students across 13 partner sites.

Partner Programs is excited for the launch of our newest partnership, NPower, in the 2020–21 program year. NPower is an alternative pathways organization that helps military veterans and high school graduates obtain stackable information technology credentials and pursue full-time career opportunities in the IT field. Through NPower, our mentoring program can serve as a great model for career coaching and workforce pipeline development.



Q&A with Terrence McCarron, Chief Program Officer, Big Brothers Big Sisters of Eastern Massachusetts



iMentor has a rich history of collaborating with local nonprofits to implement our mentoring program in their communities. Since 2007, partner organizations have adopted iMentor’s model and matched more than 17,000 students with mentors.

We recently sat down with **Terrence McCarron**, chief program officer of Big Brothers Big Sisters of Eastern Massachusetts, to talk about BBBS Eastern Mass’s experience with iMentor.

BBBS Eastern Mass (BBBSEM) has partnered with iMentor since 2016. How does iMentor help you better serve your community?

Partnering with iMentor has enabled BBBSEM to serve our high school aged population with an evidence-based and developmentally sound approach. iMentor has enabled our mentor2.O program to directly address a key community need and activate a large network of values-aligned civic institutions and individuals around the shared goal of providing support and guidance to our young leaders.

What kind of impact has mentor2.O had on your program?

Our iMentor-supported work has attracted seminal partners in the Boston Public School system and, as a result of these high-impact relationships, BBBSEM has attracted unique funding, key corporate alliances and thriving community partnerships. iMentor has been a key collaborator as we define and pursue a strategy that will bring quality mentoring to our students.

In a year filled with challenges for so many people, how has the mentor2.O program helped your mentors provide the support that students need the most?

The events of this past year, related to Covid-19 and to racial injustice, have left our students vulnerable in many ways. Our team of mentors, led by our staff, have responded brilliantly over this past year by finding unique ways to meaningfully connect with their mentees, overcoming significant access limitations, and by raising their consciousness and empathy in order to fulfill the demands of their vital role in these times.

What is most exciting about your partnership with iMentor?

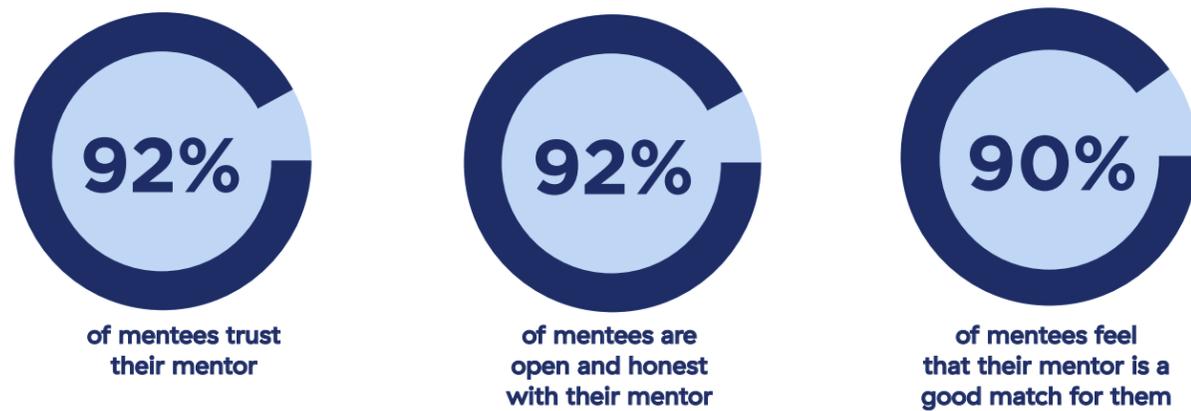
Foremost, it is a joy to participate in the success of young people in our community and to celebrate the daily achievements of the students who participate in our mentor2.O program. Organizationally, the most exciting part of our partnership with iMentor is collaborating with progressive thought leaders who are finding innovative ways to rally communities around student wellness. We feel lucky to have the iMentor team supporting the quality of our work.

Partner Programs

iMentor Student Demographics



Strength of Relationships



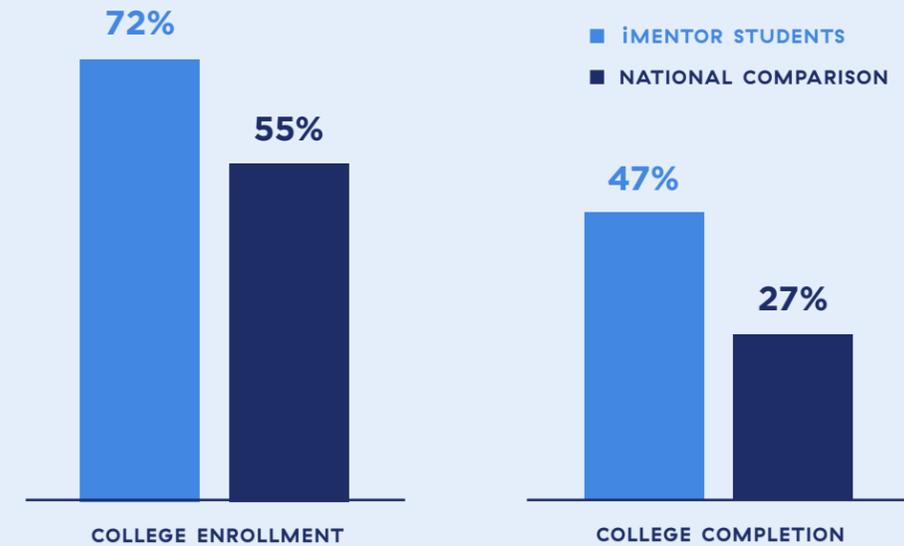
Navigating the College Process

- 97%** of students submitted a college application
- 97%** of students who submitted an application were accepted to a college
- 88%** of students submitted their FAFSA

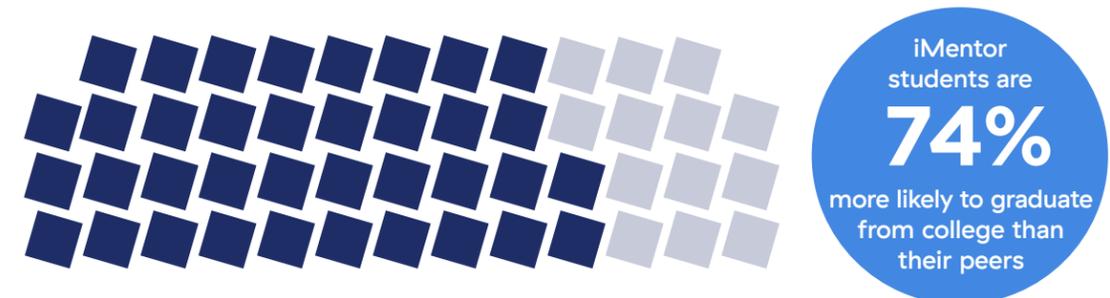
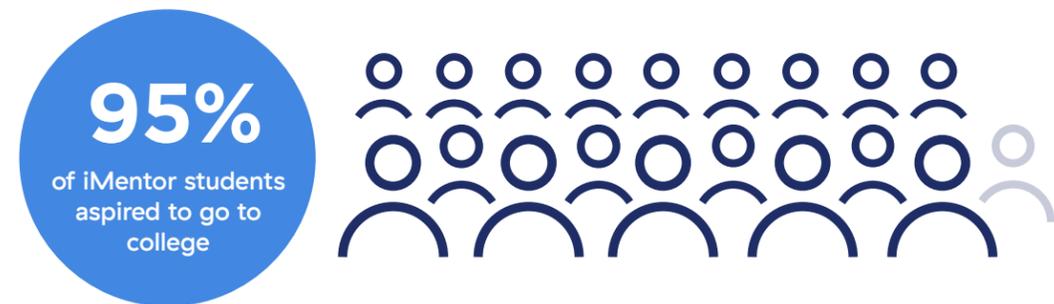


College Outcomes

iMentor is tracking the long-term college outcomes* of nearly 12,000 students nationally since 2009. Our students continue to out perform the best comparable peer groups in college enrollment and completion, even though Black, Latinx, and Native American communities have been hardest hit by the effects of the Covid-19 pandemic.



* Outcomes reflect three-year rolling averages. This year, the national comparison for college enrollment reflects only two years of data because comparison data for the Class of 2020 was not yet available due to the effects of Covid-19.



Our Impact

Thank you to our generous supporters for helping us champion students so they can remain on track to achieve their aspirations.

\$1,000,000 +

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| Ballmer Group ★ ◆ | Michael & Susan Dell Foundation ★ |
| Bezos Family Foundation ★ ◆ | Julian Robertson |
| Chase and Stephanie Coleman | Robertson Foundation ★ ◆ |
| David and Sloan Greenspan ★ ◆ | Yellow Chair Foundation ★ ◆ |
| John and Amy Griffin ★ ◆ | Zell Family Foundation ★ |

\$500,000 – \$999,999

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| Anonymous | Mark and Lisa Bezos ★ ◆ |
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| Jeff Bezos | The Moriah Fund ★ ◆ |

\$100,000 – \$499,999

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| Altman Foundation ★ | Ian and Sonnet McKinnon |
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| J&K Wonderland Foundation | Paul and Sonia Tudor Jones |
| The Kresge Foundation ★ | Dirk and Natasha Ziff |
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★ Multi-Year Gift
◆ Strategic Plan Funder

\$50,000 – \$99,999

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| Activision | Gray Foundation |
| AlphaSights | Joseph Pedott Charitable Foundation |
| Applied Materials Foundation | JPMorgan Chase |
| Barclays Capital | The Margaret & Daniel Loeb Foundation |
| Bloomberg | Roberto and Allison Mignone |
| Bloomberg Philanthropies | Julian Salisbury |
| Reed and Maggie Cordish | Curtis and Carolyn Schenker |
| Crown Family Philanthropies | Silicon Valley Community Foundation |
| Stanley and Fiona Druckenmiller | Solon Summerfield Foundation |
| Ernst & Young | Toot 'n Totum |
| Rick Gerson and Ashley Stetts | Under Armour, Inc. |
| Goldman Sachs | Tiger and Caroline Williams |

\$25,000 – \$49,999

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ECMC Foundation inspires and facilitates improvements that affect educational outcomes –especially among underserved populations– through evidence-based innovation. Since 2015, ECMC Foundation and iMentor have partnered to ensure thousands of first-generation students from low-income communities go to college, get a degree, and unlock their full potential. In 2020, ECMC Foundation made a critical multi-year investment to build out iMentor's Post-Secondary Program supports for two-year college students as they transfer and complete the four-year degree best suited to their ambitions.

“Recognizing that many students from underserved communities begin their post-secondary journeys at community colleges, at ECMC Foundation we support organizations that are investing in transfer success, and effectively supporting students in their journey to and through four-year colleges. We are excited to partner with iMentor to increase college persistence and completion for first-generation students from low-income communities, and to help students achieve their highest aspiration of obtaining a bachelor's degree.”

–PETER J. TAYLOR
President, ECMC Foundation

\$10,000 – \$24,999

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DONOR SPOTLIGHT

SCHULTZ FAMILY FOUNDATION

The Schultz Family Foundation invests in innovative solutions to create opportunities for all young people to feel valued, engaged, and inspired—in their lives as well as in their communities. Since 2018, the Foundation has partnered with iMentor to close the opportunity

gap by harnessing the power of mentoring relationships to empower thousands of students on all post-secondary pathways—not just college—to achieve their potential.

“Mentors foster understanding, instill confidence, and connect young people to opportunities. We are proud of our partnership with iMentor to deepen and expand its program offerings for all students and their mentors, no matter where life after high school may take them. Our hope is that through this partnership, these young people build skills and social capital that enable them, their families, and their communities to prosper.”

—TYRA A. MARIANI
President, Schultz Family Foundation



2020 Public Support & Revenue

Foundation	\$6,395,092
Individual	3,418,210
Corporate	1,451,288
Special Events	4,312,171
School, District, & Partner Fees	1,848,899
Other Income	883,286
Strategic Capital Revenue	5,607,714
Total	\$23,916,660

Expenses

Program	\$17,917,854
Non-Program	5,629,402
Total	\$23,547,256

In 2018, iMentor launched a capital campaign to secure strategic capital funding to seed expansion and up-front investments for its current five-year strategic plan (2018-23). During the 2019-20 program year, iMentor used a total \$5.6M in strategic capital of these funds to cover the strategic plan initiatives.

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