IMPACT REPORT

A place to learn. A reason to stay.



What becomes possible when young people have consistent support, room to explore, and adults who show up.

A FICTIONAL NONPROFIT REPORT CONCEPT BY FolioWorksStudio

Consistency is a form of care.

A fictional leadership reflection on a year of learning, trust and practical support.

A student cannot benefit from a program they cannot reach. That simple idea shaped our year. We adjusted start times, coordinated rides and made more space for families to tell us what was getting in the way.

The result was not one dramatic moment. It was a steadier rhythm: more young people returning, more sessions attended and more opportunities to practice a skill until it felt possible.

Support works best when it becomes dependable.

Our fictional 2025 model served 480 students across four neighborhood sites. Learning Labs supported academic practice; Mentor Circles created space for trusted relationships; Summer Studio connected curiosity to making and doing.

We also kept the limits visible. Assessment results cover a matched group, not every student. Survey responses describe experience, not proof of causation. Sharing those distinctions is part of being accountable.

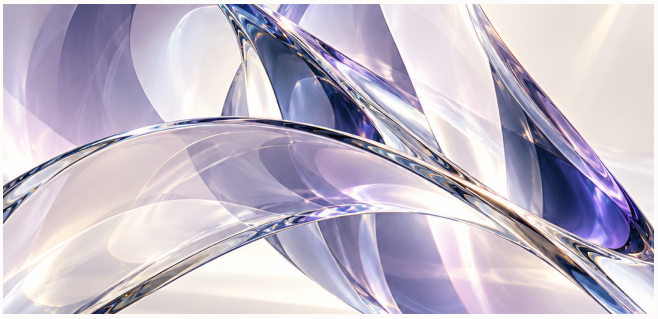
Concept note: this report was created to demonstrate editorial design and transparent nonprofit reporting. All organizations, activities and data are invented.

Small routines. Meaningful reach.

A single, deduplicated view of the young people and support in this fictional reporting year.

480

unique students served



18,400

hours of student participation

4

neighborhood learning sites

78%

average attendance rate

64

active volunteers

172

households at family workshops

What counts as reach

A student is included after attending at least one eligible program session in the calendar year. Students in more than one program are assigned to one primary program for the reach totals.

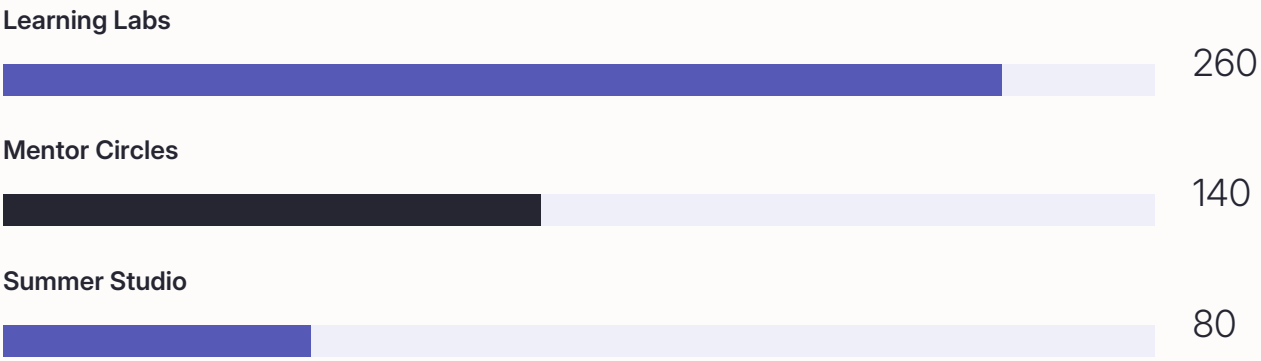
What counts as depth

Hours describe time spent participating, rather than sessions offered. Attendance compares eligible sessions attended with eligible sessions scheduled. Neither metric alone describes learning quality.

Fictional sources: H01 enrollment; H02 participation; H04 family engagement. Reporting period: January 1-December 31, 2025.

Three ways into learning.

Each program offers a different entry point. Shared routines connect the experience across sites.



Unique students by primary program. Total: 480. Scale: 0-300 students. Source: H01.

Learning Labs

Small groups build reading confidence and study routines through guided practice. Facilitators coordinate learning goals with students and keep an eye on consistency, not only test performance.

Mentor Circles

Regular group meetings give older students a place to discuss decisions, practice communication and connect with a dependable adult. Participation is voluntary and relationships develop over time.

Summer Studio

Project-based sessions keep learning social and hands-on. Students plan, build and revise work together, with time to share the process as well as the finished project.

Participation became steadier.

A six-point increase in attendance accompanied changes to schedules and transportation support.



Attendance rate: attended eligible sessions / scheduled eligible sessions. Scale: 0-100%. Source: H02. This comparison does not isolate the effect of any one change.

302

returning students in 2025

84%

of 360 eligible students returned

A more usable schedule

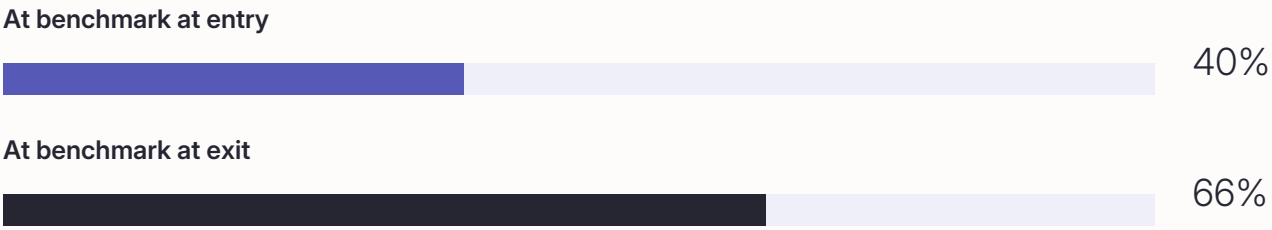
Sites tested later arrival windows and offered families a predictable weekly rhythm. A shared check-in process helped staff follow up when a student missed consecutive sessions.

A practical access response

Transportation support reached 116 students. Staff reviewed missed-session reasons at regular site meetings so barriers could be addressed before a student quietly disengaged.

Progress, with the denominator in view.

Reading results describe 210 students with both an entry and an exit assessment, out of 260 Learning Labs participants.



Matched group only: 84 of 210 at entry; 139 of 210 at exit. Whole-number percentages. Scale: 0-100%. Source: H03.

26 percentage points

The change in the share of the matched group reaching the program reading benchmark.

What this suggests

Students who completed both assessments showed encouraging progress during the program period. Staff use the results to adapt small-group instruction and identify areas needing more practice.

What it cannot prove

There is no comparison group. School instruction, maturation and other support may contribute. The 50 students without a matched assessment may have different experiences or outcomes.

Belonging makes room for the next step.

A fictional program vignette shows how Mentor Circles translates a broad goal into an everyday practice.

84% of 325 survey respondents agreed they had an adult here they could ask for help.

273 positive responses / 325 respondents. 400 students invited; 81% response rate. Source: H03. Self-reported experience; respondents may differ from nonrespondents.

ILLUSTRATIVE SCENE - NO REAL PERSON

A student arrives with a question about a school presentation. The mentor resists taking over. Together, they choose one thing to practice: opening with a clear first sentence. At the next circle, the student has a chance to try it again.

That scene is invented, but it explains the intended program logic. Repeated, low-pressure practice can make asking for help feel ordinary. The team tracks participation and asks students directly whether that support is visible to them.

The next measurement question

Do students who feel supported also participate more consistently? In the next reporting cycle, staff will examine that relationship without claiming that one causes the other.

Listening changed the shape of the day.

Family engagement is most useful when it changes a practical decision.

24
family workshops

386
total workshop visits

172
unique households

What families raised

In this fictional example, recurring feedback focused on pickup times, unclear reminders and the difficulty of attending a session while caring for another child. Staff treated those concerns as design inputs.

What the team changed

Workshops repeated key topics at different times. Reminders used plain language and consistent channels. Site teams explained what each session would cover before asking families to commit their time.

80%

of responding households said workshop times were convenient.

77 of 96 respondents; 172 households invited. The 56% response rate leaves meaningful uncertainty about families who did not reply.

Fictional source: H04. Visits count repeat attendance; households count each family once.

Reach is a map of responsibilities.

Neighborhood totals help the team ask where participation is strong and where access deserves closer attention.

Neighborhood	Students	Share
East Harbor	156	33%
North Point	124	26%
Mill District	112	23%
South Wharf	88	18%
Total	480	100%

Neighborhoods are fictional. Shares are rounded and sum to 100%. Students are assigned by home neighborhood. Source: H04.

11

home languages represented

74

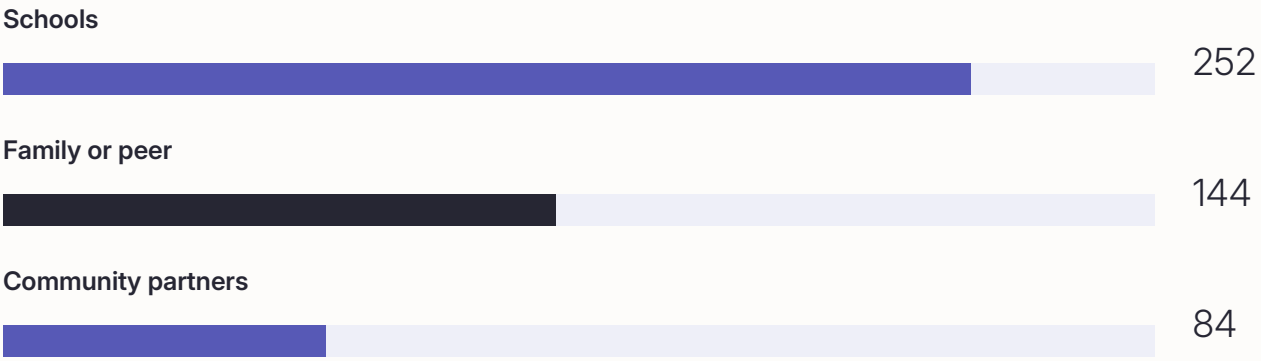
devices loaned to students

A question for the next year

Are families receiving invitations in a format they can use? The team will review the referral process with school and community partners, then track which changes improve access.

The first invitation matters.

Referrals show how trust travels through schools, families and community partners.



Primary referral source for 480 students. Each student is counted once. Scale: 0-300 students. Source: H04.

8

school partners

6

community partners

A clear handoff

Partners share a simple program description and an enrollment route. Families receive the same eligibility explanation regardless of where they first hear about the program.

A feedback loop

With appropriate family permission, staff coordinate around practical participation needs. The goal is to make the path into support easier to navigate and reduce repeated storytelling.

Dependable programs need supported people.

Staff and volunteers carry different responsibilities within one shared approach.

9.5
paid staff, full-time equivalent

64
active volunteers

2,240
volunteer service hours

Staff provide continuity

Site leads manage routines, coordinate learning support and make safeguarding decisions. Program time is protected by shared planning materials and regular peer reflection.

Volunteers add capacity

Volunteers support practice and projects within defined roles. They are oriented before working with students and have a staff contact for questions, concerns and escalation.

A PRACTICAL OPERATING RHYTHM

01 **Prepare**
Review activities, student needs and role boundaries.

02 **Reflect**
Name what worked and what needs a different approach.

03 **Respond**
Route concerns to the designated staff lead promptly.

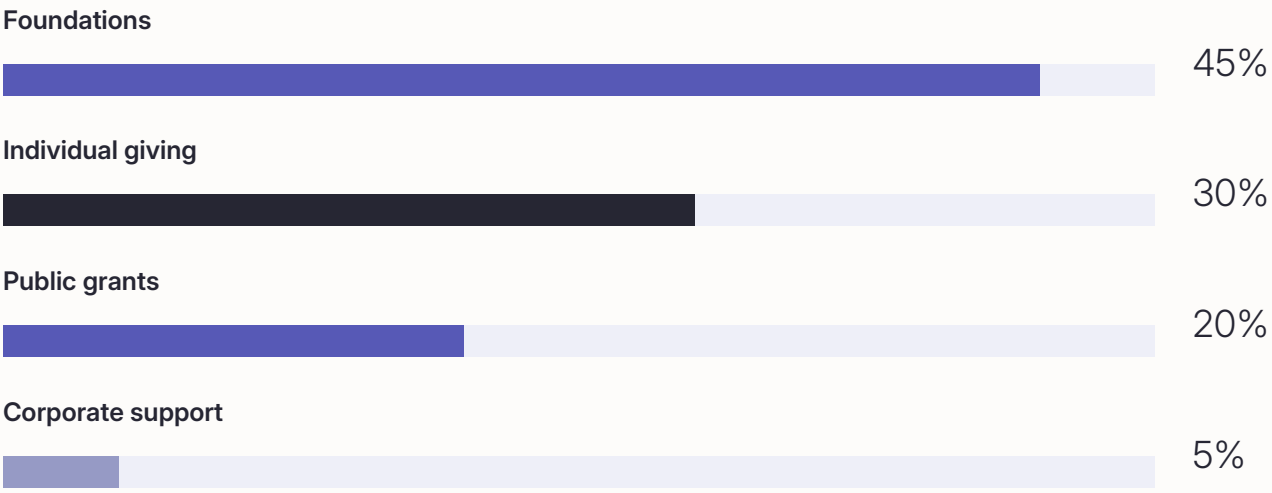
Fictional source: H02. FTE describes paid staffing; volunteer hours are reported separately.

Support from several sources.

A fictional financial model illustrates how a diverse funding mix supports a consistent program year.

$1,200,000

TOTAL REVENUE



Revenue amounts: $540,000; $360,000; $240,000; $60,000. Bar scale: $0-$600,000. Percentages show share of total revenue. Source: H05.

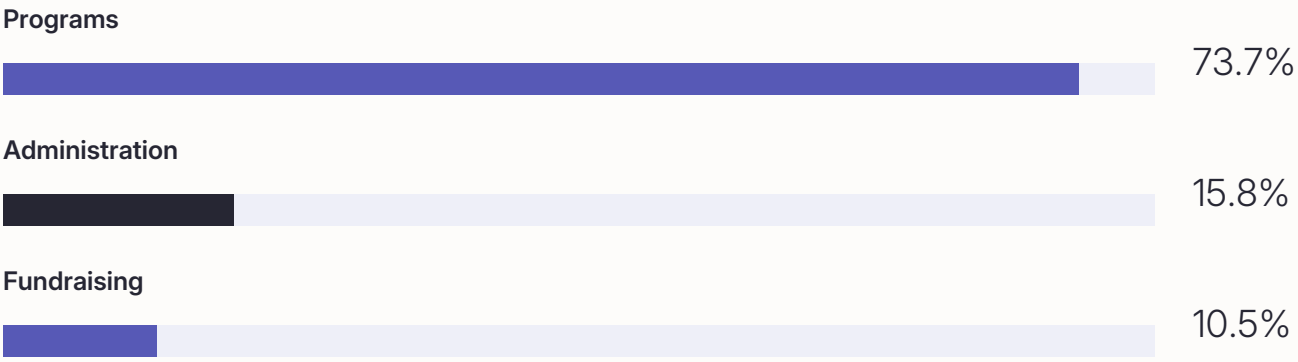
A planning implication

No single category provides a majority of revenue, but foundation funding remains the largest source. The next operating plan includes a broader recurring-giving base and careful grant renewal planning.

Illustrative management figures in U.S. dollars. Unaudited, simplified accrual model; not actual financial statements.

Invested in the program year.

Expenses reflect both direct delivery and the organization needed to make delivery reliable.



Expenses: $840,000 programs; $180,000 administration; $120,000 fundraising. Scale: $0-$900,000. Shares shown to one decimal. Source: H05.

Financial bridge	2025 USD
Total revenue	$1,200,000
Total expenses	$1,140,000
Operating surplus	$60,000
Opening net assets	$300,000
Closing net assets	$360,000

Closing net assets: $90,000 restricted and $270,000 unrestricted. Year-end cash: $310,000. Net assets are not the same as cash. Shared staff and occupancy are allocated across functions.

Illustrative, unaudited model. No other gains or losses are assumed in the net asset bridge.

Accountability is a practice.

A fictional governance model connects program decisions, financial oversight and participant wellbeing.

7

board members

4

board meetings during the year

Protecting young people

The model uses defined staff responsibilities, supervised volunteer roles and a clear escalation route. Two safeguarding refreshers reinforce expectations across sites. This concept does not certify legal compliance.

Stewarding resources

The board reviews the operating plan, monitors budget-to-actual results and discusses funding concentration. Restricted funds are tracked separately so spending aligns with the intended purpose.

Keeping information proportionate

Access to student information is limited to the role that needs it. The next plan includes a retention review and clearer explanations of how program data are used.

Naming the risks

Staff capacity, inconsistent attendance and grant renewal timing remain planning concerns. The team uses regular review points rather than treating a positive annual result as a permanent condition.

The next year starts with clearer commitments.

Illustrative 2026 targets are ambitions, not promised outcomes. Progress would be reviewed during the year.

Commitment	2025	2026 target
Students served	480	520
Average attendance	78%	80%
Matched reading coverage	81%	85%
Convenient workshop times	80%	85%
Transportation support	116	140

Matched reading coverage = matched assessments / Learning Labs participants. Convenience = positive responses / family survey respondents. Sources: H03, H04, H07.

Ownership and review

Program leadership owns attendance and assessment coverage. Site teams own family feedback and transport access. Finance leadership tests expansion against capacity and available resources.

An expansion within reach

The illustrative plan budgets $1.32 million in revenue and $1.28 million in expenses. Growth would depend on committed funding, staffing readiness and space at each site.

More access. The same promise of care.

A report is a promise to keep learning.

Thank you to the students, families, volunteers and supporters imagined in this concept. Their roles show the community behind the numbers.

HOW TO READ THIS SAMPLE

This is an entirely fictional nonprofit and an entirely fictional reporting year. It demonstrates the structure, visual design and level of disclosure a real impact report can use. No activity, result, relationship or financial figure is a claim about an actual organization.

SYNTHETIC SOURCE REGISTER

H01	Enrollment ledger	Pages 2-4, 9
H02	Participation and staffing logs	Pages 3, 5, 11
H03	Assessments and student surveys	Pages 6, 7, 15
H04	Access and family engagement	Pages 3, 5, 8-10, 15
H05	Management accounts	Pages 12-13
H06	Board and partner register	Pages 10, 14
H07	Illustrative operating plan	Page 15

The accompanying facts JSON contains all underlying fictional values, chart data, calculations and a page-by-page text audit. The HTML file is an editable version of the same report.

DESIGN CONCEPT / FolioWorksStudio