



# Impact Report

*A Year of Quality, Community of Practice*

February 2025 - January 2026

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## ABOUT THE 2025 COHORT

A *Year of OST Quality* was a 12-month Community of Practice designed to guide out-of-school time (OST) educators in **understanding and applying the Quality Standards for Virginia Out-of-School Time Programs**. From February 2025 through January 2026, the cohort would gather monthly for an hour and a half to examine one of the 10 standards. Members analyzed the relevance to their program context, and collaborated to share strategies and resources.

ACTIVE & ENGAGED LEARNING

PARTNERSHIPS & NETWORKING

INCLUSION & BELONGING

SUPPORT STUDENT SUCCESS

LEADERSHIP & STAFF DEVELOPMENT

RELATIONSHIPS

CONTINUOUS IMPROVEMENT

HEALTH & WELLBEING

SAFE ENVIRONMENTS

CHILD & YOUTH VOICE

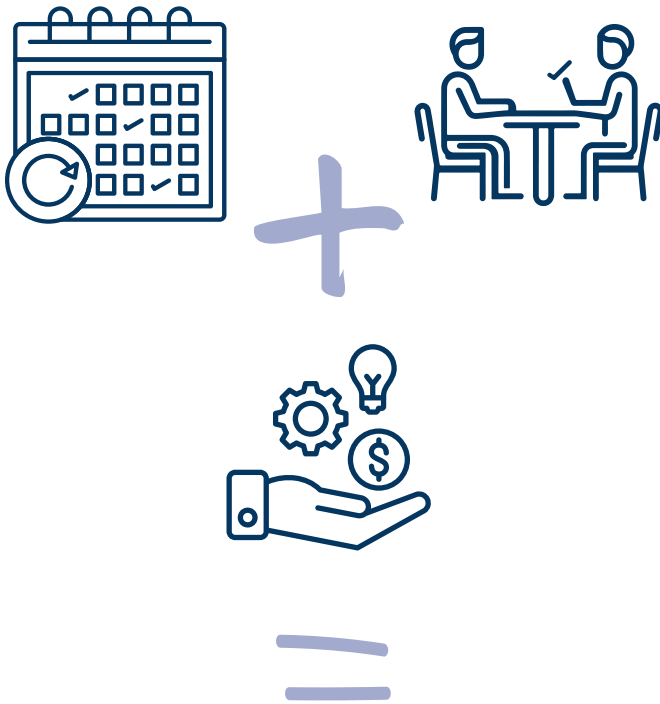


Participants committed to maximizing learning beyond the cohort by either **delivering professional development within their organizations or establishing SMART goals aligned to the Quality Standards**. To support this work, participants **received facilitator guides, slide decks, and implementation resources** for all 10 standards.

## ABOUT THE 2025 COHORT

Through **monthly cohort convenings, resources, and one-on-one support**, members identified SMART Goals and implemented professional development at their program sites. The Community of Practice extended its impact beyond the cohort and strengthened program quality across Virginia.

THE FORMULA IS  
SIMPLE:



SMART GOALS &  
PROFESSIONAL DEVELOPMENT

### What are Quality Standards, and Why Do They Matter?

The Quality Standards for Virginia Out-of-School Time Programs describe 10 major components of impactful afterschool and summer learning programs. They establish a unified understanding of out-of-school time program quality among a diverse set of provider types, including schools, parks and rec, and community-based organizations across Virginia. The quality of any given program, rather than supervision, is the determining factor in producing positive results for children and youth.\* Therefore, professional development and support resources on the Quality Standards are critical to building a workforce prepared to meet the needs of today's children, youth, and families.

# MEMBERS

The cohort was a true reflection of the OST community in Virginia, with members from across **all regions**. They oversee or operate OST programs in diverse settings, such as **community-based organizations, school-based programs, and intermediary organizations**, and serve **all age groups** from elementary through high school.

After completing the Community of Practice, **100% of cohort members reported high levels of confidence** in understanding and applying the Quality Standards to their work.

## Participating Organizations Include:

- [AHC \(Affordable Homes and Communities\)](#)
- [Arlington Public Schools, Extended Day Program](#)
- [Chrysalis Development Group](#)
- [Communities in Schools: Appalachian Highlands](#)
- [Hampton City Public Schools, Beyond School Hours](#)
- [Hampton Healthy Families, School Age Programs](#)
- [Henrico County Public Schools](#)
- [Horizons Hampton Roads](#)
- [McClean Community Center](#)
- [Newport News Parks and Recreation](#)
- [NextUp RVA](#)
- [On the Road Collaborative](#)
- [Peter Paul Development Center](#)
- [Piedmont Family YMCA](#)
- [R.E.A.L Girlz](#)



AFFORDABLE HOMES & COMMUNITIES



Arlington Public Schools



**Beyond School Hours Program**  
*Expanding Horizons After School*



## VALUE OF THE COMMUNITY OF PRACTICE MODEL

While OST is a broad field, opportunities for professionals to network and learn from one another are limited, resulting in an often siloed workforce. By far, cohort members found the peer exchange and cross-program dialogue to be the most valuable aspects of the experience. In an exit survey, **all participants** said they would recommend the cohort to other OST professionals.

*It's not often that I have the opportunity to connect with other service providers and learn from them. It was great learning about their approaches and seeing how they use or envision incorporating the standards.*

- Cohort Member

*The Community of Practice provided practical tools and strategies I could immediately apply to improve program quality and staff support, while also offering a supportive space to reflect, problem-solve, and grow as a leader.*

- Cohort Member

## PUTTING PROFESSIONAL LEARNING INTO PRACTICE

A core goal of the Community of Practice was to build internal capacity within programs. Cohort members are committed to sharing learning within their organizations. This looks like applying the standards to program design, staff training, and organizational planning.

*While I was familiar with the Quality Standards on paper, discussing them with this group brought them to life. Hearing how different programs interpret and implement these benchmarks gave me a much clearer roadmap for elevating the quality of our own programming.*

- Cohort Member

This hybrid of a community of practice and train-the-trainer approach extends the impact of the cohort well beyond the 15 participants.

Number of Educators Served in the COP:

**15**

Estimated Staff Reached:

**558**

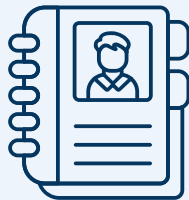
## PUTTING PROFESSIONAL LEARNING INTO PRACTICE

The monthly cohort meetings were just one component of the program. VPOST delivered additional materials and support to ensure members were set up for success.

### Resources Included:



**One-on-One  
Support Meetings**



**Cohort Member  
Directory**



**Library of Shared  
Resources**



**\$250 Gift Cards  
for Successful  
Completion**



**Open-source, customizable  
facilitator guides &  
presentation slide decks**

As well as open-source, customizable facilitator guides for all 10 Quality Standards, **amounting to over 10 hours of professional development curriculum** for the staff of the cohort members

## IMPACT ON YOUTH

Out-of-school-time programs play a significant role in the education and care of school-aged children. Yet, systemic supports and investments in this workforce are fragmented and limited. This has real impacts on students who attend an OST program, as **the quality of the program is the determining factor in producing positive results\***. Ongoing professional learning aligned to the Quality Standards ensures the workforce has the knowledge, skills, and attitudes to implement impactful youth programs.

### LET'S BREAK IT DOWN:



Age Groups Impacted:  
**Elementary, Middle, and High School**

Percentage of Youth Coming from Economically Disadvantaged Households:

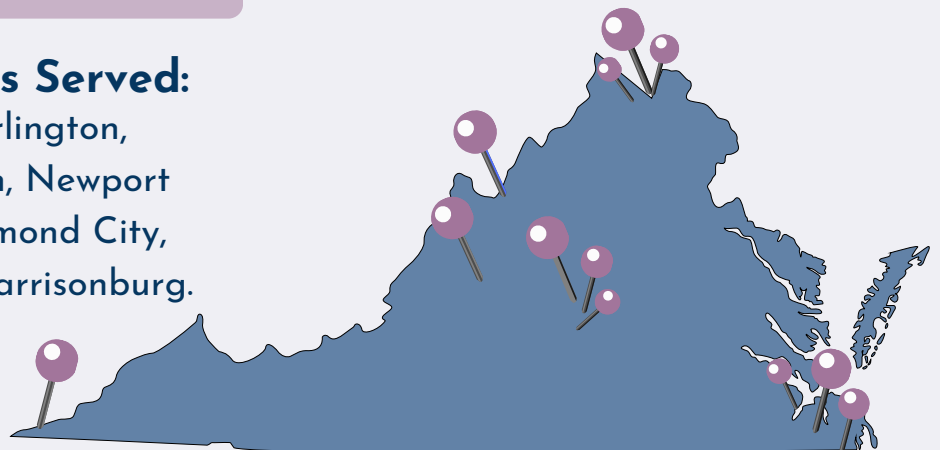
**84%**

Estimated Number of Youth Impacted:

**6,637**

### Counties & Communities Served:

Appalachian Highlands, Arlington, Alexandria, Fairfax, Hampton, Newport News, Norfolk, Henrico, Richmond City, Chesterfield, Charlottesville, Harrisonburg.



## CONCLUSION

A *Year of OST* provided educators across Virginia with **accessible, scalable professional learning** that broke down barriers to delivering high-quality learning experiences for children and youth outside the traditional classroom.

Through sustained collaborative learning and practical implementation support, participants increased their confidence, initiated quality-improvement actions, and committed to extending their learning within their organizations.

The Community of Practice equipped educators to deliver consistent, high-quality OST experiences for children and youth in Virginia.

# THANK YOU!

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