

Date of Meeting: April 18, 2023

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**BOARD OF SUPERVISORS
BUSINESS MEETING
INFORMATION ITEM**

SUBJECT: **Advisory Commission on Youth – Loudoun Youth Update
2023**

2011 ELECTION DISTRICT(S): Countywide

2022 ELECTION DISTRICT(S): Countywide

CRITICAL ACTION DATE: At the pleasure of the Board

STAFF CONTACT(S): Steve Torpy, Parks, Recreation and Community Services

PURPOSE: Advisory Commission on Youth (ACOY) representatives and Youth Advisory Council (YAC) representatives will update the Board of Supervisors (Board) on the status of Loudoun youth.

BACKGROUND: The Department of Parks, Recreation and Community Services (PRCS) recognizes that the Board is committed to supporting a high quality of life for Loudoun County youth. ACOY helps meet this charge as a citizen group informing the Board. YAC builds youth programming and works hand in hand with ACOY.

Each year ACOY reviews all relevant youth data, assesses changes, and reports to the Board what is working well and what challenges exist for Loudoun County's youth. This item allows ACOY and YAC representatives to provide an annual update to the Board on the status of Loudoun County youth and the programs and resources which best support their development. The briefing (Attachment #1) highlights data in the following areas:

- Safe places for Loudoun youth
- Mental health support for Loudoun youth
- Drug prevention programs and interventions in middle schools
- Training for screening, intervening, and referral to counseling for substance use issues
- Support for the more diverse Loudoun youth population

ACOY will also make recommendations to the Board in response to the identified findings.

ISSUES: There are no issues identified with this item.

FISCAL IMPACT: There is no fiscal impact associated with this item.

ATTACHMENT(S)

1. Advisory Commission on Youth Presentation



2023



Prepared by the Loudoun County
Advisory Commission on Youth

April 2023

State of the Youth of Loudoun County

To the Board of Supervisors

Thank you for the opportunity to advise the Loudoun County Board of Supervisors (Board) and serve the youth of Loudoun County. The Advisory Commission on Youth (ACOY) considers the health and connectedness of all of Loudoun's 126,039 (estimate of 2021 population from the 2020 census) youth from age 4 to age 22. We gather as representatives from each Board Member's district and liaisons from Loudoun County Public Schools (LCPS), the Loudoun County Sheriff's Office (LCSO), Loudoun County Public Libraries (LCPL), the Loudoun County Juvenile Court Services Unit (JCSU) the Loudoun County Department of Family Services (DFS), the Loudoun County Department of Mental Health Substance Abuse and Developmental Services, Loudoun Youth, Inc (LYI), and the Youth Advisory Council (YAC). Our sponsor organization is the Loudoun County Department of Parks, Recreation and Community Services (PRCS). All research and surveys are done in part with commission member time.

This year was particularly busy and challenging, marked by the first full year of normal operations of our schools, post COVID-19. ACOY took on an ambitious survey of Loudoun parents and youth designed to validate or mark change from our last youth survey in 2016. What we found was telling. The survey was active from October 24, 2022, to December 2, 2022, and sought participation from youth ages 13-22 and their parents or guardians.

ACOEY's mission includes the YouthNet initiative, a project designed to collect data and statistics to inform youth policy. We expanded our group's work, joining when invited to the joint committee meetings with the Board of Supervisors and the Loudoun County School Board (LCSB). We provided additional data analysis and recommendations to the LCSB based on their surveys of teachers and students. And as always, we have compiled an annual report for you to have the information you need to make decisions and policies for the benefit of Loudoun's youth. The report provides public data and analysis. We are volunteers appointed by the Board, and while many of our recommendations impact other Loudoun County government branches, we are only a committed group of volunteers serving the Board. It is up to the Board to use this information as they see fit and advise other government branches under their authority.

Key Recommendations:

Provide Safe Places for Loudoun Youth

- **Provide information on programming space** for County and LCPS recognized youth-run programs.
- Provide a line item for **\$10,000 youth service mini-grant** (\$1,000 each) program to encourage youth to solve problems facing Loudoun youth.
- Fund **After Hours Teen Centers** making them permanently available to all of Loudoun's youth, virtually and in person.
- **Expand hours of libraries on Fridays and Saturdays** till 10 p.m.
- **Upgrade all LCPL gaming systems** to the most current version to include projectors.
- **Subsidize admission for students to attend home games** and sporting events at their high school.

Provide Mental Health Support to Loudoun Youth

- Improve **recruitment and retention of County mental health professionals** to achieve target staffing levels to include:
 - **Special pay rates** for in demand mental health professionals.
 - Programs for **students who commit to the field**, including incentives such as student loan relief.
 - **Innovative points of entry into the profession from college internships.**
- **Incentives for private practices to locate in Loudoun**, including low-cost leases for private mental health providers.
- Funding to train staff and volunteers that interact with Loudoun's youth, such as coaches, on **Screening, Intervening and Referral to Counseling** for mental health issues.
- Expand programming that addresses **stress management for teens** and their families.
- **Increase funding for suicide prevention, crisis intervention, and postvention** when an event occurs. (Postvention refers to efforts to reduce risk of self-harm by others affected and promote healing after a suicide death.)

- Develop a **new anti-bullying social media program, like the “see something, say something” program** that allows swift follow up to reported bullying actions with screenshots of social media bullying.
- **Provide training** to youth serving organizations **on recognizing and stopping bullying**, potentially expanding on LCPS and MHSADS training models.

Help Loudoun Youth Stay Off Drugs and Alcohol

- Leverage what research tells us about middle school influencers, **adding drug prevention programs and interventions in all middle schools, delivered by high school students.**
- Train Loudoun school and County staff that have contact with students on **Screening, Intervening and Referral to Counseling** for substance use issues.
- **Prohibit youth focused packaging** and advertising at Loudoun vape shops.
- Consider a **moratorium on new vape shops.**

Support the More Diverse Loudoun Youth Population

- **Fund a community based task force** that partners directly with LCPS and Loudoun County courts to identify barriers, enhance resources, and improve engagement for students who are chronically absent.
- **Work with Loudoun County court system, in collaboration with LCPS,** to ensure parents referred to the court system are held accountable and required to comply with **compulsory attendance laws and the code of Virginia.**
- Collaborate with LCPS to **identify and fund expansion of alternative high school options.**
- Continue support of **programs such as CAMPUS and EDGE** to promote college opportunities to underserved students.

The following report offers current data for Loudoun's youth and offers the Board practical and affordable solutions to each problem presented. In most cases, solutions are inexpensive and do not require more than a commitment to reshape existing programming and resources for our youth. In many cases, the Board has offered written and verbal support, but the solutions are not funded.

The research for this report, data analysis, meetings to vet proposals, and other costs are contributed by the volunteer commission members. If you have questions or feedback about the presented data or recommendations, please contact ACOY Vice Chair, Mr. Michael Reles at mreles@comcast.net or ACOY Chair, Dr. Jeffrey Goldman at jeff@ieee.org.

Loudoun Youth Are Accomplished

Loudoun youth do amazing things. They lead in arts and entertainment. They excel in sports. They start businesses and serve others. Below are a few examples from 2022.



After receiving 41 nominations, Loudoun County Public Schools theatre productions brought home four top awards recently at the Cappies of the National Capitol Area's 22nd annual gala, which was held at the Kennedy Center in Washington, D.C.



Charlie Cook is a senior at Lightridge HS, and his band, *The Knuckleheads* were previous Loudoun Battle of the Bands winners. He has recently started a new band called *Nuclear Deathcount* or *NDC* where he is the lead guitarist and vocalist. He started the group with some friends seeking to create a more active and entertaining band. Influenced by '80s era heavy metal bands like *Iron Maiden*, *Megadeth*, and *Anthrax*, Charlie strives to write some of the thrashiest guitar riffs you'll ever hear. *NDC* recently recorded its first album and tours the region when the boys are out of school. In 2022, *NDC* was asked to be the opening act for '80s rockers *Slaughter* at the Tally Ho Theater in Leesburg. Since opening for *Slaughter*, *NDC* shows are listed through Ticketmaster. If you like your music on the heavier side, keep your eyes out for shows in the area and support our local boys with *NDC*.



Kailee Horvath, a volunteer firefighter and EMT in Loudoun County and a nursing student at Marymount University in Arlington was named Miss Virginia USA 2022. At age 17 while still a Broad Run High School student, Kailee joined the Ashburn Volunteer Fire and Rescue Department and started working toward becoming an emergency medical technician. She went on to complete fire school and is now a volunteer firefighter and EMT in Ashburn, alongside her dad and brother.



The Virginia State Golf Association has selected Brambleton teen **Julie Shin** as its 2021 Junior Girls Golfer of the Year. Shin, a senior at Independence High School, won her first American Junior Golf Association Tournament Championship and claimed honors at the Virginia High School League Class 5 state tournament in 2021.

Julie lettered in golf and served as captain of her high school team at Independence High School, helping the team win Virginia High School League (VHSL) team championships in 2020 and 2021. Individually, she is the 2021 VHSL Division 5 Player of the Year and runner-up at the 2021 VHSL Girls' Open Championship, earning the Virginia State Golf Association (VSGA) Girls' Player of the Year.



Alana Andrews, 19, a resident of Sterling, has always been self-motivated and interested in business. The Potomac Falls High School graduate has launched the new sports drink SWEY, written 14 books, recorded a song on iTunes, and launched So Positive Initiative (SPI) to build self-esteem and confidence in elementary students as they matriculate to middle school. She is a freshman at The Wharton School at the University of Pennsylvania, working toward earning a Bachelor of Science degree in economics.



Marcus Steven Hernández-Marquéz with his mom Alba Marquéz

Marcus Steven Hernández-Marquéz's early education took place in a mud shed in rural El Salvador. He was 10 years old when he moved to the United States, quickly learning English, and excelling academically. Once enrolled at Loudoun's Potomac Falls High School, he performed well in his honors and AP courses, but struggled to imagine how he and his hard-working single mom — who herself had no secondary education — could afford college tuition. Although he was a legal resident, he thought only citizens could qualify for scholarships.

While most of his classmates spent senior year studying remotely, submitting college applications and competing for scholarships, Marcus juggled a full-time job along with his studies. He saved much of what he earned. Despite receiving a National Honor Society medal and graduating at the top of his class in 2021, he didn't apply to college. Focusing instead on working and saving. A year later, he became a naturalized U.S. citizen and had enough funds to cover tuition at NOVA. His stellar performance last fall prompted a counselor to encourage him to apply for a scholarship, which he won. The 20-year-old recently applied for a transfer to George Mason University where he will enter as a full-time student in fall 2023.

A Data Driven Approach to Advising the Board of Supervisors

ACOY takes advising the Board seriously. We seek to make informed recommendations using current and reliable data for Loudoun County. Where data does not exist, we survey parents and youth. Data sets are brought to the commission so we can craft thoughtful, actionable recommendations for the Board. Below is the data-driven approach we used.

Loudoun Youth Survey 2022

As part of a follow-on recommendation from the 2019 YouthNet process, ACOY established a special YouthNet subcommittee in early 2021. One of the subcommittee's critical goals was to lead a survey development effort and conduct a countywide youth needs survey. The survey was active from October 24, 2022, to December 2, 2022, and sought participation from youth ages 13-22 and their parents or guardians. The survey expanded upon those used in the previous 2019 YouthNet process. It consisted of 25 questions covering four topic areas: Activities and Interests, Drug and Alcohol Use, Mental Health and Stress Management, Online Access, and Activity.

YouthNet Process/Youth Forum 2019

In 2019, a consultative process was initiated to address issues arising from changing demographics, the disparate needs of local areas, and unique youth challenges that emerged in Loudoun over the last two decades. The process came to be known as the YouthNet Initiative and was created to strengthen the service programming and engagement of youth, parents, and providers to address the needs of the youth in Loudoun County. The project ran from March 2019 to November 2019, targeting youth ages 4 to 22, and the results of the process were summarized in a report delivered in early 2020.

Loudoun Youth Survey 2016

In 2016, ACOY conducted a survey of Loudoun students. Students completed an anonymous survey that included questions designed around risk and protective factors which ACOY felt were most indicative of success or trouble for Loudoun youth. Questions focused on youth perception of harm, availability of alcohol and illicit substances, areas of greatest stress, bullying, and availability of safe afterschool spaces.

Loudoun County Public Schools' Middle School and High School Climate Surveys

The Virginia School Survey of Climate was administered in schools emphasizing high schools and middle schools in alternate years. The Virginia Department of Education (VDOE) and the Virginia Department of Criminal Justice Services (DCJS) partnered to conduct this administration. The Virginia School Survey is a tool for division leaders and principals to monitor and ensure all

students and staff have access to a healthy and positive environment in which to learn, work, interact, and grow regardless of the educational setting.

Key Indicator Data for Loudoun Youth

Each year ACOY tracks key leading and trailing indicators of Loudoun youth characteristics and connectedness. These are used because they are reliable and reported regularly. They are commonly known indicators, and they are illustrative of the changes happening in Loudoun County. These include:

- Loudoun US Census data with demographics
- Loudoun school enrollment data with demographics
- Loudoun on time graduation rates – overall and by ethnicity
- Loudoun graduation rate by school
- Loudoun dropout rates – overall and by ethnicity
- Loudoun school incident data
- Loudoun juvenile justice incident data
- Loudoun school chronic absenteeism – overall and by ethnicity
- Loudoun library hours of operation, teen center, and after-hours programming
- Loudoun overdose deaths count
- Loudoun emergency room visits for self-harm or suicide

Risk and Protective Factors

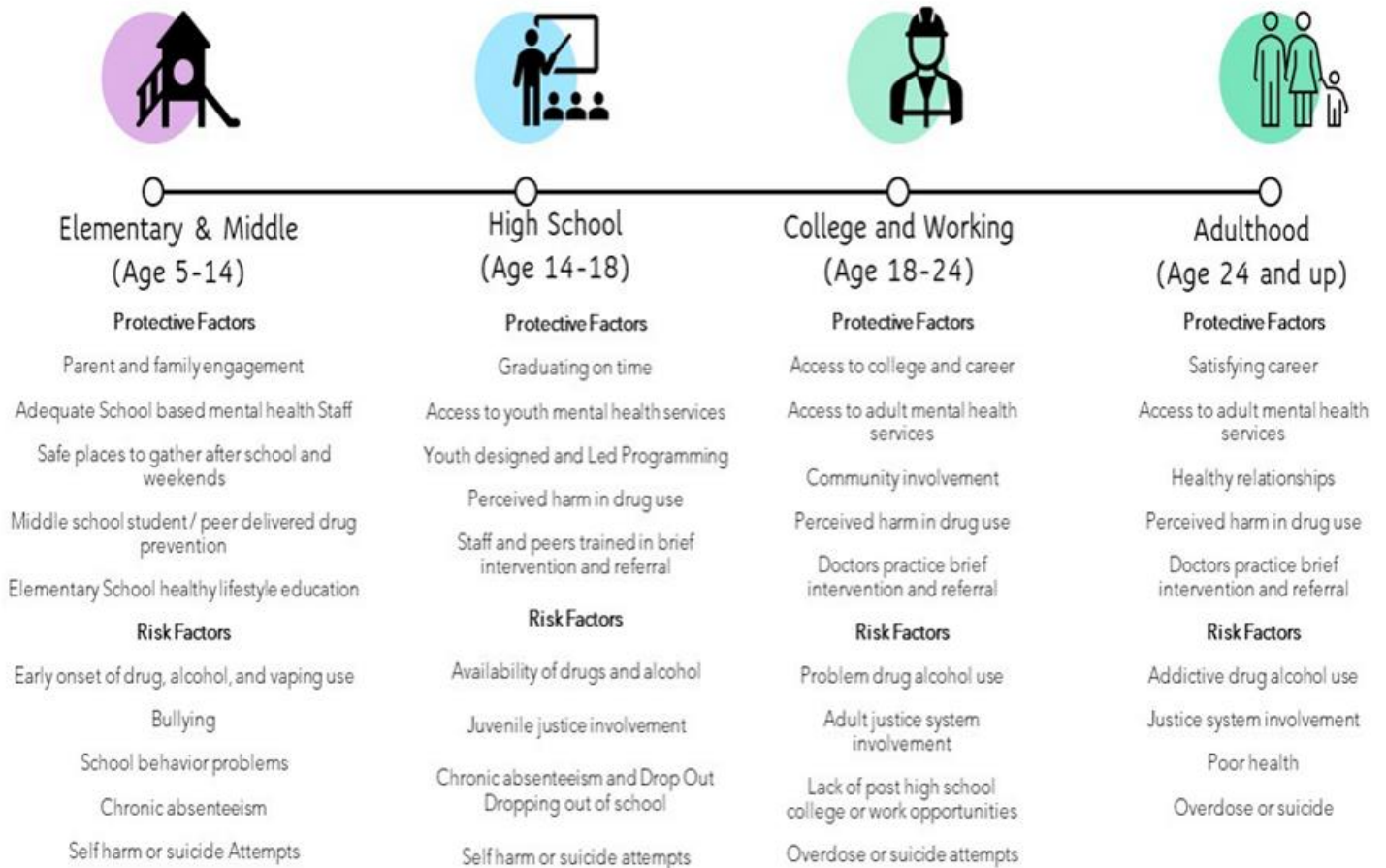
Youth health and connectedness can be best helped by reducing the risk factors Loudoun youth face and surrounding our youth with as many protective factors as possible.

Risk factors are personal traits, characteristics of the environment, or conditions in the family, school, or community that are linked to youth's likelihood of engaging in problem behaviors.

Protective factors are those characteristics of the child, family, and wider environment that reduce the likelihood of adversity leading to negative child outcomes and behaviors.

For Loudoun youth, risk and protective factors present themselves throughout the youth's journey to adulthood, as shown below. The report is organized around these factors and provides easy actionable recommendations the Board may choose to implement.

LOUDOUN YOUTH HEALTHY GROWTH TIMELINE



Loudoun Youth Designed and Led Activities (Protective Factor)

Loudoun is rich with youth-designed and led activities. As young people build their knowledge, skills, and abilities to change the world, they should have positive, purposeful opportunities to give back to their communities and further develop as leaders who impact constructive change. Youth-led programs are opportunities created by individuals and organizations where youth lead planning, decision-making, facilitation, reflection, and evaluation of issues that matter to them. In youth/adult partnerships, adults can act in supportive and engaging ways while allowing Loudoun's youth to maintain the lead, direction, and authority.

The Loudoun Youth Advisory Council (YAC) is a student-led organization of highly motivated teens who reside in Loudoun County. As a leadership development, community service, and civic engagement program, mentoring is provided by the PRCS youth initiative and teen services specialists and Loudoun Youth, Inc.

YAC meets twice a month throughout the school year to work on special events and community service projects for their peers. YAC and Loudoun Youth, Inc. collaborate to host the Step-Up Loudoun Youth Competition and Battle of the Bands.



YAC also offers:

- **TEDEd**, a program that teaches teens how to give a TED talk. This program is teen-led with an adult supervisor.

Battle of the Bands, an annual competition for middle and high school musicians and vocalists consisting of three initial battles and a grand finale.

- **Novel Expressions Art Contest**, a partnership with the Loudoun County Public library and their summer reading program. YAC judges the submission of middle school and high school participants. Top winners are announced at a Gala.

- **eSports Tournaments**, a tournament-style gaming program in partnership with Dulles South Recreation and Community Center. These events are streamed live via Twitch.
- **Whatever Wednesdays**, a program where teens gather to play games and talk about a topic weekly, streamed on Twitch. This is also a partnership with Dulles South.
- **Improv Fest**, an event for improv teams for the high school age group. At this event, teens participate in workshops and a show for their fans.
- **Blood Drives**, a YAC-selected community service project. Every eight weeks, YAC hosts the American Red Cross for a blood drive.
- **Forward Turn**, a partnership program with the Community Foundation for Loudoun and Northern Fauquier Counties as a grantmaking program for local teen nonprofits.
- **Youth in Government Day**, an opportunity for high school students to learn about local government. Students meet with the Board of Supervisors and participate in leadership activities.
- **Website Design Contest**, a competition for high schoolers to submit a website they have designed focused on STEM or Humanities. Participants present their designs for a variety of prizes.
- **Middle and High School Leadership Retreats**, a partnership with Morven Park Center for Civic Impact and PRCS. Summer programs are offered for both middle and high school students.

Loudoun Youth, Inc. Continues to Provide Innovative Programs Across the County

Since 2005, Loudoun Youth, Inc. (LYI), a local nonprofit, has been one of our county's primary providers of youth programs. In addition to partnering with YAC on the Battle of the Bands, LYI runs many innovative and well received programs including:

- **Step Up Loudoun Youth Competition**: Working alone or in groups, youth use their creativity, curiosity, and resourcefulness to develop and implement plans to address community problems. Prizes are awarded to the competition's winners.
- **Claude Moore Community Builders**: A 10-month program focused on community service and leadership development where youth are matched with volunteer internships at nonprofits, volunteer with peers at special events, and attend trainings on leadership, team building, mental health, conflict resolution, etc.

- **Loudoun Youth Leadership Program:** Youth develop leadership, communication, and team-building skills through interactive visits with business, government, nonprofit, and community leaders; collaborate with peers on group projects; and gain insight into a variety of careers.

Challenges for Youth-Led Programs

Cost is a barrier for youth-led volunteer organizations and impacts their ability to operate. Unfortunately, youth don't have access to the same meeting spaces that adult groups have. They are ill-equipped to negotiate and secure County space and have limited or no funds to pay for the various costs required to clean or rent facilities.

Recommendations:

- **Provide information on programming space** for County and LCPS recognized youth-run programs.
- Provide a line item of **\$10,000 for youth service mini grants** (\$1,000 each) to encourage youth to solve problems facing Loudoun youth.

Loudoun Youth Safe Places to Gather After School and Weekends (Protective Factor)

The library is no longer simply a quiet place to connect to physical content. It is instead a place, physical and virtual, to learn how to connect and use resources of all types from physical books to apps to experts in a local, regional, or national community. It is a kitchen for “mixing resources” to empower teens to build skills, develop understanding, create, share, and overcome adversity.

Whether it is obvious or not, ever since computers entered library spaces, public and school libraries have been on a precipice of change. It was not entirely possible to envision what that change would look like during the early stages of library-based tech, but as technology in all libraries changed from “dumb terminals” available to customers for searching a catalog, to computers connected to the Internet, to e-content and mobile devices, the role of the library in the community has shifted. A central part of that shift is how library staff working with teens effectively serve the age group. Teens—many of whom have at their fingertips information and resources that just 25 years ago were only available in physical library spaces—need widely different types of service, access, collections, space, and staff than ever before.

The research is undisputed:

- Approximately 14 million middle and high school students are on their own after school.
- 8 in 10 Americans want all children and teens to have some type of organized activity or safe place to go after school.
- The hours afterschool are the peak hours for juvenile crime and experimentation with drugs and alcohol.
- There are more public libraries in the U.S.A. than McDonald’s restaurants or Starbucks.
- Students make 1.3 billion visits to school libraries each year, about the same as nationwide attendance at movie theaters.¹

¹ http://www.afterschoolalliance.org/documents/2012/Essentials_4_20_12_FINAL.pdf

Expand Loudoun County Public Libraries to Provide Safe Places for Teens to Gather

Loudoun created a model that works at the Cascades Library but has not expanded the same to libraries across the county. The *After-Hours Teen Center* is held at Cascades Library every Friday from 6 to 9 p.m. Students ages 12 through Grade 12 are invited to enjoy crafts, computers, and games with friends, plus a special activity each week. This free space and time are characterized by:

- No cost and no barriers to access.
- Freedom to play as they wish, enjoy activities – or not – and move about in a teen center atmosphere.



The table below shows the status of Loudoun libraries as a place for youth to gather on Friday and Saturday, after school and evenings. Six of nine libraries close at 5 p.m. Three of nine stay open until 9 p.m., but only one operates as a teen center. Teens in western Loudoun are especially affected since they have fewer options and fewer places to go.

Loudoun Libraries Offering Teen Centers and After-Hours Teen Centers

Library		Location Served	Teen Center Area	Close Time Friday and Saturday	After Hours Teen Center
Ashburn		Ashburn	Yes	5 p.m.	No
Brambleton		Brambleton	Yes	9 p.m.	No
Cascades		Potomac Falls	Yes	9 p.m.	Yes
Gum Spring		Stone Ridge	Yes	5 p.m.	No
Lovettsville		Lovettsville	Yes	5 p.m.	No
Middleburg		Middleburg	Yes	5 p.m.	No
Purcellville		Purcellville	Yes	5 p.m.	No
Rust		Leesburg	Yes	5 p.m.	No
Sterling		Sterling	Yes	9 p.m.	No

Source: Loudoun County: <https://library.loudoun.gov/Kids-Teens/Just-for-Teens/Your-Libraries>

Library programs are well attended with recent attendance of up to 120 teens in a night, 400 or more in a month, and over 5,000 in a year. While this is free and open space, the library offers content to prompt healthy interactions including:

- **Dungeons & Dragons (D&D) and Collaborative Storytelling Games**

These games encourage socializing with peers, problem solving, and teamwork. [Many studies](#) have emerged demonstrating the social and mental health benefits of these games, and the library provides a safe and welcoming space where teens can learn how to play, find peers to play with, and develop their stories. The library has clubs at six branches, each running at least once a month, with some running every week. The clubs also introduce teen spaces and library staff to youth and provide another place for them to feel comfortable. Many D&D players go on to attend other programs and use teen spaces to safely meet with friends and find community.

- **Smash Brothers Tournament and Video Game Spaces**

Video games are a major draw for teens but are also very expensive. Current gaming consoles can cost as much as \$500 or more, not including the games themselves, a major barrier for many families. The library provides game rooms at five branches where games can be played anytime during open hours and on designated game nights at other branches. Every year, LCPL hosts a county-wide Smash Bros. Tournament with qualifying rounds at every branch and a championship round at After Hours Teen Center. This is a great tool to promote the video game spaces and introduce them to new teens. This again

provides a welcoming and engaging environment where teens can form relationships with peers in a safe space.

The teen programs at the libraries are well received. Consider the total teen attendance for 2022 at the libraries offering after hours programming and teen nights:

- Cascades AHTC total attendance - 1857 teens
- Sterling Library Teen Friday nights - 430 teens*
- Brambleton Library Teen Friday nights - 1901 teens*

*These numbers only reflect the number of teens attending programs. As Sterling and Brambleton are fully open until 9 p.m., it does not necessarily reflect the numbers of teens physically in the building at that time.

Recommendations:

1. Fund **after hours teen centers** to be available on a permanent basis to all of Loudoun's youth, both virtually and in person.
2. **Expand hours of libraries on Fridays and Saturdays** to 10 p.m.
3. **Upgrade all library gaming systems** to the current versions, with projectors.
4. **Subsidize admission for students to attend home games** and sporting events at their high school.

Self-Harm and Suicide Attempts – Loudoun Youth (Risk Factor)

Behavioral Health Issues (Risk Factor)

Self-harm emergency department (ED) visits and non-fatal self-harm hospitalizations are increasing. There is not a comparable increase in suicides among youth 9-18 years in Virginia. Self-harm, or self-injury, is anything that a person does with the intent to hurt or cause an injury to themselves, including death. Suicidal ideation is where a person may have suicidal thoughts or ideas. Suicidal ideation and self-harm are risk factors that may lead to suicide. Suicide is defined as death caused by injuring oneself with the intent to die. Suicide was the second leading cause of death in youth aged 9-18 years in Virginia from 2016 to 2021.²

In 2019, 22% of Virginia middle school students and 16% of high school students who took part in the state-sponsored Youth Risk Behavior Surveillance Survey reported seriously considering suicide; 9% of middle school students and 7% of high school students reported attempting suicide. Trends in reported suicidal ideation and suicide attempts have continually increased over time in Virginia, mirroring national findings. Bringing these statistics home to Loudoun, data from ACOY's 2022 Youth Survey further validates the issue.

The survey which provided anonymous participation to youth, resulted in **14%** of youth respondents acknowledging having suicidal thoughts over the last 12 months. To quantify the impact, we extrapolated this statistic using LCPS enrollment data for youth in the age range of the survey which reveals potentially **5,463** youth impacted. The American Academy of Child and Adolescent Psychiatry identifies feelings of stress, self-doubt, and pressure to succeed as major risk factors in teen suicide. As a correlation to these risk factors, **59%** of youth surveyed in the ACOY 2022 Youth Survey indicated difficulty managing stress. The impact countywide, once again extrapolated using LCPS enrollment data, equates to **23,714** Loudoun youth struggling with stress management. The statistics, whether national, state, or local, clearly demonstrate that risk factors for suicide and suicidal ideation are severe problems impacting the lives of youth in Loudoun.

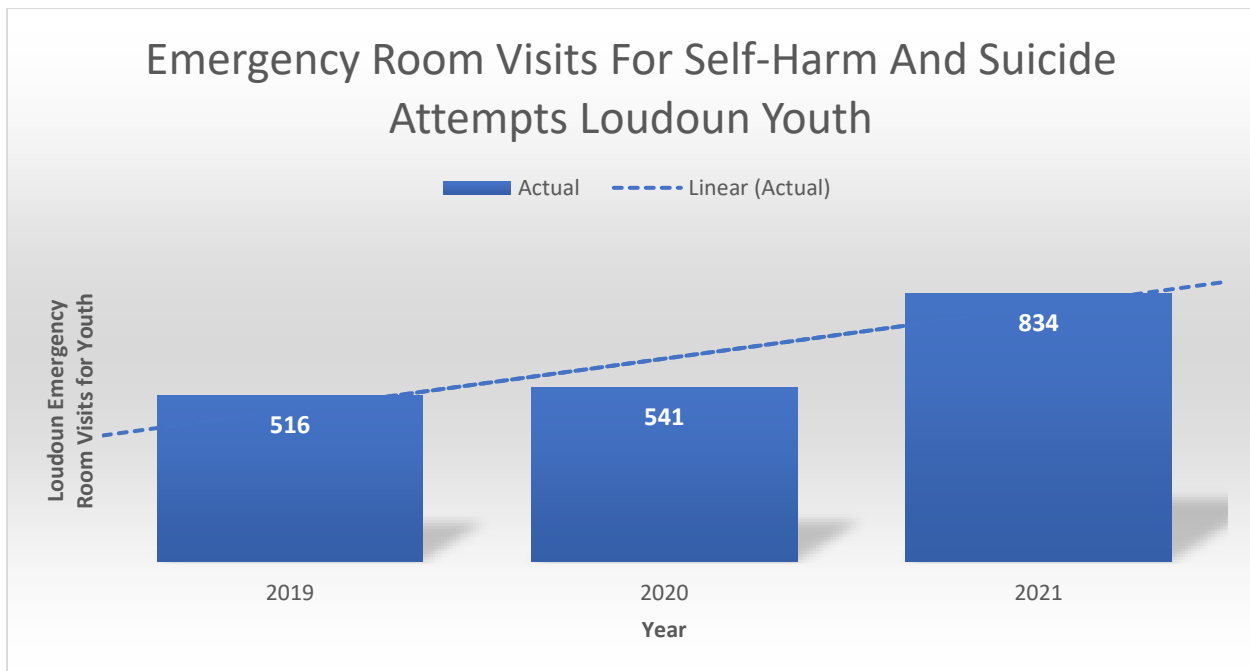
The Coronavirus Disease 2019 (COVID-19) pandemic highlighted many of these risk factors for youth mental health. Recent findings reported more suicide attempts among United States (US) youth. Approximately one in three US high school students who participated in a population-based survey also experienced poor mental health during the COVID-19 pandemic. Interestingly:

- Most self-harm ED visits (68%) and non-fatal self-harm hospitalizations (74%) among Virginia youth were female. However, most deaths (71%) by suicide were male.

² Understanding Suicide Risk and Prevention. <https://beta.rwjf.org/en/insights/our-research/2021/01/understanding-suicide-risk-and-prevention.html>

- More than nine out of 10 non-fatal self-harm hospitalizations among youth were due to drug poisonings, compared to 7% of all youth suicides. Guns were the most common cause of youth suicide (51%).
- While the highest self-harm ED visit rate occurred in the Northwest region, the highest rate of self-harm hospitalizations and deaths by suicide occurred in the Central region.
- Young Virginians were hospitalized for self-harm-related injuries for 1,588 days with over \$13 million dollars in hospitalization costs in 2020.³

Loudoun County saw a similar trend over the past three years. In 2019, Loudoun reported 516 emergency room visits by youth up to age 20. This increased to 541 in 2020, and again jumped to 834 in 2021. This is an indicator of history of mental health disorders, alcohol and substance use, barriers to accessing mental health treatment, any type of loss, mental health stigma, relationship problems, physical illness, or social isolation.

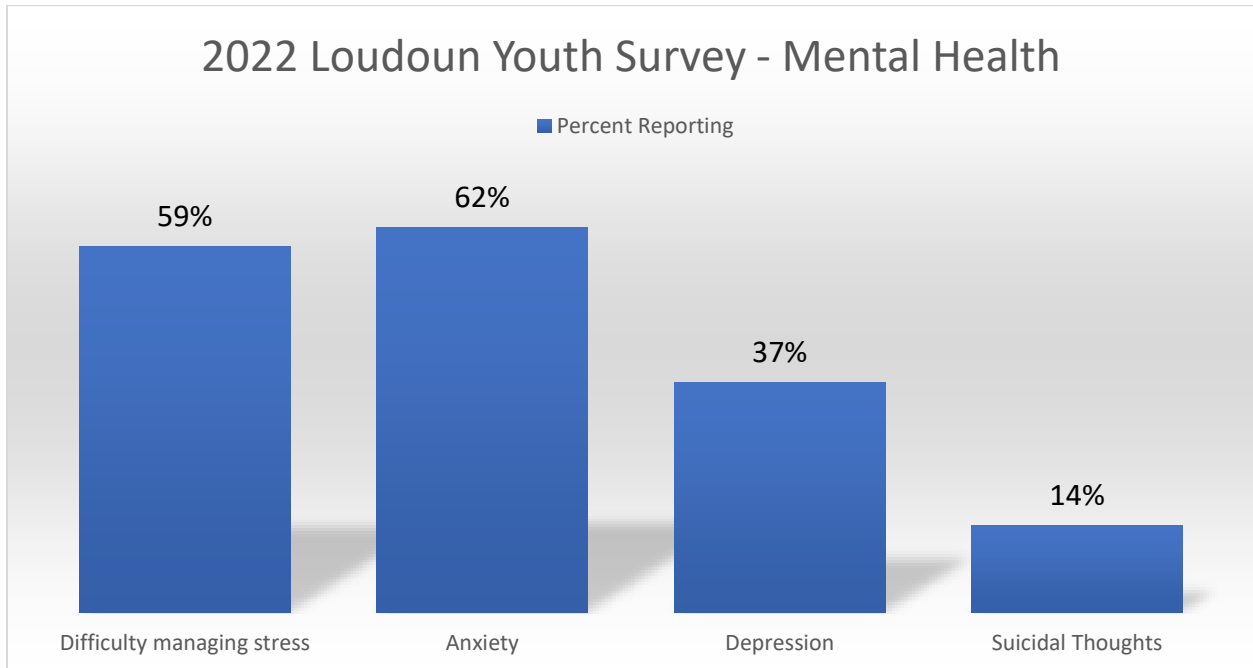


Source: Virginia Department of Health
<https://www.vdh.virginia.gov/data/injury-violence/>

Nationwide, there is a staffing shortage in mental health providers, something also experienced in Loudoun. This happens because the County has struggled to fill open treatment professional positions that are part of its budget. When filled, mental health professionals are often recruited

³ Virginia Department of Health Launches New Epidemiology Reports. <https://www.vdh.virginia.gov/news/2022-news-releases/virginia-department-of-health-launches-new-epidemiology-reports/>

by other counties or private practices that pay more. Another pressing issue is the number of mental health providers unwilling to accept insurance.

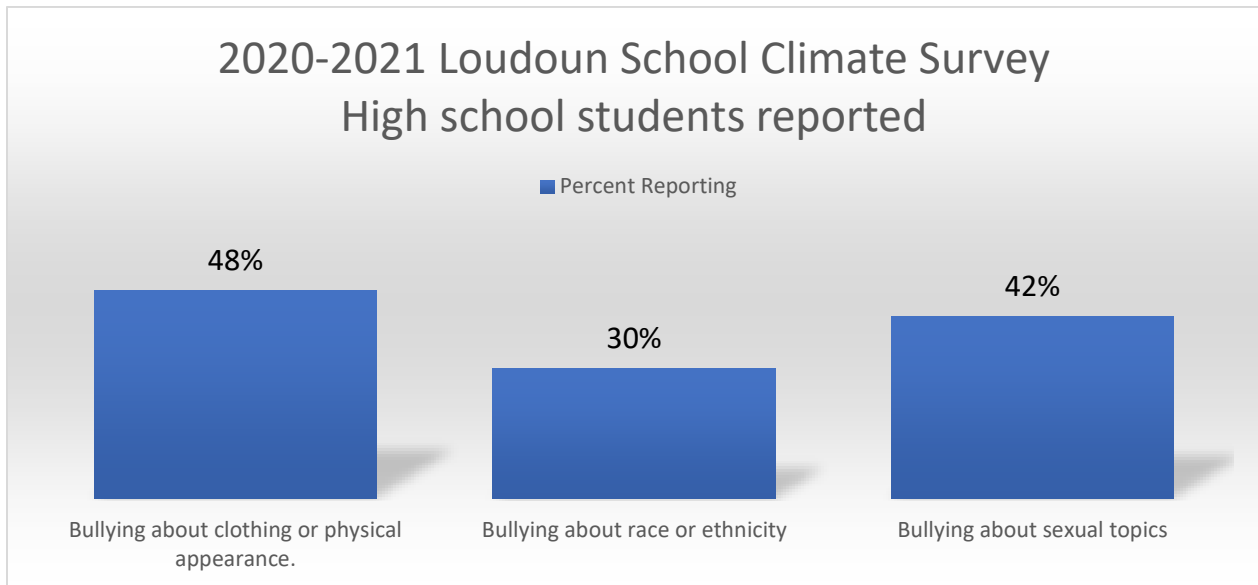


Recommendations:

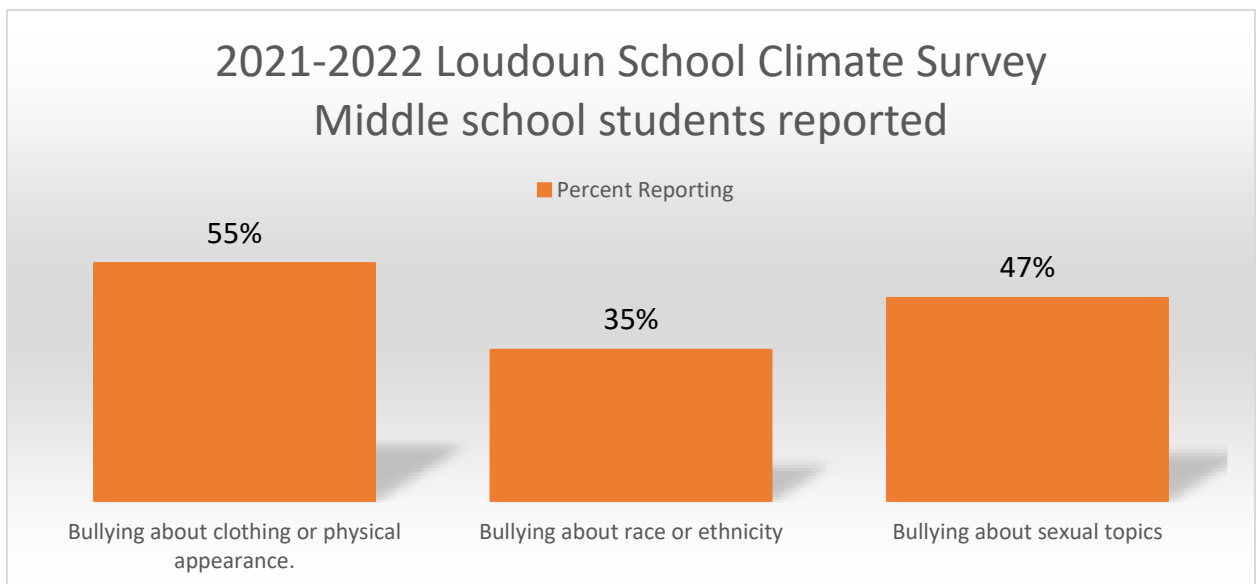
1. Improve **recruitment and retention of County mental health professionals** to achieve target staffing levels to include:
 - **Special pay rates** for in demand mental health professionals.
 - Programs for **students who commit to the field**, including incentives such as student loan relief.
 - **Innovative points of entry into the profession from college internships.**
2. **Incentives for private practices to locate in Loudoun**, including low-cost leases for private mental health providers.
3. Funding to train staff and volunteers that interact with Loudoun's youth, such as coaches, on **Screening, Intervening and Referral to Counseling** for mental health issues.
4. Expand programming that addresses **stress management for teens** and their families.
5. **Increase funding for suicide prevention crisis intervention and postvention** when an event occurs.

Loudoun Youth and Bullying (Risk Factor)

Bullying remains prevalent in both high school and middle school. A recent 2020 Loudoun high school climate survey found bullying and drug use are ever present in high schools. As reported previously and found in a 2021 survey of middle schoolers, bullying issues are even greater among that age group. When high school and middle school students were asked about the prevalence of teasing and bullying, the results were telling:



Source: 2020-21 Virginia School Climate Survey High School Report Grades 9 through 12 Loudoun County Public Schools



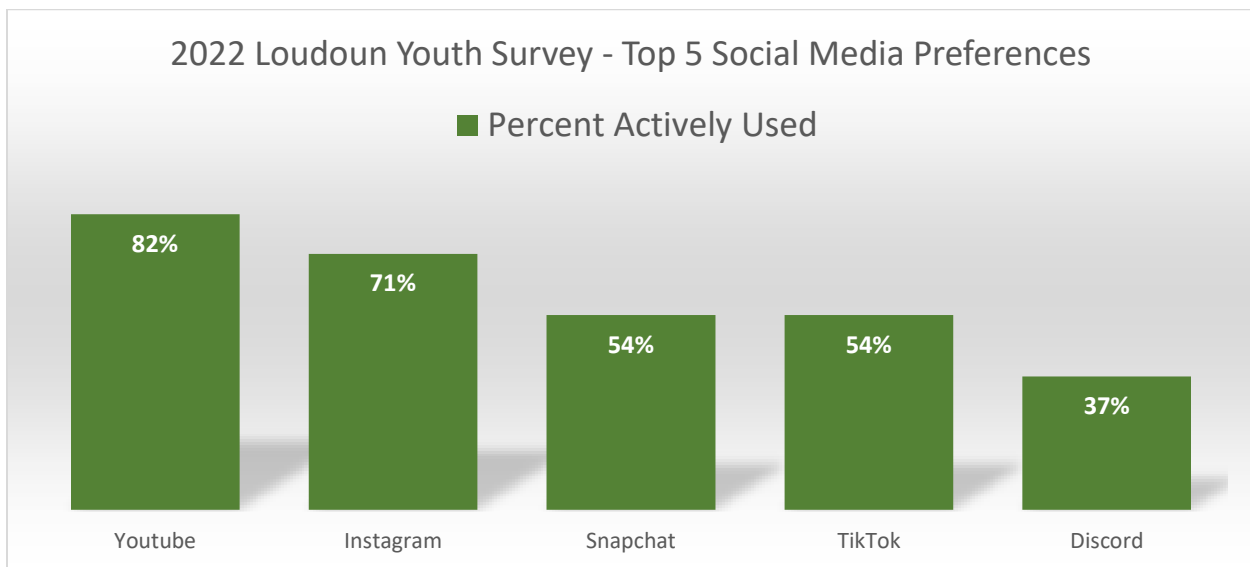
Source: 2021-22 Virginia School Climate Survey Middle School Report Grades 9 through 12 Loudoun County Public Schools

What Is Bullying?

Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both kids who are bullied and who bully others may have serious, lasting problems. To be considered bullying, the behavior must be aggressive and include both: An Imbalance of Power: kids who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people and Repetition: Bullying behaviors happen more than once or have the potential to happen more than once. Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.⁴

Students Live in the Social Media Space

99% of Loudoun youth surveyed use social media. Many apps are recognized as high risk for exposure to cyber bullying, online predators, and identity theft. Loudoun should educate youth and parents on strategies to mitigate risks of various social media platforms for both teens, school staff, and parent/guardians.



In response, Loudoun County Public Schools recently implemented a bullying prevention program. School counselors provided four lessons to each grade level during October and November 2022. Students learned how to recognize bullying as hurtful behavior that keeps happening, making them feel unsafe and feeling an imbalance of power. Students were also taught how to report bullying if they are unsuccessful in handling it themselves by talking to their identified trusted staff member. Students gained strategies to refuse by not joining in bullying

⁴ What Is Bullying | StopBullying.gov. <https://www.stopbullying.gov/bullying/what-is-bullying>

and walking away to report it. Lastly, counselors talked with students about the power of upstanders to work together to stop bullying; however, research shows there may need to be more. Several intervention components are required to prevent bullying, including:

- whole-school approach
- anti-bullying policies
- classroom rules
- information for parents
- informal peer involvement
- work with victims

The presence of informal peer involvement and information for parents were associated with better school-bullying victimization outcomes. The Loudoun policy does not make it prominent in the school that it is a “Bullying Free Zone.” Signage on entry doors and regular reminders would help. Also, Loudoun youth don’t know what to do when they witness bullying on social media.

Recommendations:

1. Develop an **anti-bullying social media program similar to the “see something say something” program** that allows swift follow up to reported bullying actions reported with screenshots of social media bullying.
2. **Provide training** to youth serving organizations **on recognizing and stopping bullying**, potentially expanding on LCPS and MHSADS training models.

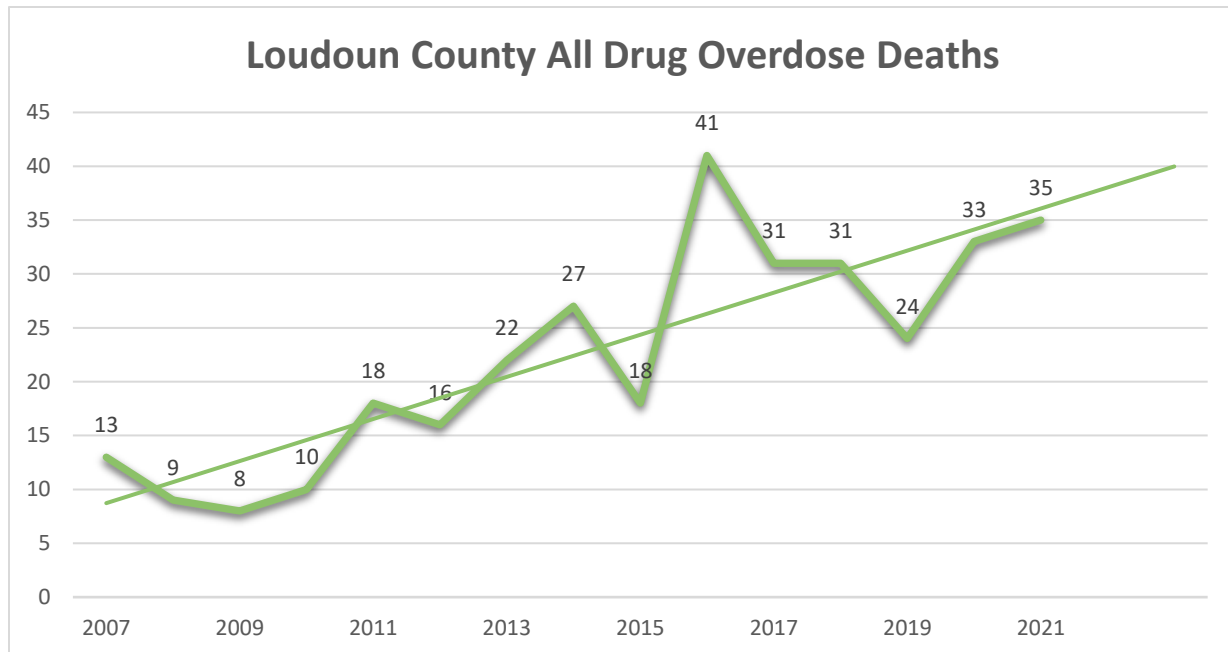
Loudoun Youth Early Onset of Drug and Alcohol Use (Risk Factor)

Youth Perception of Availability of Drugs and Alcohol (Risk Factors)

Drug overdoses, both fatal and non-fatal, continue to impact Loudoun County.

Overdose deaths remain a leading cause of injury-related death in the United States. Most overdose deaths involve opioids. Deaths involving synthetic opioids (primarily illicitly made fentanyl) and stimulants (such as cocaine and methamphetamine) have increased in recent years. In addition, overdose deaths accelerated during the COVID-19 pandemic.

For every drug overdose that results in death, there are many more non-fatal overdoses, each with its own emotional and economic toll. This fast-moving epidemic does not distinguish among age, sex, or state or Loudoun neighborhood. People who have had at least one overdose are more likely to have another.⁵ In Loudoun, we have seen overdose deaths steadily rise, as shown below.



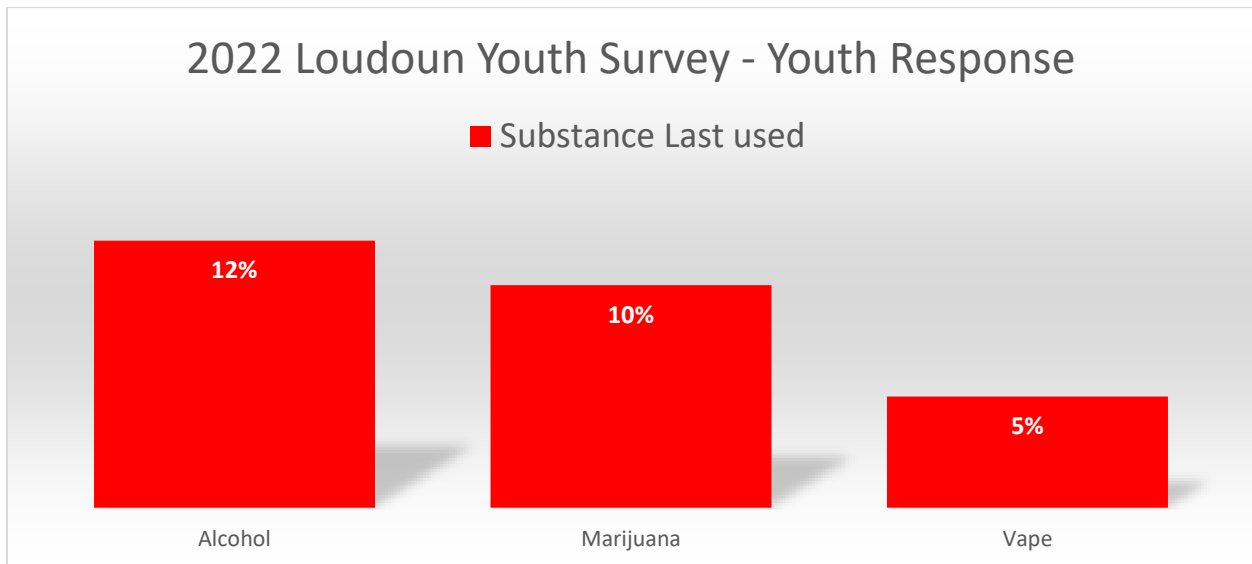
Source: Virginia Medical Examiner <https://www.vdh.virginia.gov/medical-examiner/forensic-epidemiology>

While overdose deaths are tragic, , there are two Loudoun Youth risk factors that pre-tell this outcome: early onset of drug and alcohol use and perceived availability of drugs and alcohol.

⁵ Understanding Drug Overdoses and Deaths | Drug Overdose | CDC Injury Center.
<https://www.cdc.gov/drugoverdose/epidemic/index.html>

Early use of any illicit drug increases a person's chances of developing addiction or using more toxic substances. Remember, drugs change brains—and this can lead to addiction and other serious problems. So, preventing early use of drugs or alcohol may go a long way in reducing these risks.⁶ If we can prevent young people from experimenting with drugs, we may reduce incidents of drug addiction. Risk of drug abuse increases during times of transition. For a teenager, risky times include moving or changing schools. In early adolescence, as children enter middle school, they face many new and challenging situations, both socially and in the classroom. Often during this period, children are exposed to illicit substances such as drugs and alcohol for the first time. When they enter high school, teens encounter greater availability and more variety of drugs, drug use by older teens, and social activities where drugs are used.

In 2016 when we surveyed Loudoun youth, we found that drug use and drug availability were the top problems facing high school youth. The 2022 survey asked the same question and found that alcohol and marijuana are the illicit substances most used by high school youth in the past 12 months.



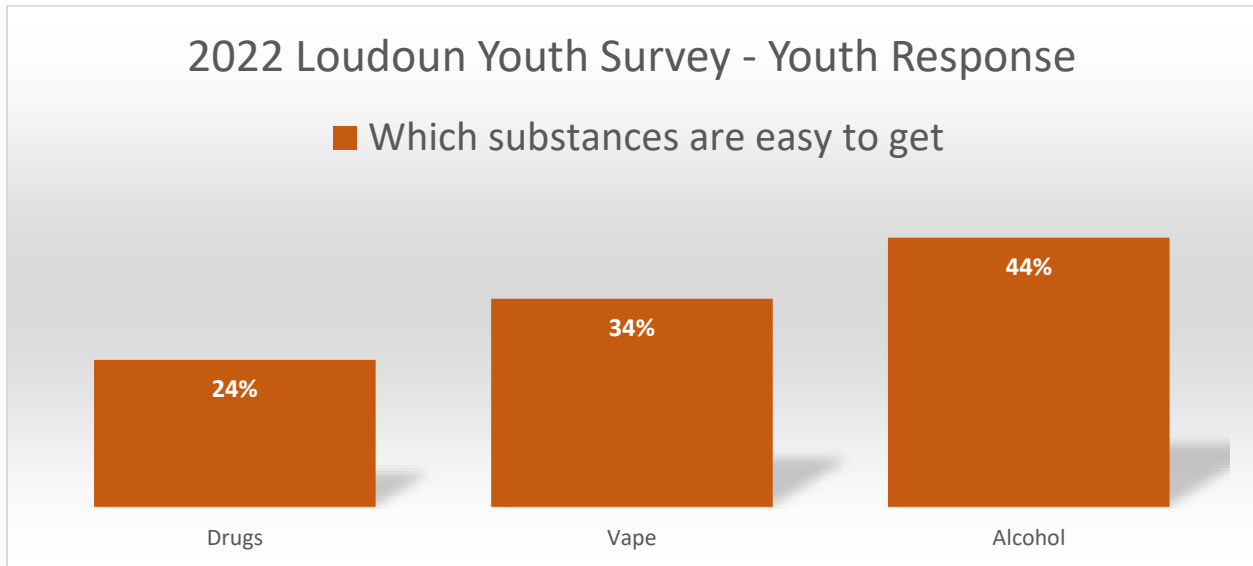
Loudoun County schools should continue to partner with existing Loudoun County Sheriff's Office staff on programs such as DARE and through seminars by the Prevention Alliance of Loudoun (PAL) to message the consequences of drug offenses. Loudoun should adopt a peer messaging program that has high school students presenting anti-drug messaging to middle school students while also meeting community service hour requirements.

The Sources of Strength, currently implemented in 27 secondary schools, promotes healthy activities, physical and mental health, mentoring, positive friends, generosity, and spirituality. LCPS uses best practices to determine which messaging program has evidence of impacts on

⁶ Preventing Drug Misuse and Addiction: The Best Strategy. <https://nida.nih.gov/publications/drugs-brains-behavior-science-addiction/preventing-drug-misuse-addiction-best-strategy>

student behavior. MHSADS Prevention also provides Life Skills and other evidence-based programming in LCPS.

In 2016 when we asked Loudoun youth, we found Loudoun’s high school students perceive illicit drugs and alcohol as readily available. Because this question is not asked in the biennial school climate surveys, we asked this in our 2022 survey and found again Loudoun teens perceive drugs and alcohol as readily available.



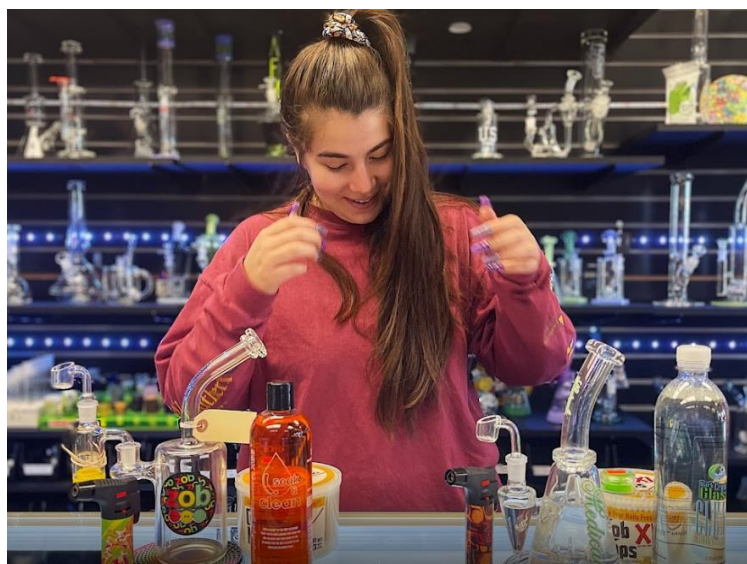
Vaping Normalizes Inhalant Use Among Loudoun Youth

Vaping is the act of inhaling and exhaling the aerosol, often referred to as vapor, which is produced by an e-cigarette or similar device. The term is used because e-cigarettes do not produce tobacco smoke, but an aerosol, often mistaken for water vapor, which consists of fine particles. Many of these particles contain varying amounts of toxic chemicals, which have been linked to cancer, as well as respiratory and heart disease.

In Loudoun County, both middle and high school students have been found with vapes. Vaping has grown in popularity with the addition of 19 vape and smoke shops in Loudoun alone. Vaping devices include not only e-cigarettes but also vape pens and advanced personal vaporizers (also known as ‘MODS’). E-cigarettes, which resemble smoked cigarettes, and vape pens which resemble large fountain pens, are typically simpler in design and less expensive than devices the user has customized.

While in July 2019, a law took effect in Virginia prohibiting the purchase or possession of tobacco products, nicotine vapor products, and alternative nicotine products by a person under 21 years of age, or the sale of these products to persons under 21 years of age, the law has done little to bend the curve on teen vaping in Loudoun County. The Loudoun County Sheriff’s Office and

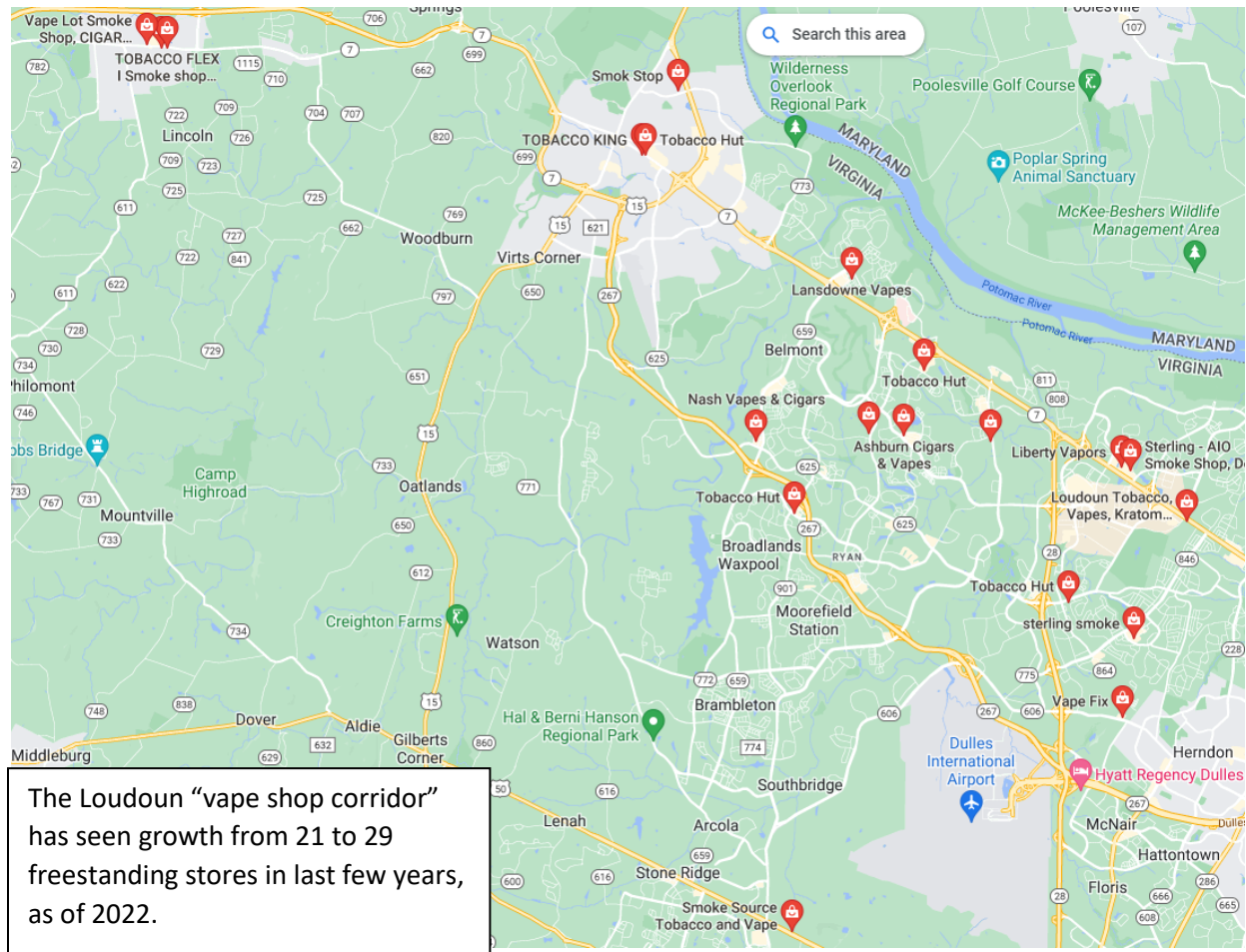
Loudoun County Public Schools have launched websites to inform teens and parents of the risks associated with tobacco, nicotine, and vapor products. MHSADS Prevention provides merchant education to vape shops and provided education to 164 stores in FY 21-22. There is still more we can do.



While vaping is legal for those over 21, local marketing seems clearly aimed at teens. Strategies used include social media imaging, sponsoring youth bands and concerts, and using flavors and packaging most appealing to kids.



Vaping is popular and the market is responding in Loudoun County. New vape shops are popping up everywhere there are customers. Loudoun has a "vape corridor" of shops that opened in the last few years. These are legal businesses and are entitled to open. Unfortunately, what they sell is marketed to teens.

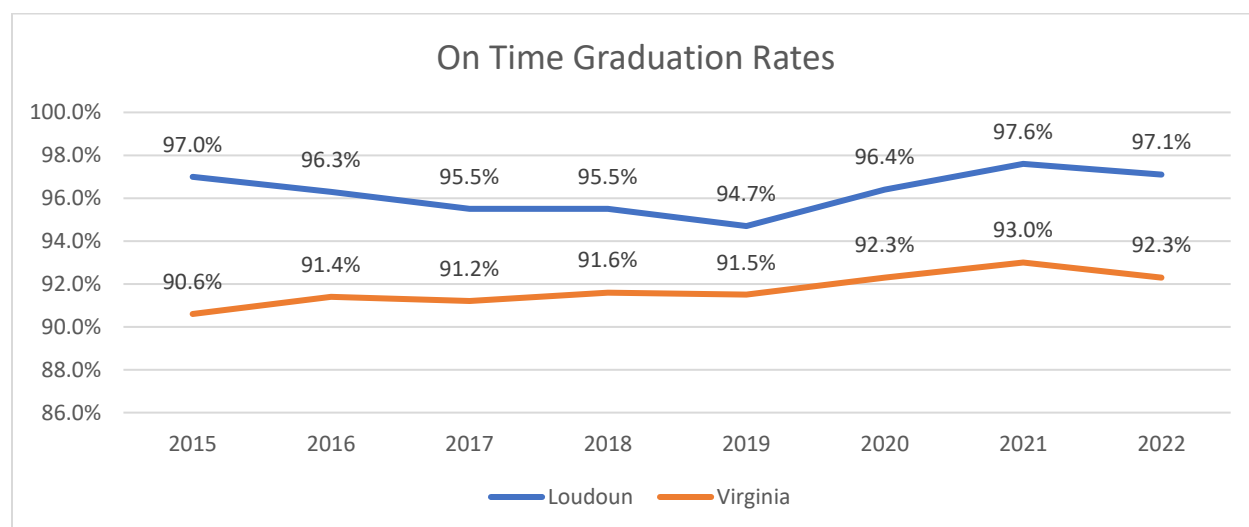


Recommendations:

1. Leverage what research tells us about middle school influencers, **adding drug prevention programs and interventions in all middle schools, delivered by high school students.**
2. Train all Loudoun school and County staff that have contact with students on **Screening, Intervening and Referral to Counseling** for substance use issues.
3. **Prohibit youth focused packaging** and advertising at Loudoun vape shops.
4. Consider a **moratorium on new vape shops.**

Graduating High School on Time (Protective Factor)**Dropping Out of School (Risk Factor)****School Attendance (Protective Factor)****Chronic Absenteeism (Risk Factor)**

The 2022 on-time graduation rate at Loudoun County public high schools was 97.1 %, which is down slightly from 2021 but still exceeds the statewide average.



To better understand the overall on-time graduation rates, we looked more closely at the rates by school and by ethnicity. We found Loudoun's most diverse schools were closest to or below the state average as shown below.

This holds true when looking closer at on-time graduation rates by ethnicity. Here Hispanic students lag the rest of the class significantly. Research has shown that factors such as the parent's education, involvement, low expectations, school attitude, limited English skills, limited school funding, and cultural differences contribute to Hispanic dropout. The disparity in Loudoun schools continued into 2022 as shown below:

Loudoun 2022 On Time Grad Rate by Race

Type of Graduation	Race	Graduation Rate
On-Time Graduation Rate	American Indian or Alaska Native	100.0%
On-Time Graduation Rate	Asian	99.1%
On-Time Graduation Rate	Non-Hispanic, two or more races	99.1%
On-Time Graduation Rate	White, not of Hispanic origin	98.6%
On-Time Graduation Rate	Black, not of Hispanic origin	97.2%
On-Time Graduation Rate	Hispanic	90.1%

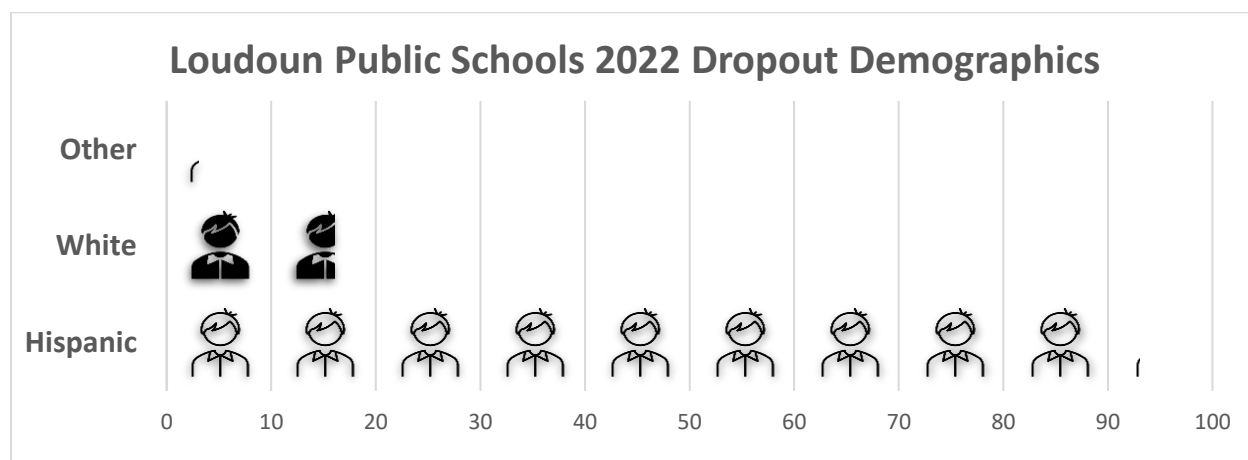
Loudoun On-Time Graduation Rates by School 2019, 2020, 2021 and 2022

High School	2019	2020	2021	2022
Briar Woods	98.6 %	99.6%	99.2%	99.2%
Freedom	98.5 %	99.4%	99.3%	99.1%
Loudoun Valley	97.4 %	97.9%	98.8%	99.1%
Riverside	97.4 %	98.5%	99.3%	98.9%
Rock Ridge	99.0 %	99.0%	98.9%	98.6%
John Champe	98.1 %	98.0%	99.5%	98.5%
Stone Bridge	98.1 %	98.1%	98.1%	97.9%
Woodgrove	97.4 %	98.9%	99.0%	97.8%
Broad Run	97.1 %	97.2%	97.2%	97.6%
Heritage	93.6 %	94.8%	97.2%	96.7%
Potomac Falls	94.4 %	97.3%	96.0%	96.0%
Loudoun County	91.5 %	96.5%	96.5%	95.8%
Dominion	90.8 %	93.9%	98.2%	95.6%
Tuscarora	88.0 %	91.5%	92.7%	93.7%
State Average	91.5 %	92.3%	93.0%	92.3%
Park View	77.1 %	89.7%	90.2%	87.4%

Source: Independence HS not yet reporting
https://www.doe.virginia.gov/statistics_reports/graduation_completion/cohort_reports/index.shtml

Many factors may place students at risk and contribute to their decision to drop out of school. These include school, community, and family related factors. In many cases, no one factor leads to a student's decision to drop out, it is a combination of factors. In Loudoun, most students dropping out of school are Hispanic. While Hispanic students make up just under 20% of the school population, they represent 85% of students dropping out as shown below:

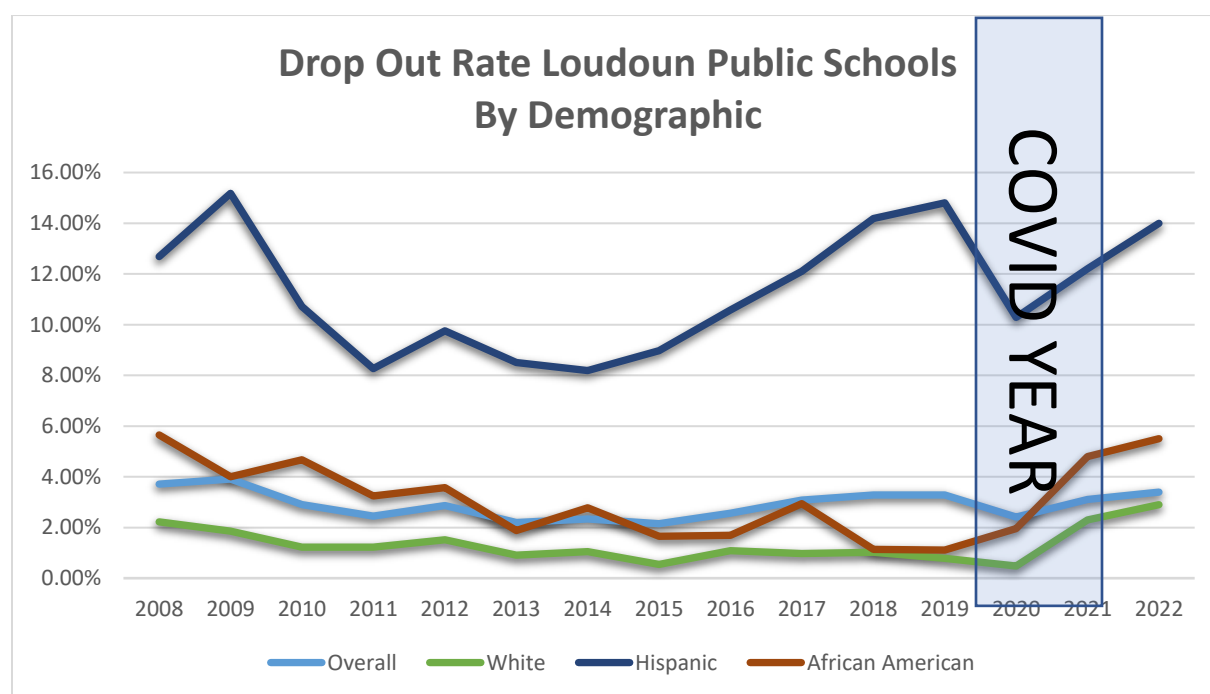
Loudoun School Drop Out Demographics



Source: Virginia Department of Education: Virginia Cohort Reports
http://www.doe.virginia.gov/statistics_reports/graduation_completion/cohort_reports/index.shtml

Recent Urban Institute research in Langley Park, Maryland, a Central American immigrant enclave outside Washington, D.C., found that high school dropouts in the neighborhood were not “disconnected” from school. At a rate four times the national average, those students were leaving school early to go to work. The trend is most pronounced among first and second-generation Latino immigrants whose families are notoriously under-served by our federal safety net and who are struggling to make ends meet. But it is not exclusive of these groups. A Pew Hispanic research study found that 75% of all Latinos stop attending school, either before or after graduating from high school, to help their families economically. To be effective, solutions to the Latino drop-out problem—particularly in our fast-growing immigrant communities—should couple school-based engagement and achievement strategies with approaches that support not only the student, but their parents and family.⁷

ACOY looked closer at historical dropout rate differences in Loudoun schools. We found Hispanic students have a long history of dropping out at a greater rate than all other groups. In fact, it steadily worsened during the period 2013 to 2021 when 14 of every 100 Hispanic students dropped out.



Source: Virginia Department of Education: Virginia Cohort Reports

http://www.doe.virginia.gov/statistics_reports/graduation_completion/cohort_reports/index.shtml

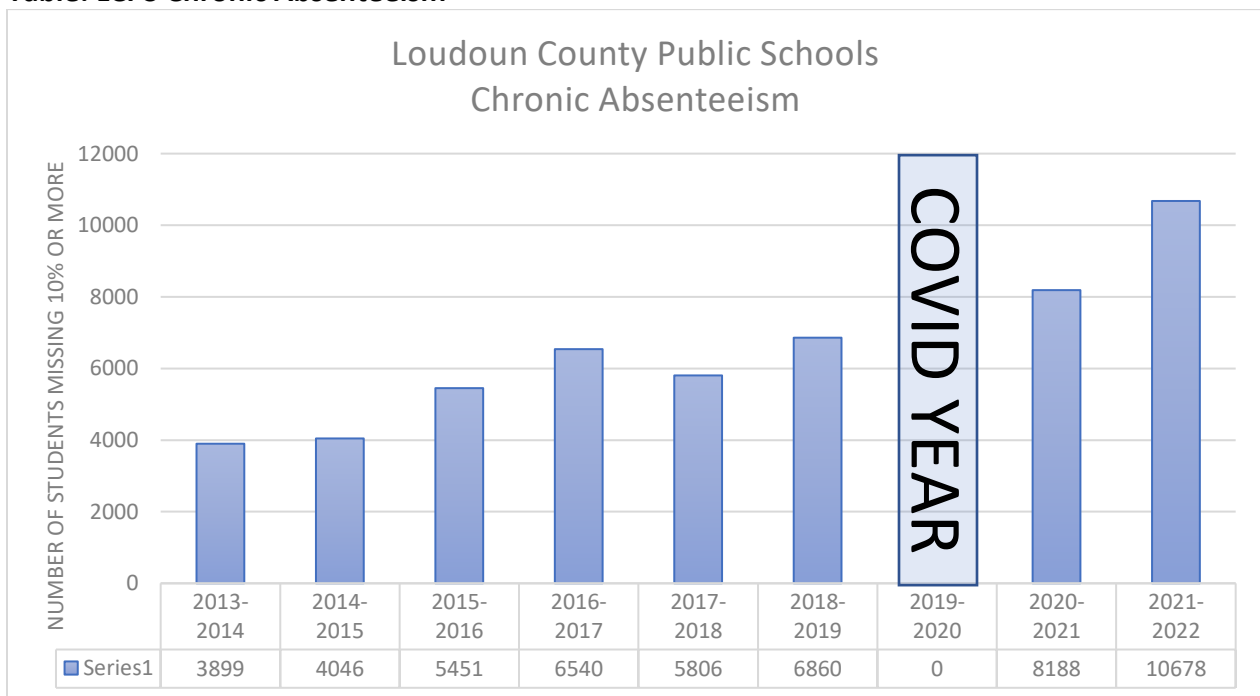
The Virginia Department of Education reports daily attendance is critical to success in school. A student is considered chronically absent if they are absent for 10% or more of the school year,

⁷ Solving the Latino drop-out crisis: Educators and policymakers need <https://www.neafoundation.org/ideas-voices/dropping-out-of-high-school-latinos/>

regardless of whether the absences are excused or unexcused. Per the U.S. Department of Education⁸:

- Children who are chronically absent in preschool, kindergarten, and first grade are much less likely to read on grade level by the third grade.
- Students who cannot read at grade level by the third grade are four times more likely to drop out of high school.
- By high school, regular attendance is a better dropout indicator than test scores.
- A student who is chronically absent in any year between grades eight and twelve is seven times more likely to drop out of school.
- The calculation for chronic absenteeism includes only students enrolled for at least half the school year.

Table: LCPS Chronic Absenteeism



Source: Virginia Department of Education: Loudoun Public Schools: Chronic Absenteeism: All Students

<http://schoolquality.virginia.gov/divisions/loudoun-county-public-schools>

⁸ US Department of Education, CHRONIC ABSENTEEISM IN THE NATION'S SCHOOLS,

<https://www2.ed.gov/datastory/chronicabsenteeism.html>

Chronic Absenteeism

Absenteeism by Subgroup

Subgroup	2020-2021		2021-2022	
	Below 10%	10% or above	Below 10%	10% or above
All Students	76,300	4,094	70,304	10,678
White	33,979	1,182	30,917	3,724
Asian	19,290	475	17,886	2,420
Hispanic	12,746	1,830	11,663	3,266
Black	5,327	388	5,177	634
Multiple Races	4,403	187	4,178	521
American Indian	452	30	393	101
Native Hawaiian	103	2	90	12

A closer look at the characteristics of chronically absent students in Loudoun County shows that the Hispanic and underserved students' chronic absenteeism is double the County average. No other race or ethnic student group presents this risk factor.

The promise of a good education system should be that ZIP code, skin color, family background, and economic status are not a predictor of a student's success. While each Loudoun student comes from different circumstances, this should not limit the systems or expectations for ensuring that every student is fully equipped for life after high school. It is essential to understand the demographics of the division—both students and staff. Culturally responsive education facilitates and supports the achievement of all students. In a culturally responsive classroom⁹, effective teaching and learning occur in a culturally supported, learner-centered context, whereby the strengths students bring to school are identified, nurtured, and utilized to promote student achievement. Culturally responsive education comprises three dimensions: (a) institutional, (b) personal, and (c) instructional.

The institutional dimension reflects the administration and its policies and values. The personal dimension refers to the cognitive and emotional processes teachers must engage in to become culturally responsive. The instructional dimension includes materials, strategies, and activities that form the basis of instruction.¹⁰ All three dimensions significantly interact in the teaching and learning process and are critical to understanding the effectiveness of culturally responsive education.

Innovative Alternative Education Settings

6 ERIC - EJ902695 - The Role of Teacher Education Programs in Creating <https://eric.ed.gov/?id=EJ902695>

¹⁰ Mette Nieuwenhuizen Hvidston Teachers perceptions of culturally ... - ed.
<https://files.eric.ed.gov/fulltext/EJ1103652.pdf>

The W.O. Robey School, now operating at Dominion High School, opened last fall as a non-traditional high school to serve students with unusual circumstances such as parenting or working a job. Students may choose modified schedules, including morning and evening sessions. The school offers self-paced learning and a student-to-teacher ratio of 10:1.

The school includes modified attendance standards for students that will take into consideration “meaningful student engagement,” such as corresponding with teachers about absences, or completing coursework online. The modification stands to offer flexibility in what will be considered adequate attendance to account for real-world circumstances of the students. The Virginia Department of Education allows a college, career, and civic readiness indicator that considers a student body’s advanced coursework, matriculation to post-secondary schools, or pursuing trades. The requested modifications for W.O. Robey School include consideration of students’ employment or participation in a career preparation program.

This will embrace the cultural and occupational differences of Hispanic students and their families and apply learnings from the COVID-19 setting.

Loudoun County invests in its schools and services more than any similar sized county in the nation. Despite the investment each of the past five years, absenteeism steadily increased, Hispanic students are dropping out at an alarming rate, and students are stressed by workloads and expectations.

Diversity Provides Challenges and Opportunities



Loudoun’s youth attend school with an increasingly more diverse population. This creates an opportunity to develop an understanding of the perspectives of children from diverse backgrounds and learn to function in a multicultural, multiethnic environment. Demands increase to find the most effective ways to help all students succeed academically as well as learn to have a good relationship with each other.

Teachers are faced with the challenge of making instruction “culturally responsive” for all students while not favoring one group over another.

Update on Loudoun's Minority Students Not Fairly Represented in Loudoun Academies

The County Board of Supervisors and the school board work hand in hand in the financing and delivery of education to most of Loudoun's youth. This has not happened without stress and growing pains. Following a thorough investigation by Virginia's Office of the Attorney General, they found Loudoun school policies and practices did, in fact, result in a disparate negative impact that harmed Black/African American and Latinx/Hispanic students and kept them from gaining admission to Loudoun Academies.

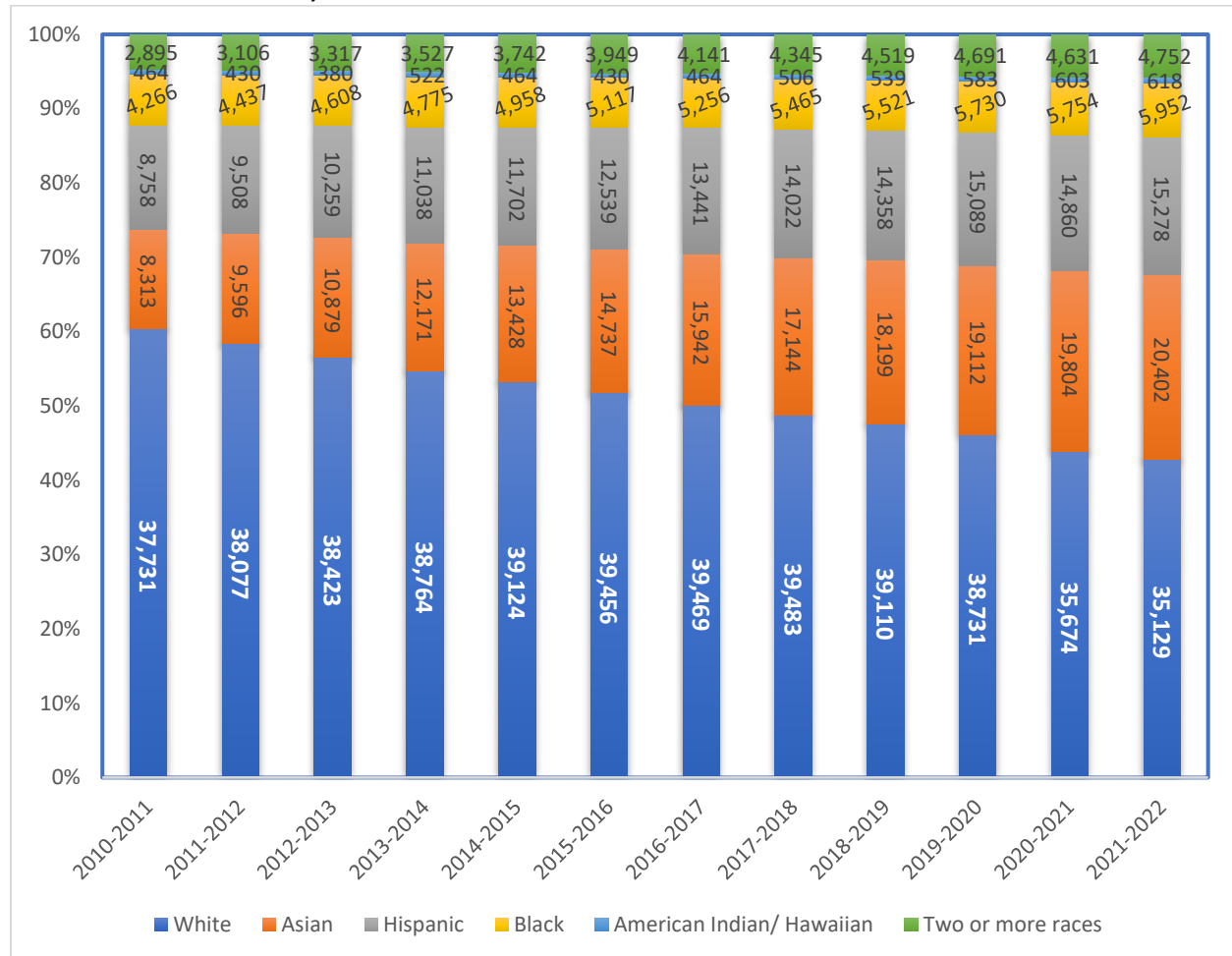


On February 18, 2021, the Virginia Attorney General Mark R. Herring felt the situation was so dire that he secured an enforceable slate of commitments from Loudoun County Public Schools (LCPS) to reform policies, invest in minority community outreach, and submit to third-party monitoring, among other commitments, in order to promote equitable educational access for minority

students following the first investigation ever conducted by the Office of Attorney General into allegations of systemic racial discrimination in a Virginia public school system. **This agreement between Attorney General Herring’s Office of Civil Rights and Loudoun County Public Schools will be in effect through June 30, 2024.**

This will be increasingly important as Loudoun continues to become a more diverse community. The latest enrollment shows this below:

Chart: LCPS Enrollment, 2010-11 to 2021-22



Source: Virginia Department of Education School Quality Profile: <https://schoolquality.virginia.gov/>
<https://dashboards.lcps.org/extensions/Dashboards/SchoolProfiles.html>

Recommendations:

- 1. Fund a community-based task force** that partners directly with LCPS and Loudoun County courts to identify barriers, enhance resources, and improve engagement for students who are chronically absent.
- 2. Work with Loudoun County court system, in collaboration with LCPS,** to ensure parents referred to the court system are held accountable and required **to comply with compulsory attendance laws and the code of Virginia.**
3. Collaborate with LCPS to **identify and fund alternative high school options.**
4. Continue **support of programs such as CAMPUS and EDGE** to promote college opportunities to underserved students.

Appendix – History of Recommendations and Board Action

At the 2022 report presentation, the Board asked for a summary of prior recommendation implementation. We looked back and found that the Board acted on some recommendations but did not on many others. We are careful to make our recommendations actionable by the Board. In some cases, the recommendations require the Board to give direction to the Loudoun County Public Schools. This could be accomplished as part of the budget process. The Board could vote to approve funding for the schools with conditions. We believe if these items were acted on, it would improve the wellbeing and connectedness of the youth of Loudoun County.

Recommendation	Action									
	Implemented / Partially Implemented / Not Implemented / New									
	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Extend the County Youth After School Program to the middle schools most in need including those schools in the Leesburg and Sterling.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No
Consider free or reduced cost public transportation for county youth , to and from youth services and centers.	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes
Continue the County's strong investment in school-based arts and athletics and consider extending some high school programs (certain clubs, athletics, and activities offered only at high schools) to the middle schools.	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes
Expand Friday night teen centers to all public libraries .	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Pilot America Scores program in Sterling and Leesburg middle schools.	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No
Encourage or require school-based clubs or activities that celebrate diversity and heritage .	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Continue support of youth involved programming as carried out by Loudoun Youth Inc. and the Youth Advisory Council. Promote their youth-based programs including Step Up Loudoun, Rock the Runway, and Youth fest.	Yes	Yes	No	No	No	No	Yes	Yes	Yes	Yes
Continue support of the CASA and CAMPUS programs to help first generation college attendees.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Continue the investment in School Based Probation Officers.	Yes	Yes	Yes	Yes	No	No	No	No	No	No
Loudoun County Public Schools should adopt programming to reduce bullying and cyberbullying for all high schools and middle schools.	No	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Loudoun county schools should partner with existing Loudoun County Sheriff's Office staff to message the consequences of drug offenses through broad based high school presentations in health class.	No	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Leverage what research tells us about middle school influencers, adding drug prevention programs and interventions in all middle schools, delivered by high school students using the model in Sources of Strength.	No	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Chronic absenteeism requires interventions in targeted populations. This should include activity buses to get students home following afterschool activities, culturally relevant afterschool activities, rewarding attendance, and co-locating community services in schools that serve the at-risk populations.	No	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Expand existing programming such as Stop Talk Walk, Expect Respect, and Digital Citizenship from LCPS to reduce bullying and cyberbullying for all elementary, middle and high schools including bullying awareness programs to formally include cyberbullying and support interventions to reduce both.	No	No	No	No	No	Yes	Yes	Yes	Yes	Yes
Develop absenteeism interventions, such as multilingual attendance officers, that encourage attendance in Latino and economically disadvantaged students.	No	No	No	No	No	Yes	Yes	Yes	Yes	Yes
Educate parents of the signs of vaping use and youth on the dangers of vaping.	No	No	No	No	No	Yes	Yes	Yes	Yes	Yes
Increase awareness among parents about the risks of human trafficking .	No	No	No	No	No	Yes	No	No	No	No
Develop an anti-bullying social media program , similar to the “ see something say something ” program that articulates consequences for bullying behavior and taking advantage of the Sheriff’s Office mobile reporting app.	No	No	No	No	No	No	Yes	Yes	Yes	Yes
Evaluate success and consider alternative learning settings and distance learning available for as many classes as possible as a permanent option to run like the hybrid schooling is run under the pandemic response.	No	No	No	No	No	No	No	Yes	Yes	Yes
Consider including learning lab time for the general curriculum once in-person schooling resumes.	No	No	No	No	No	No	No	Yes	No	No
With the placement of a new school superintendent, LCSB should consider their background in educating diverse student populations.	No	No	No	No	No	No	No	Yes	No	No

Provide free and full access to parks and recreation facilities for all well-meaning youth run programming. Loudoun youth should not have to pay to use parks and rec conference space nor school space to meet.	No	No	No	No	No	No	No	No	No	Yes
Provide a line item for a \$10,000 for a youth service mini grant (\$1,000 each) program to encourage youth to solve problems facing Loudoun youth. The grants would be awarded by the county based on recommendations from YAC and ACOY.	No	No	No	No	No	No	No	No	No	Yes
Upgrade all library gaming systems to the current version with projectors.	No	No	No	No	No	No	No	No	No	Yes
Consider building parks closer to where the people are in Sterling and Leesburg by adding fields adjacent to Leesburg and Sterling schools.	No	No	No	No	No	No	No	No	No	Yes
Provide free admission for students of home games to go to high school games.	No	No	No	No	No	No	No	No	No	Yes
Better recruit and retain county mental health professionals to achieve target staffing levels. This should include special payrates for key mental health professionals, establish incubation programs for students that commit to the field in Loudoun County and offer incentives like student loan relief, offer innovative points of entry into the profession from college internships.	No	No	No	No	No	No	No	No	Yes	Yes
Train all Loudoun staff (school and otherwise) that have contact with youth on Screening, Intervening and Referral to Counseling for mental health issues.	No	No	No	No	No	No	No	No	Yes	Yes

Consider a county ordinance that prohibits youth focused packaging and advertising at Loudoun vape shops.	No	No	No	No	No	No	No	No	No	Yes
Consider a moratorium on new vape shops .	No	No	No	No	No	No	No	No	No	Yes
Develop more alternative high school education settings such as the W.O. Robey school in Sterling to build learnings from the COVID-19 setting about upper school learning environments.	No	No	No	No	No	No	No	No	Yes	Yes