

**JUVENILE FACILITY EDUCATION PROGRAM REVIEW AND EVALUATION**  
**Juvenile Halls and Camps**

FACILITY NAME: Youth Services Center		COUNTY: San Mateo
FACILITY ADDRESS (STREET, CITY, ZIP CODE, TELEPHONE):  200 Paul Scannell Drive, San Mateo, 94022 (650) 312-8970		
CHECK THE FACILITY TYPE AS DEFINED IN TITLE 15, SECTION 1302	JUVENILE HALL <input checked="" type="radio"/>	CAMP <input type="radio"/>
DATE EVALUATED: 09/30/2021		
EDUCATION PROGRAM EVALUATOR(S) (NAME, TITLE, TELEPHONE):  Melissa Wilson, Commissioner, San Mateo Juvenile Justice and Delinquency Prevention Commission Phone: (650) 933-6676  Karin Huber-Levy, Commissioner, San Mateo Juvenile Justice and Delinquency Prevention Commission Phone: (650) 773-8707  Sathvik Nori, Commissioner, San Mateo Juvenile Justice and Delinquency Prevention Commission Phone: (650) 862-1548  Austin Willis, Commissioner, San Mateo Juvenile Justice and Delinquency Prevention Commission Phone: (650) 430-7712		
EDUCATION STAFF INTERVIEWED (NAME, TITLE, TELEPHONE):  Jeneé Littrell Deputy Superintendent, Student Services, SMCOE Court and Community Schools Email: jlittrell@smcoe.org Phone: (650) 802-5588  Shelly Johnson Principal, SMCOE Court and Community Schools Phone: (650) 312-5323  Jehan Clark Superintendent, Institutions Phone: (650) 312-8858		

## PURPOSE

The facility administrator is required to request an annual review of each required element of the facility's education program by the Superintendent of Schools. A report or review checklist on compliance, deficiencies, and corrective action needed to achieve compliance with this section must be provided to the facility administrator.

The Superintendent of Schools shall conduct this review in conjunction with a qualified outside agency or individual. It is important to note that the regulation prohibits the Superintendent of Schools from delegating this review to the principal or any staff of a juvenile court school site; the intent of this regulation is that an independent third-party review is conducted.

Upon receipt of the review, the facility administrator or designee shall review each item with the Superintendent of Schools and shall take whatever corrective action is necessary to address each deficiency and to fully protect the educational interests of all youth in the facility.

**The facility administrator or designee shall forward the plan of corrective action to the Inspection Team Leader within 45 days.**

## INSTRUCTIONS

To complete the review, assess each element listed in the checklists and document the findings in the "comments" section. Columns in the checklist identify compliance as "Yes", "No", or "N/A" (not applicable). When the evaluator assessing the education program "checks" a column to indicate that the facility is out of compliance with all or part of a regulation, or indicates that all or part of a regulation is not applicable, a brief explanation is required in the comments section. This explanation is critical; it assists both the BSCC and facility staff in understanding the rationale for the decision and highlights what needs correction. **Policies and procedures must be written and implemented to be in compliance.**

Education program evaluators may elect to assess areas that are not covered by the inspection checklists. If this is done, the additional issues must be clearly delineated on a separate sheet to maintain their distinction from the BSCC Title 15 checklist. For information purposes, this additional sheet should be attached and distributed with the checklist.

Checklists and regulations are available on the BSCC website ([http://www.bscc.ca.gov/s\\_fsoresources](http://www.bscc.ca.gov/s_fsoresources)). Please contact the BSCC Field Representative assigned to your county at the number below or through e-mail access on the web site.

Board of State and Community Corrections; FSO Division  
2590 Venture Oaks Way, Suite 200, Sacramento, CA 95833  
Phone: 916-445-5073; <http://www.bscc.ca.gov/>

# JUVENILE FACILITY EDUCATION PROGRAM REVIEW AND EVALUATION

## Executive Summary

### Background

Per Title 15, education is the responsibility of the school and Probation. Hillcrest at the YSC is a San Mateo County Office of Education Court and Community School and provides education for youth while in detention. Probation supports and provides supplementary education for all youth in detention. The curriculum adheres to California's Common Core State Standards at grade level.

### School Summary and Comments

Teachers are subject area specialists. Students rotate classrooms. Classes are typically one gender. Special Ed services are provided during class-time with a teacher and paraeducator doing push-in. English Language Learners receive language development assistance through a translated English curriculum and Rosetta Stone. Due to COVID-19, the previously offered Special Day class and the English Language specialist roles were eliminated. The bilingual family counselor continues to offer services to families, in particular during school transitions. COVID-19 has also interrupted 3-Day Orientation Class, although similar services are provided on-unit by a teacher during a youth's quarantine before entry into the Hillcrest campus. The CARES Class, which allows youth who are not able to function in a mainstream classroom setting, continues.

As a result of lower youth numbers, teachers now travel among the Court and Community Schools. One advantage is that the curriculum and teacher stay the same when a youth transfers from one facility to another.

Additionally, Principal Shelly Johnson is now responsible for all of the SMCOE school sites (including Gateway). She is supported by part-time Vice Principal Brad Osterander at Gateway (who also acts as School Climate Coordinator) and by Karen Gnusti, COE Executive Director of Career, College and Secondary Education.

The Measure of Academic Progress (MAP) test is given every 3 months to track student progress. The school plans to use this data to understand the progress students make in aggregate and to better target the needs of individual students.

### Commendations

We appreciate the continued dedication of the SMCOE, principal, and school staff to best serve the needs of students at Hillcrest. They are strong advocates for these youth and for improving outcomes.

SMCOE and the principal have a growth mindset and willingness to innovate.

Gains in technology use continue.

Probation strongly supports the educational efforts of the school.

### Recommendations

SMCOE

- Provide a timeline to analyze MAP testing results to evaluate student skill advancement (also recommended in 2019 and 2020 inspections).
- Solve for youth returning with "dangling credits" that cannot be applied towards graduation (recommended in 2020 inspection). Administrators are currently working through quarterly meetings with school districts, but we ask that this be resolved as efficaciously as possible.

- Consider a relationship with the San Mateo County Library System for improving diversity and depth of books. Youth have indicated a need for more books of interest in past inspections and this may be a solution.

Probation

- Require that all youth be educated post-graduation or after passing the HSET.
- Provide plans and implementation dates to augment vocational education. Several resources were offered in the 2020 inspection.
- Include vocational pathways in transition planning (recommended in 2020).

**The facility administrator or designee shall forward the plan of corrective action to the Inspection Team Leader within 45 days.**

1370. Education Program	YES	NO	N/A	COMMENTS
<p><b>(a) School Programs</b> The County Board of Education shall provide for the administration and operation of juvenile court schools in conjunction with the Chief Probation Officer, or designee pursuant to applicable State laws.</p>	X			
<p>The school and facility administrators shall develop and implement written policy and procedures to ensure communication and coordination between educators and probation staff.</p>	X			<p>We received the written policy and procedures.</p> <p>The school and Probation meet twice a week to coordinate school activities and to review youth with service providers as part of the multi-disciplinary team.</p> <p>Probation is invested in youth’s academic progress.</p>
<p>Culturally responsive and trauma-informed approaches should be applied when providing instruction.</p>	X			<p>The SMCOE has a new partnership with “Effective School Solutions” to provide continuous trauma-informed training and behavioural management to teachers.</p> <p>This program will also provide private coaching to teachers to improve their teaching to youth with trauma and address teachers’ own secondary trauma.</p>
<p>Education staff should collaborate with the facility administrator to use technology to facilitate learning and ensure safe technology practices.</p>	X			<p>SMCOE continues to invest in technology.</p> <p>Use of Chromebooks began in response to COVID-19 and remote learning, but has continued since the school has returned to in-person teaching. Chromebooks are used by students in all classes. Students do research, use Google Suites, communicate with the teacher, and are developing executive functioning skills as they must track their own assignments and due dates.</p> <p>For security, Probation uses Go Guardian to track student actions online. This program sends alerts for any activities and websites of concern.</p>

			<p>Student interviews reveal that Go Guardian blocks teacher-assigned websites and online tools. Every “new” site requires approval through the County. Thereafter, that site is accessible going forward.</p> <p>Edgenuity is a curriculum for English that also provides a parallel Spanish curriculum to scaffold English learning. It is used in all Court and Community Schools, except for Camp Kemp, and the school curriculum is consistent between schools because the same teacher rotates between Gateway, Hillcrest, and Canyon Oaks.</p> <p>Carnegie is a math curriculum that differentiates by student skill level.</p> <p>The school is introducing the Next Generation Science Standards curriculum and seeking a curriculum for Social Science.</p> <p>The school also has the Talking Points text messaging service to communicate with parents. It can translate messages into the parents’ home language.</p> <p>The school district, with the assistance of the Santa Clara Office of Education, will be introducing DataZone which is a database that tracks student information to allow records to be easily shared. This is particularly useful for youth who change schools often, such as those incarcerated or in the foster care system.</p> <p>Current educational technology protocol is:</p> <ol style="list-style-type: none"> <li>1. Group A youth have just arrived and are quarantined for approximately 3 days and have paper packets with school work (the packets do not align with the in-class curriculum).</li> <li>2. Between day 4-10 (approximately), youth enter Group B. The Bridge to College teacher and a paraeducator push-in to the unit to work individually with youth to cover the curriculum that used to be part of Orientation (MAP testing, evaluation of units and creating the educational plan, CareerZone, and MyPath Assessment.) The students begin to do credit recovery via Edgenuity. All of these activities are done online. Students continue to work with paper packets for school work.</li> <li>3. Thereafter, the youth enters Group C and attends Hillcrest for in-person teaching.</li> </ol> <p>We believe technology can expand Probation’s programming and offer expanded differentiated educational, vocational, and programming opportunities for youth.</p>
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The facility administrator shall request an annual review of each required element of the program by the Superintendent of Schools, and a report or review checklist on compliance, deficiencies, and corrective action needed to achieve compliance with this section.	X			We received this.
Such a review, when conducted, cannot be delegated to the principal or any other staff of any juvenile court school site.	X			
The Superintendent of Schools shall conduct this review in conjunction with a qualified outside agency or individual. Upon receipt of the review, the facility administrator or designee shall review each item with the Superintendent of Schools and shall take whatever corrective action is necessary to address each deficiency and to fully protect the educational interests of all youth in the facility.	X			
<b>(b) Required elements</b> The facility school program shall comply with the State Education Code and County Board of Education policies.	X			
As stated in the 2009 California Standards for the Teaching Profession, teachers shall establish and maintain learning environments that are physically, emotionally, and intellectually safe.	X			
Youth shall be provided a rigorous, quality educational program that responds to the different learning styles and abilities of students and prepares them for high school graduation, career entry, and post-secondary education.		X		<p>Current preparation for graduation, career entry, and post-secondary education are the following:</p> <ol style="list-style-type: none"> <li>(1) Students work on credit-recovery through Edgenuity to increase rates of high school graduation. However, it appears that youth arrive at their home school with excess Elective Credits that do not fulfill classes required for graduation. This happens when a student returns to their home school mid-semester. Partial units are counted as electives and the student must retake the same class. The student is disheartened upon return to the home school not to have advanced academically to the extent expected. We discussed with Sequoia Union High School District about continuing the student on Edgenuity at the home school until semester's end, such that these units can be "completed" and counted towards graduation.</li> <li>(2) Students complete Career Pathways and Career Zone modules. Career Zone consists of 15 pathways (1 per week) led by Ms. Sneed, the academic counselor.</li> <li>(3) Success Centers provides career information on-unit as part of its Life Skills program.</li> <li>(4) Project Change continues to impress. Two classes are offered per year at the YSC with both girls and boys in the same class. This year Project</li> </ol>

			<p>Change offered in Semester 2 of 2021: Keys to Success, History 210, and Psych 100 ;and in Semester 1: Keys to Success, and Communications 100. Notre Dame no longer offers classes.</p> <p>Youth who have graduated or completed the HISET are not required by Probation to attend class , however we have the expectation that all youth should continue their education while at the facility. We see the opportunity for Probation to offer additional vocational and post-secondary education for these youth.</p> <p>Students are concerned that they are not working at grade level and are unprepared. We discussed during our inspection about making students feel confident by sharing with them that they are working to the California Subject Area Standards and sharing with them the progress they are making as demonstrated by MAP testing, which they do every 3 months.</p>
(5) The course of study shall comply with the State Education Code and include, but not be limited to, courses required for high school graduation.	X		<p>Last year, the inspection noted that students arrive at their home school with undesignated elective units that do not fulfill class requirements for graduation. Additionally, youth are released from detention at all times of year, and students arrive at their home school with only partial credit for a class required to graduate. The student must repeat this class at the home school. Thus the units acquired at Hillcrest are “lost”. This is a significant concern and one approach is to use the online learning platforms that are also used at the home school, such as “Edgenuity” and “Carnegie” to finish their units rather than having partial units. The school is adding two new online platforms for Science and Social Studies. With that, all subject areas will be covered and students can receive full credit for all classes should they continue on the platform once at their home school.</p>
(6) Information and preparation for the High School Equivalency Test as approved by the California Department of Education shall be made available to eligible youth.		X	<p>Normally, the school provides information, materials, and proctoring of the test. Staffing cuts have eliminated preparing students for the test, however test prep is available online and the school pays for students to take the test.</p>
(7) Youth shall be informed of post-secondary education and vocational opportunities.	X		<p>The academic counselor provides a comprehensive orientation to post-secondary educational opportunities. All students explore Career Zone and Career Pathways to understand vocational opportunities.</p>
(8) Administration of the High School Equivalency Tests as approved by the California Department of Education, shall be made available when possible.	X		
(9) Supplemental instruction shall be afforded to youth who do not demonstrate sufficient progress towards grade level standards.	X		<p>Last year, the school added an English Language Development (ELD) teacher. This position has now been eliminated to reduce staffing burden. However, the school now offers a program that</p>

			<p>provides the same curriculum in English and in Spanish and allows for scaffolding English language development.</p> <p>The district plans to teach teachers how to use the results of the Measures of Academic Progress (MAP) test in their instruction.</p> <p>The district also plans to analyze MAP results to evaluate how well the school is advancing grade-level skills.</p>
(10) The minimum school day shall be consistent with State Education Code Requirements for juvenile court schools. The facility administrator, in conjunction with education staff, must ensure that operational procedures do not interfere with the time afforded for the minimum instructional day. Absences, time out of class or educational instruction, both excused and unexcused, shall be documented.	X		<p>There are necessary absences that are not due to operational procedures. These are due to court, lawyer consults, BHRS appointments, and hospitalizations.</p>
(11) Education shall be provided to all youth regardless of classification, housing, security status, disciplinary or separation status, including room confinement, except when providing education poses an immediate threat to the safety of self or others. Education includes, but is not limited to, related services as provided in a youth's Section 504 Plan or Individualized Education Program (IEP).	X		<p>It is rare for a youth to return to the unit for school disciplinary issues. Issues tend to be handled on-site.</p> <p>However, based on a student interview, on at least one occasion, educational services have been denied when the English teacher became frustrated with some students and canceled class. All youth returned to the unit. Only when providing education poses an immediate threat to the safety of self or others may education be denied. The perception of the youth was that this was not a security issue, but the poor behavior of some students and that there were resources available to handle it and continue class. Probation staff is aware of this event and reports all students returned for the next class to resume school.</p> <p>The CARES class continues to enable difficult youth to continue their education on the school campus. We applaud its creation and continuation even when facility numbers are low because we realize it is a significant investment in these youth on the part of the SMCOE.</p>
<b>(c) School Discipline</b>			
(1) Positive behavior management will be implemented to reduce the need for disciplinary action in the school setting and be integrated into the facility's overall behavioral management plan and security system.	X		<p>The primary way the school provides incentives for good behavior and work is to ask that students focus intently for the first 25 minutes of class and then they may have time to do other work, such as credit recovery or college assignments, or play games.</p> <p>In addition, school behavior will now be incorporated into the facility's positive discipline system. This means that good behavior in school can assist a youth in accruing more privileges</p>



				on-unit. This had not begun at the time of inspection.
(2) School staff shall be advised of administrative decisions made by probation staff that may affect the educational programming of students.	X			
(3) Except as otherwise provided by the State Education Code, expulsion/suspension from school shall be imposed only when other means of correction fails to bring about proper conduct. School staff shall follow the appropriate due process safeguards as set forth in the State Education Code including the rights of students with special needs. School staff shall document the other means of correction used prior to imposing expulsion/suspension if an expulsion/suspension is ultimately imposed.	X			The on-campus CARES program was created to avoid the need for corrective action that would take a student out of school.  Students are not expelled.  Students may be suspended after previous interventions have failed. Those interventions are documented. Probation discusses the behavioral problem with the youth and guides any restorative actions.
(4) The facility administrator, in conjunction with education staff will develop policies and procedures that address the rights of any student who has continuing difficulty completing a school day.	X			This is a written policy with form.  A student may make a request to transfer from (or to stay in) the CARES program and the request will be immediately considered. A teacher may fill out a recommendation for a student transfer. Regardless, a multidisciplinary team evaluates whether a student should return to the mainstream classrooms every two weeks.
<b>(d) Provisions for Special Populations</b>				
(1) State and federal laws and regulations shall be observed for all individuals with disabilities or suspected disabilities. This includes but is not limited to child find, assessment, continuum of alternative placements, manifestation determination reviews, and implementation of Section 504 Plans and Individualized Education Programs.	X			Special Ed testing has resumed.  Doing IEP meetings via Zoom has resulted in higher attendance and increased general contact with the parents. This may continue going forward.
(2) Youth identified as English Learners shall be afforded an educational program that addresses their language needs pursuant to all applicable state and federal laws and regulations governing programs for EL students.	X			Last year, a half-time English Language Services specialist worked with teachers and youth in class. This year, due to small enrollment, this has been cut, but all teachers are being coached in ELD strategies to integrate academic strategies for ELL students via outside provider EL Achieve.  Edgenuity provides an identical curriculum in English and Spanish. This allows a language learner to continue to learn the class content while developing English language skills.  Rosetta Stone is also commonly used for non-English speakers.
<b>(e) Educational Screening and Admission</b>				
(1) Youth shall be interviewed after admittance and a record maintained that documents a youth's educational history, including but not limited to:	X			
(A) School progress/school history;	X			

(B) Home Language Survey and the results of the State Test used for English language proficiency;	X			
(C) Needs and services of special populations as defined by the State Education Code, including but not limited to, students with special needs.; and,	X			
(D) Discipline problems.	X			
(2) Youth will be immediately enrolled in school. Educational staff shall conduct an assessment to determine the youth's general academic functioning levels to enable placement in core curriculum courses.	X			The pre-COVID three day orientation has changed as there are so few students; the same services are provided via on-unit push-in by a teacher and paraeducator during the second stage of a youth's quarantine (approximately day four to day ten).
(3) After admission to the facility, a preliminary education plan shall be developed for each youth within five school days.	X			This occurs via on-unit push-in.
(4) Upon enrollment, education staff shall comply with the State Education Code and request the youth's records from his/her prior school(s), including, but not limited to, transcripts, Individual Education Program (IEP), 504 Plan, state language assessment scores, immunization records, exit grades, and partial credits. Upon receipt of the transcripts, the youth's educational plan shall be reviewed with the youth and modified as needed. Youth should be informed of the credits they need to graduate.	X			
<b>(f) Educational Reporting</b>				
(1) The complete facility educational record of the youth shall be forwarded to the next educational placement in accordance with the State Education Code.	X			
(2) The County Superintendent of Schools shall provide appropriate credit (full or partial) for course work completed while in juvenile court school in accordance with the State Education Code.	X			
<b>(g) Transition and Re-Entry Planning</b>				
(1) The Superintendent of Schools and the Chief Probation Officer or designee, shall develop policies and procedures to meet the transition needs of youth, including the development of an education transition plan State Education Code and in alignment with Title 15, Minimum Standards for Juvenile Facilities, Section 1355.	X			<p>Currently there is a problem transitioning students into their home-school because COVID-19 allows for a youth to enroll in "independent study". The youth can "get lost" educationally. We don't know whether Hillcrest can intervene, but mention it here as a point of concern for our transitioning youth.</p> <p>The educational transition planning process is:</p> <ol style="list-style-type: none"> <li>1. The school forwards a student's records to the next school and have the school counselor notify the receiving school of the youth's release date.</li> <li>2. If a student has an IEP, then the school, receiving school, parent, and youth meet to do transitional planning.</li> <li>3. SMCOE has extended help to all students with reenrollment: <ol style="list-style-type: none"> <li>a. As of 2019, a youth may be dually enrolled for the first 30-days of detention so that</li> </ol> </li> </ol>


			<p>there is no parent paperwork or parent time-off-work obstacles to re-enroll a child.</p> <p>b. The school has a permanent bilingual family counselor to assist parents with the process of re-enrollment. She confirms the youth is re-enrolled, has computer and wifi access, and assists with any other problems associated with returning to the student's home school. She teaches parents how to self-advocate, as well.</p> <p>A multidisciplinary team meeting is held to review each youth's needs and progress every week. Present are the school, Medical, BHRS, and Probation. In anticipation of a youth's exit, the team discusses a youth's transition needs for each department to implement.</p> <p>We understand that this fulfills Section 1355 requirements for policies and procedures based on guidance YSC has received from BSCC. We recommend that the policies and procedures exist in written form.</p> <p>We also recommend a more comprehensive view of transition planning. It seems that the current approach effectively transitions the youth <i>from</i> the facility, but may not meet the broad re-entry needs of a youth. For example, it excludes vocational readiness and placement.</p>
<b>(h) Post-Secondary Education Opportunities</b>			
<p>(1) The school and facility administrator should, whenever possible, collaborate with local post-secondary education providers to facilitate access to educational and vocational opportunities for youth that considers the use of technology to implement these programs.</p>	X		<ol style="list-style-type: none"> <li>1. Project Change is the school and facility's method of collaboration with post-secondary education providers. Students may choose to participate and earn college credit (or work on credit-recovery during that slot). Students use computers to complete assignments.</li> <li>2. Two classes are offered per year at the YSC with both girls and boys in the same class. This year Project Change offered Semester 2 of 2021: Keys to Success, History 210, and Psych 100; Semester 1: Keys to Success, and Communications 100.</li> <li>3. Were a student to enroll at a local community college, probation would provide transportation to the college, out-of-class access to professors, and assistance with school work.</li> </ol> <p>We understand that Probation is planning to expand vocational education. Possibilities are</p>

				<p>introducing culinary arts certification, and services through Success Center and JobTrain. We have attached information on other vocational programs in Attachment B.</p> <p>Vocational access is critically important and we look forward to an update on the launch of expanded opportunities.</p>
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**Signature of Commissioner(s) preparing this report**

Melissa Wilson  Date: November 22, 2021

Karin Huber-Levy  Date: November 22, 2021

Austin Willis  Date: November 22, 2021

Sathvik Nori  Date: November 22, 2021

## Attachment 1: Student Interviews

### INTERVIEWS OF HILLCREST STUDENTS SEPTEMBER 30, 2021

Three young men from Hillcrest School were interviewed in person. They were high school juniors or seniors.

Youth *A* was a 16 year old hispanic male from East Palo Alto. He reported previously attending East Palo Alto High School, and had gone to the Ravenswood school district throughout his life. When asked about the quality of instruction he received at Hillcrest, he reported concern about whether he was being sufficiently prepared to transition back to his home school and be able to succeed in a rigorous academic environment. When asked about his future plans, *A* reported wanting to follow in the footsteps of his sister and attend a 4 year university. He also expressed concern about how his credits were going to transfer to his home school.

Youth *B* likes the school and teachers. He did not like that a teacher sent all youth back to the unit out of frustration with behavior and that this seemed extreme and unfair in punishing all youth.

Youth *C* likes the school and appreciates the efforts of the teachers. He mentioned that the last time he was at Hillcrest, years ago, he learned to read. Now he is doing well on the outside and has plans for his future when he leaves Hillcrest. He is interested in a vocation (electrician or welding) and knows he needs to do well in math for this. He is concerned that he does not get enough attention from the math teacher when he doesn't understand something and would appreciate some one-on-one tutoring as it gets stressful when he and other students do not understand something. He mentioned that sometimes the class gets unruly when they have this stress. (Note: Principal Johnson clarified that this student is scheduled for transitional IEP as he returns to his home District, and that he needs a C or higher in Algebra for the electrician vocational program).

## Attachment 2: Vocational Training Resources, in Addition to Job Train and Success Centers



A full-list of community college certificate programs is here:

<https://www.onlineu.com/best-online-community-colleges/california>. Opportunities are available to study automotive technology, game design, audio production, medical coding, computer networking, bookkeeping, child care, firefighting, hospitality, real estate, to name just some.

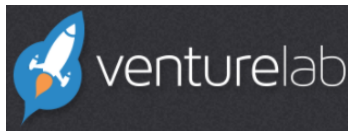


Based in Redwood City, BUILD uses entrepreneurship-based, experiential learning to ignite the potential of youth in under-resourced communities and equip them for high school, college and career success. BUILD's unique program offers students a four year entrepreneurship experience. The first year curriculum would be appropriate for our youth. Local programs exist at Sequoia High School, Woodside High School, and East Palo Alto Academy.



<https://yeacademy.org/> and <https://www.youthentrepreneurs.org/about-us>

Youth Entrepreneurs empowers young people with the values and vision to pursue their dreams. We strive to change the mindsets of young people, so they believe in themselves and what they can accomplish. Our experiential education model instills entrepreneurial and economic principles built for prosperity. We equip students to overcome barriers and seize opportunities for good. No cost.



<https://venturelab.org/curriculum/>

Provides age-appropriate no-cost curriculum in entrepreneurship to use in a school or home setting through video modules and 60 self-paced activities thirteen key concepts in entrepreneurial thinking. Consciously uses female examples. User guide: <https://venturelab.org/wp-content/uploads/2018/04/User-Guide.pdf>



Nepris is a web-based solution to bring in career speakers and take students on virtual factory tours:

<https://www.nepris.com/share/play/list/1f39ff39-1348-4e44-bd6b-1a6f8527e611>.

It helps educators expose students to different career and education paths, find real world applications to what students are learning, and inspire them to choose a STEM pathway. Educators specify the occupation area of the speaker. Career examples: <https://www.nepris.com/collections/sessions/items/8>. The free basic Nepris account gives you access to one live session and one live industry chat, and the Platinum Plan is \$149 annually and gives you unlimited access to live sessions and industry chats.