

Operational Intelligence Report: Youth Horizons Learning & The "Mind × Machine" Framework

1. Introduction and Scope of Inquiry

The rapid expansion of the digital education sector has precipitated a proliferation of online learning platforms, ranging from accredited institutional extensions to unregulated private tutoring entities. This report constitutes a comprehensive due diligence dossier on **Youth Horizons Learning**, an organization currently soliciting professional curriculum development services. The objective of this analysis is to scrutinize the organization's corporate identity, pedagogical claims—specifically the "Mind × Machine Framework"—and operational legitimacy to inform the client's engagement strategy.

The scope of this investigation encompasses a forensic audit of the organization's digital footprint, a comparative analysis of its intellectual property against known academic and commercial entities, and a risk assessment regarding its recruitment practices. Central to this inquiry is the disambiguation of the subject entity from similarly named organizations and the evaluation of the "Mind × Machine" concept against established cognitive science literature. As the client is positioned as a prospective curriculum developer, this report also provides a strategic roadmap for pedagogical design should the engagement proceed, while simultaneously highlighting significant indicators of potential recruitment fraud or operational instability.

The methodology employed integrates open-source intelligence (OSINT), academic literature review, and digital infrastructure analysis to construct a 360-degree view of the entity. The findings suggest a high probability that Youth Horizons Learning is either a nascent, unstructured venture or a shell entity mimicking established educational providers, necessitating an elevated posture of caution.

2. Corporate Identity and Organizational Disambiguation

A primary complexity in assessing Youth Horizons Learning is the existence of a high-profile, legitimate non-profit organization with a nearly identical name. It is a common tactic in both early-stage branding errors and deliberate obfuscation to adopt nomenclature that overlaps with established entities. This section rigorously distinguishes the subject of this report from

the unrelated Wichita-based organization to prevent misattribution of credibility.

2.1 The Legitimate Baseline: Youth Horizons Inc. (Wichita, KS)

To understand what Youth Horizons Learning is *not*, one must examine **Youth Horizons Inc.**, a 501(c)(3) non-profit organization based in Wichita, Kansas. This entity possesses a robust, verifiable operational history dating back to 1977.¹

Youth Horizons Inc. is a faith-based organization focused on mentoring and residential care for at-risk youth. Its operational footprint is physical and substantial, centered at 125 S. Washington, Wichita, KS.³ The organization manages specific residential facilities, including the Kinloch Price Boys Ranch and the Wren House for girls, providing evidence-based, trauma-informed care.⁴

Financially, Youth Horizons Inc. is transparent, a hallmark of legitimate non-profits. Public tax filings (IRS Form 990) indicate a revenue stream of approximately \$7.3 million in 2023, with total assets exceeding \$4 million.¹ They employ identifiable staff members, such as Carrie Crow (Mentor Team Lead), and maintain a clear chain of command and board governance.⁴ Their digital presence is anchored at youthhorizons.net, a domain registered and maintained consistently.⁶

Key Characteristics of the Wichita Entity (The "Control Group"):

- **Legal Status:** 501(c)(3) Tax-Exempt Non-Profit.²
- **Verification:** EIN 48-0846374.⁶
- **Physicality:** Brick-and-mortar offices and residential ranches.
- **Mission:** Christian mentoring and foster care.³
- **Transparency:** Named staff, public financials, clear physical address.

2.2 The Subject Entity: Youth Horizons Learning

In stark contrast, the subject of this inquiry, **Youth Horizons Learning**, operates via the domain youthhorizonseducation.com.⁸ The investigation reveals a distinct lack of the transparency markers observed in the Wichita entity.

2.2.1 Operational Obscurity

Youth Horizons Learning describes itself as a "global online education platform".⁸ However, "global" often serves as a euphemism for "location-agnostic" or "lacking a physical headquarters." The investigation yielded no physical address for Youth Horizons Learning. While the Wichita entity lists suite numbers and ranch locations⁴, the subject entity's "Contact Us" mechanisms are purely digital, lacking phone numbers or mailing addresses.⁸

This absence of physical geolocation is critical. For a curriculum developer, it raises questions regarding jurisdiction: Under whose labor laws does this contract fall? If the entity defaults on

payment, where is the legal recourse? The inability to locate a headquarters suggests the entity may be a fully distributed digital consultancy or a "DBA" (Doing Business As) for a different corporate shell.

2.2.2 Leadership Anonymity

The organization claims to be led by a "world-class team of top industry coaches and mentors".⁸ In the education sector, faculty reputation is the primary asset. Legitimate academies—even online ones—invariably showcase their instructors' degrees, tournament victories (e.g., "Coached the WSDC Finalists"), or university affiliations.

Forensic review of the Youth Horizons Learning text reveals **zero named individuals**.⁸ There is no "About the Founder" page, no "Meet the Coaches" section with biographies, and no LinkedIn cross-referencing available for leadership. This anonymity is highly anomalous for an organization claiming "world-class" status. It prevents verification of credentials and suggests that the "team" may be a rotating roster of freelancers or, in a worst-case scenario, non-existent.

2.3 Comparative Matrix: The Credibility Gap

The following table summarizes the divergence between the established non-profit and the subject entity, highlighting the potential for name confusion:

Feature	Youth Horizons Inc. (Wichita)	Youth Horizons Learning (Subject)
Domain Authority	youthhorizons.net (Active since ~1999) ²	youthhorizonseducation.com (Recent/Opaque) ⁸
Corporate Structure	501(c)(3) Non-Profit ⁴	Unknown (Presumed For-Profit LLC)
Primary Activity	Residential Foster Care, Mentoring ¹	Online Debate, Public Speaking, AI Literacy ⁸
Leadership	Public (e.g., Carrie Crow, Board Members) ⁴	Anonymous ("World-class team") ⁸
Financial Transparency	High (Public 990s, Audit trails) ¹	None (Private entity)
Physical Presence	Verifiable (Wichita, Valley)	Virtual only (No address)

	Center) ⁴	listed) ⁸
Brand Promise	"Raising hope in our youth" ⁷	"Speak with Confidence, Think with Clarity" ⁸

Strategic Implication: The client must verify that they are not laboring under the impression that they are working for the well-regarded Kansas non-profit. The subject entity appears to be capitalizing on the generic nature of the name "Youth Horizons," which may inadvertently or intentionally borrow credibility from the established charity.

3. The "Mind × Machine Framework": Intellectual Property Audit

The core value proposition of Youth Horizons Learning is the **"Mind × Machine Framework"** (Mind times Machine). The client has been tasked with curriculum development presumably centered on this concept. A critical component of due diligence is determining whether this framework is a proprietary, scientifically validated pedagogy or a marketing construct requiring fabrication.

3.1 Review of Academic Literature on "Mind-Machine" Systems

To evaluate the validity of the "Mind × Machine" claim, we must audit the existing academic landscape for this terminology. The phrase "mind-machine" is indeed present in high-level cognitive science and engineering research, but its application there differs radically from the context of K-12 debate education.

3.1.1 The Embodied Mind-Machine Context

Research published in reputable journals such as the *IEEE Transactions on Cognitive and Developmental Systems* discusses "mind-machine frameworks" in the context of **embodied cognition** and **symbiotic systems**.⁹

- **Theoretical Basis:** This field explores how artificial systems can emulate human sensory processing. It involves "afferent structural schema" and "spatio-temporal feature-binding".¹⁰
- **Mechanism:** These frameworks model how the brain (specifically areas like the Frontal lobe and Broca's area) processes multisensory inputs to generate "comprehension-granules".¹¹
- **Application:** The goal is the design of "generally intelligent man-machine symbiotic systems"—essentially, robots or AIs that "feel" or process data like a human body.⁹

3.1.2 Granular Computing and Fuzzy Logic

Other academic intersections include **Granular Computing**, a field popularized by Zadeh, which deals with "information granules" in decision-making.¹³ Here, the "mind-machine" aspect refers to the translation of human linguistic uncertainty (fuzzy data) into machine-readable logic.¹³

Divergence Analysis: The academic "mind-machine" framework is a dense, mathematical, and neuro-computational field focused on robotics and AI architecture. It deals with *designing* machines that think like humans. Youth Horizons Learning, conversely, claims to use a "Mind × Machine Framework" to teach children public speaking and debate.⁸ There is no evidence in the snippets that YHL has licensed this specific neuro-computational research or that their curriculum involves "spatio-temporal feature binding" or "afferent structural schema."

3.2 The "Mind × Machine" as Marketing Nomenclature

Given the disconnect between the rigorous academic definition and the organization's description, it is highly probable that Youth Horizons Learning utilizes "Mind × Machine" as a **marketing portmanteau** rather than a pedagogical reality.

- **The Claim:** YHL defines the framework as "combining human reasoning, communication, and judgment with AI literacy".⁸
- **The Reality:** This likely represents a standard "Hybrid Intelligence" approach. The "Mind" represents traditional critical thinking (rhetoric, logic, logos/pathos/ethos), while the "Machine" represents the tools used to augment this (Generative AI, Large Language Models).

Software Framework Confusion: It is also notable that "Mind Machine" is the name of several open-source software libraries (e.g., "Rainbow Mind Machine," "Embarcadero Mind Machine") used for managing bot networks on Twitter and GitHub.¹⁴ These are Python-based tools for developers. It is plausible that the founders of YHL encountered this term in a tech context and co-opted it for its futuristic sound, unaware of its specific meaning in the open-source community.

3.3 Implications for Curriculum Development

For the client, this finding is pivotal. The request to "do curriculum development" for the Mind × Machine Framework likely implies a **greenfield project**.

- **The Void:** There is likely no existing "teacher's guide" or "standard operating procedure" based on the academic Mind-Machine literature.
- **The Task:** The developer will not be *following* a framework; they will be *inventing* the substance to justify the slogan.
- **The Requirement:** The developer must create modules that operationally define "Mind × Machine." For example:
 - *Unit 1 (Mind):* Constructing a logical syllogism.

- *Unit 2 (Machine)*: Prompting ChatGPT to generate counter-arguments to that syllogism.
- *Unit 3 (Integration)*: Critiquing the AI's output for logical fallacies (The "Mind" correcting the "Machine").

Without this active creation by the developer, the framework is merely an empty shell.

4. Digital Infrastructure and Operational Forensics

The stability and professionalism of an online education platform's web infrastructure are direct proxies for its operational health. A robust institution maintains clear policies, functional navigation, and transparent ownership. Youth Horizons Learning exhibits significant deficiencies in this domain.

4.1 Website Integrity and Maintenance

The investigation identified multiple critical failures in the youthhorizonseducation.com domain structure.

- **Policy Vacuums:** The "Privacy Policy" ¹⁷ and "Terms of Service" ¹⁸ pages were found to be inaccessible or broken. For an entity handling the data of minors (student names, video recordings of speeches), the absence of a functional Privacy Policy is a severe compliance breach, potentially violating COPPA (USA) or GDPR (Europe) standards.
- **Broken Navigation:** The "FAQ" ¹⁹ and "Achievements" ²⁰ pages are also inaccessible. This suggests the website is either under active construction (beta phase) or has been abandoned/neglected. It creates an impression of a "facade" — a homepage built to look impressive, with no underlying content.

4.2 Domain Registration and Ownership (Whois Analysis)

"Whois" data provides the registration details of a domain. For legitimate educational institutions, this data is often public to establish trust.

- **Privacy Protection:** The Whois records for youthhorizonseducation.com appear to be privacy-protected or obscured.²¹ While common for individuals, corporations usually register domains under their legal entity name.
- **Tenure:** The lack of a clear copyright date or "Established in X" marker ⁸ makes it difficult to verify the organization's longevity. This contrasts with Youth Horizons Inc. (Wichita), which has a clear lineage back to 1977.²

4.3 Social Media and External Validation

A review of the website's footer and navigation reveals a lack of external connectivity.

- **Social Isolation:** The investigation yielded no direct links to active social media profiles (LinkedIn, Twitter/X, Instagram) for Youth Horizons Learning.⁸ In the modern EdTech market, social proof via Instagram (student results) or LinkedIn (thought leadership) is standard. The absence of these channels reinforces the "facade" risk profile.

5. Market Positioning: The WULA Academy Connection

A critical breakthrough in this investigation is the identification of overlapping marketing copy between Youth Horizons Learning and a competitor, **WULA Academy** (also known as **Believe Academy**). This connection suggests potential white-labeling, plagiarism, or common ownership.

5.1 The Slogan Fingerprint

Youth Horizons Learning utilizes the slogan: **"Speak with Confidence, Think with Clarity"**.⁸ Forensic text analysis reveals this exact phrase is the primary tagline for **WULA Academy's** "Premium Summer Debate Program".²³

- **WULA Usage:** "Find Your Voice. Speak with Confidence. Think with Clarity".²³
- **YHL Usage:** "Speak with Confidence, Think with Clarity... We train students to speak with confidence and argue with logic".⁸

While the phrase appears in scattered marketing for other products (e.g., crystal bracelets²⁴ and math camps in Penang²⁵), the overlap between two online debate academies suggests a direct relationship.

5.2 Comparative Product Analysis: WULA vs. YHL

If Youth Horizons Learning is a clone or affiliate of WULA, examining WULA's structure provides insight into what YHL *should* look like.

Feature	WULA Academy (Believe Academy)	Youth Horizons Learning
Curriculum Structure	Highly Specific (Grades 1-2, 3-4, 5-9) ²³	Vague ("Youth," "Next Generation") ⁸
Pricing	Transparent (\$200 for Storytelling, \$830 for	Hidden/Undisclosed

	Debate) ²³	
Course Duration	Defined (5 weeks, 10 sessions) ²³	Undefined
Brand Identity	"WULA" / "Believe Academy"	"Youth Horizons Learning"
Slogan	"Speak with Confidence, Think with Clarity"	"Speak with Confidence, Think with Clarity"

Analysis:

WULA Academy appears to be the operational "parent" or the "original" from which YHL is derived. WULA has specific pricing, course codes, and grade-level breakdowns. YHL has the same high-level promises but lacks the granular detail.

- **Hypothesis A (Cloning):** YHL is a "copycat" site set up to capture search traffic or test a new market segment, copying WULA's copy without building the backend.
- **Hypothesis B (Affiliate):** YHL is a reseller of WULA's curriculum.
- **Hypothesis C (The Template):** Both academies hired the same marketing agency or used the same web template, resulting in identical filler text.

5.3 Curriculum Architecture Analysis

Despite the opacity, YHL lists specific tracks that the developer must be prepared to build²⁶:

1. **Impromptu Debate:** Focused on "Growth without reliance."
 - *Claim:* "No partner needed... progress reflects true individual skill".²⁶
 - *Analysis:* This is a significant deviation from standard competitive debate (Public Forum, Policy), which is partner-based. YHL is likely optimizing for **1-on-1 private tutoring**. This reduces scheduling friction (no need to coordinate two students) but limits the student's ability to compete in partner-driven national circuits (NSDA).
2. **Congressional Debate:** "Policy, Procedure, and Public Leadership."
 - *Focus:* Drafting bills, parliamentary procedure.²⁶
 - *Analysis:* This is a scalable format for group classes, as Congress chambers can hold 10-20 students. This balances the 1-on-1 Impromptu model with a high-margin group class model.

6. Risk Assessment: The Recruitment Fraud Vector

Given the anomalies identified—anonymous leadership, broken website, borrowed copy, and lack of physical presence—it is necessary to address the high risk of **employment scams**

targeting curriculum developers. This is a prevalent fraud vector in the EdTech space.

6.1 The "Fake Check" / Equipment Scam

Intelligence from online forums (e.g., r/TeachersInTransition) highlights a specific scam targeting educational professionals.²⁷

- **The Setup:** A "recruiter" contacts a curriculum developer for a remote role at an online academy (often using a name similar to a real company, like "Youth Horizons").
- **The Interview:** Conducted entirely via text, email, or chat (no video). The offer is made quickly, often with a high salary.
- **The Hook:** The company sends a check to the new hire to purchase "home office equipment" (laptop, software).
- **The Trap:** The hire deposits the check and is instructed to wire funds to a "certified vendor" for the equipment. The original check eventually bounces (it was fake), but the wire transfer is irreversible, leaving the victim liable for the loss.²⁷

Red Flags Specific to YHL:

- **Identity Mimicry:** Using the name "Youth Horizons" allows the scammer to rely on the victim Googling the Kansas non-profit and seeing a legitimate history¹, masking the fraud.
- **Inaccessible Policies:** Scammers rarely waste time writing legally binding Terms of Service or Privacy Policies, leading to broken links.¹⁷
- **Email Domain:** Scammers often use domains like @careers-company.com instead of the main domain. The client should scrutinize the sender's address.

6.2 Validation Protocols for the Client

To mitigate this risk, the client must perform the following verification steps immediately:

1. **Video Verification:** Insist on a live video interview. If the "hiring manager" claims their camera is broken or they rely only on text, abort the engagement.
2. **Payment Verification:** Legitimate companies ship equipment directly or reimburse via payroll. **Never** accept a check to purchase equipment from a specific vendor.
3. **Content Verification:** Ask for the "Style Guide" or "Curriculum Map" for the Mind × Machine Framework. If they cannot produce existing internal documentation, it suggests the operational layer does not exist.

7. Strategic Roadmap for Curriculum Development

Assuming the entity is legitimate and the engagement proceeds, the client faces the challenge of materializing the "Mind × Machine" concept. The following recommendations provide a structural approach to developing this curriculum, bridging the gap between YHL's

marketing and educational reality.

7.1 Defining the "Machine": From Slogan to Syllabus

Since the academic "Mind-Machine" frameworks⁹ are too complex for K-12, the developer must redefine "Machine" as **"AI-Augmented Rhetoric."**

- **Phase 1: Research & Information Literacy (The Input)**
 - *Concept:* The "Machine" as the gatherer, the "Mind" as the filter.
 - *Activity:* Students use AI tools (Perplexity, Google Gemini) to gather data on a debate topic. They must then apply "Mind" protocols (Source Triangulation, Bias Detection) to validate the AI's output.
- **Phase 2: Argument Construction (The Processing)**
 - *Concept:* Algorithmic Logic vs. Human Nuance.
 - *Activity:* Students prompt ChatGPT to write a "Pro" case. They then critique the AI's case for lack of emotional resonance (Pathos) or logical leaps, rewriting it to add the "Human" element.
- **Phase 3: Delivery & Feedback (The Output)**
 - *Concept:* Biometric and Phonetic Analysis.
 - *Activity:* Use speech-analysis software (e.g., Yoodli or proprietary tools if YHL has them) to track filler words and pacing ("Machine" feedback). The student then interprets this data to adjust their delivery style ("Mind" adaptation).

7.2 Leveraging the "Impromptu" & "Congress" Tracks

- **For Impromptu (Growth Without Reliance):**
 - Develop **Mental Models:** Since students don't have partners, the curriculum must focus on internal frameworks (e.g., P.R.E.P. - Point, Reason, Example, Point) that allow a student to generate content instantly.
 - **Drill Libraries:** Create high-volume, low-stakes drill sets that can be done solo or with an AI sparring partner.
- **For Congressional Debate:**
 - **The "Global" Angle:** Since YHL claims to be global, avoid purely US-centric legislation. Develop bills on international topics (e.g., "A Bill to Regulate Ocean Mining," "A Resolution on AI Copyright") to appeal to a non-US student base.

7.3 Student Success Metrics

To substantiate the "Confidence" and "Clarity" claims⁸, the curriculum should include pre- and post-assessment rubrics.

- **Confidence Metric:** Measured via delivery volume, eye contact duration (tracked by camera), and hesitation frequency.
- **Clarity Metric:** Measured via argument structural integrity (Claim-Warrant-Impact) and vocabulary precision.

8. Conclusion

Youth Horizons Learning presents the characteristics of a digital-first educational venture operating with a high degree of opacity. While it adopts the sophisticated lexicon of cognitive science ("Mind × Machine Framework"), the investigation indicates that this is likely a branding strategy rather than a reflection of deep pedagogical R&D.

The primary operational finding is the critical distinction between this entity and **Youth Horizons Inc.** of Wichita, Kansas. The latter is a verified non-profit; the former is an opaque platform with no listed leadership, address, or transparent history. The duplication of marketing copy from **WULA Academy** further suggests that YHL may be a derivative or white-label entity.

Final Recommendation:

The client acts as a potential curriculum developer at a juncture of significant risk and opportunity. The risk of recruitment fraud is non-zero and must be ruled out through rigorous identity verification of the hiring stakeholders. If legitimate, the opportunity lies in the fact that the "Mind × Machine" framework is likely a *tabula rasa*—a blank slate. The client has the freedom to define this framework, provided they are comfortable working within an organization that currently lacks the transparency norms of established educational institutions. Proceed with caution, verify all contacts, and assume the pedagogical architecture must be built from the ground up.

Appendix: Data Tables

Table 1: Digital Footprint Analysis

Metric	Status	Implication
URL	youthhorizonseducation.com	Primary interface.
SSL/Security	Active (https)	Basic security standard met.
Privacy Policy	Broken/Inaccessible ¹⁷	High compliance risk; indicative of unfinished

		site.
Terms of Service	Broken/Inaccessible ¹⁸	Lack of legal scaffolding.
Whois Data	Privacy Protected ²¹	Ownership hidden; prevents vetting.
Social Links	None Found ⁸	Low market engagement/social proof.

Table 2: Educational Claims vs. Evidence

Claim	Source Snippet	Evidence Status
"World-class team of coaches"	⁸	Unverified. No names listed.
"Global online education platform"	⁸	Unverified. No physical office listed.
"Mind × Machine Framework"	⁸	Marketing. Distinct from academic "Embodied Mind" research. ⁹
"Student Success (Emma, Daniel)"	⁸	Generic. Testimonials lack surnames or photos.
"Growth without reliance"	²⁶	Operational Model. Optimizes for 1-on-1 tutoring over team debate.

(End of Report)

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