



# Empowering Students and Families for Success

Bridging the opportunity gap with STEM education, the Learning Accelerator for Personalized Learning, Social-Emotional Development, and Parent Engagement



Prepared by:

**The National Urban Technology Center, Inc.**  
25 Broadway, 12th Floor  
New York, NY 10004-1056

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# Executive Overview

Re-imagining Education for Growth and Prosperity is a bold philanthropic effort that seeks to accelerate the pace of education and wealth accumulation in under-resourced families and address systemic underinvestment in these communities. The major barriers that these families are facing – including housing, educational, and employment discrimination – have hindered their ability to build wealth over time. The lasting effects of this pervasive racism are profound. Today the typical Black family has one-eighth of the wealth of the typical White family. Without bold intervention in their education and a complete reimagination of wealth accumulation in these communities, this unacceptable status quo will continue to persist.

Urban Tech, an educational leader serving underrepresented communities nationwide in the last 28 years, is stepping up to empower students of color across the country and address educational disparities that hinder racial wealth equity. Through an exclusive tutoring and mentoring partnership with communities, a new Family Empowerment Center (FEC) has been created by Urban Tech to revolutionize the way learning is facilitated. For example, its newly developed Learning Accelerator will diagnose signs of academic struggle and send alerts to trained program partners including parents, teachers, and tutors who have been trained to address challenges promptly and provide additional support.

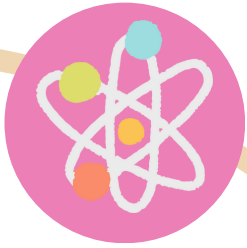
By leveraging technology in learning, we believe we can level the playing field with our program partners and provide equal opportunities for under-resourced students in New York City to achieve improved academic performance and advance greater wealth over time.

The following components comprise this proposal for which Urban Tech seeks your support:

- **STEM Classroom** - Establish space in each middle school, providing a lab with a focus on applying science, technology, engineering, and mathematics;
- **The Learning Accelerator** - A bold intervention that tailors instruction to students' individual needs and abilities and ensures that all students have a chance to excel;
- **Parents Care**® - Encourage parents to develop their own proficiency in marketable computer skills and empower them to play a supporting role in the education of their children;
- **Targeted Tutoring and Mentoring** - Teachers, parents, and trained tutors share best practices for nurturing student competency and resilience;
- **Social and Emotional Learning** - Create SEL policy and procedures for emotional health and safer more supportive classrooms.

Our goal is to provide equal opportunities for under-resourced students of color, fostering improved academic performance and enabling admission to specialized schools and colleges, advancing racial wealth over time. By strategically integrating the new Learning Accelerator, Urban Tech is advancing equity in education and ensuring success for every student, both at home, in school, and in recreational settings. Our unwavering mission is to bridge the learning gap and ensure that every student has an equal opportunity to succeed. We recognize that achieving this transformative impact requires a collective effort. Our bold initiatives are a call to rectify the deeply entrenched racial imbalances in learning opportunities and we invite you to be an influential part of this initiative to reshape the landscape of education for all students. We need your help to enrich and expand our initiatives, reaching more public schools, and supporting traditionally underserved communities.

**The following components comprise this proposal for which Urban Tech seeks your support:**



### **STEM Classrooms**

Establish space in each middle school, providing a lab with a focus on applying science, technology, engineering and mathematics.



### **The Learning Accelerator**

For a bold intervention seamlessly blending adaptive learning and AI to provide personalized, inclusive, and proactive support, ensuring every student's individual success in daily learning and test preparation.



**Urban Tech**

**Family Empowerment Center**



### **Parents Care<sup>©</sup>**

Encourage parent involvement to develop proficiency in computer applications: Word, Excel, and PowerPoint to provide marketable industry skills and a pipeline for jobs.



### **Targeted Tutoring and Mentoring**

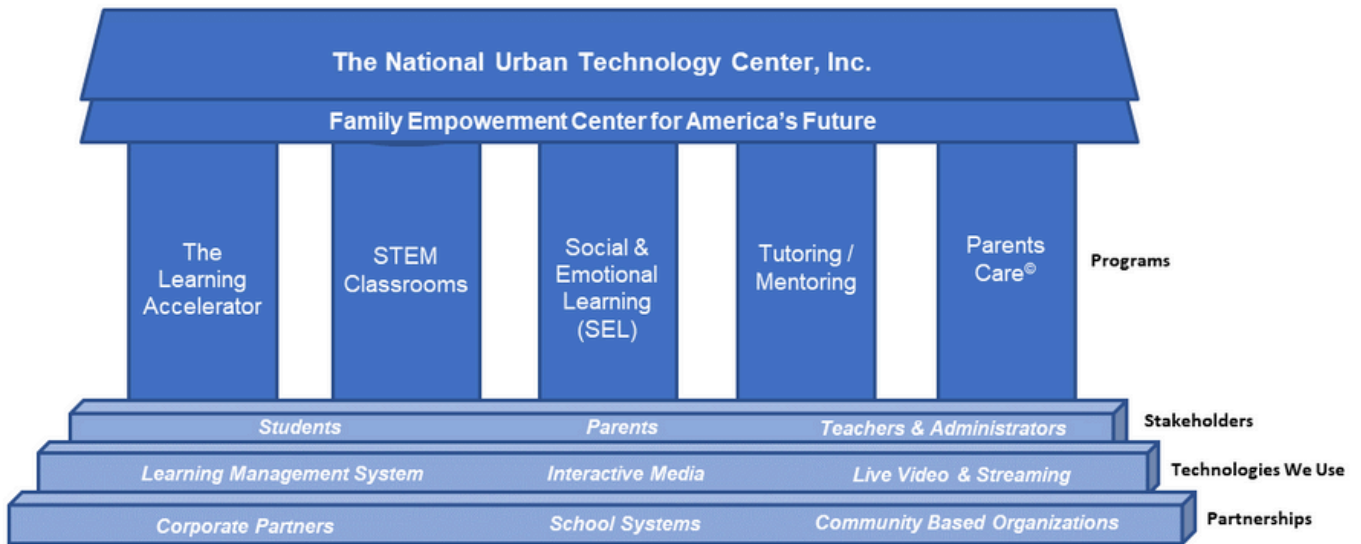
Nurture student competency; and encourage teachers, administrators, and parents to partner with one another to share curricula, training, and data to identify best practices that engage under-represented youth.



### **Social and Emotional Learning**

Emotional Health and Social and Emotional Learning Advocacy to create policies and procedures for safer, more supportive classrooms.

The Family Empowerment Center is designed to include the dedication of the whole family in increasing access to teaching and learning for the competitiveness of all students regardless of race and building a pipeline to higher education and emerging markets in the 21st century. In order to assure success, we include social and emotional learning, and access to the Learning Accelerator with dedicated tutoring to diagnose learning problems and provide tools and techniques to close the learning gap from the pandemic.



## Students

- STEM Classrooms for Computer Science Fundamentals
- Dignity for All for Safe and Supportive Schools
- Targeted Tutoring for Math Proficiency
- The Learning Accelerator for individualized learning

## Parents

- Parents Care: Coaching for Parenting Skills
- Digital Literacy for Home Computing
- Microsoft Computer Applications for Job Skills
- Financial Literacy and Jobs

## Schools

- Professional Development (PD) in AI, Robotics,
- The Learning Accelerator: AI student support
- Teacher Training for Social and Emotional Learning (SEL) and Safe and Supportive Schools
- Mentoring students and their families to close the learning gap caused by the pandemic

## Urban Tech’s Learning Accelerator

The recent release of NYC Specialized High School admissions rates reveals a troubling snapshot of the U.S. education system, perpetuating disparities that hinder wealth creation among families of color. This unsettling imbalance in access to quality education highlights a pressing issue demanding attention and urgent efforts toward fostering equitable opportunities for all students.

Astonishingly, in 2023, just 3% of offers from these prestigious institutions were extended to Black students, revealing a stark imbalance in the allocation of opportunities.

2023 Admissions—SHSAT Offers by Ethnicity and School, Discovery Invitations by Ethnicity								
<b>Tester Summary</b>	<b>Native American</b>	<b>Asian</b>	<b>Black</b>	<b>Latinx</b>	<b>White</b>	<b>Multi-racial</b>	<b>Unknown</b>	<b>Total</b>
Total Testers	257	8,326	4,905	6,807	4,522	463	679	25,959
<b>Distribution of Testers, by Ethnicity</b>	<b>1.0%</b>	<b>32.1%</b>	<b>18.9%</b>	<b>26.2%</b>	<b>17.4%</b>	<b>1.8%</b>	<b>2.6%</b>	<b>100.0%</b>
<b>Offer Summary</b>	<b>Native American</b>	<b>Asian</b>	<b>Black</b>	<b>Latinx</b>	<b>White</b>	<b>Multi-racial</b>	<b>Unknown</b>	<b>Total</b>
Brooklyn Technical High School (13K430)	14	730	37	97	429	39	75	1,421
High School for Mathematics, Science and Engineering at City College (HSMSE) (05M692)	1	41	13	20	78	7	14	174
High School of American Studies at Lehman College (10X696)	0	20	2	20	51	8	14	115
Queens High School for the Sciences at York College (28Q687)	3	88	3	8	9	3	2	116
Staten Island Technical High School (31R605)	1	182	2	7	81	3	11	287
Stuyvesant High School (02M475)	1	489	7	20	158	36	51	762
The Bronx High School of Science (10X445)	2	422	34	44	157	28	44	731
The Brooklyn Latin School (14K449)	4	157	22	51	115	22	17	388
<b>Total Offer</b>	<b>26</b>	<b>2,129</b>	<b>120</b>	<b>267</b>	<b>1,078</b>	<b>146</b>	<b>228</b>	<b>3,994</b>
<b>Distribution of Total SHSAT Offers, by Ethnicity</b>	<b>0.7%</b>	<b>53.3%</b>	<b>3.0%</b>	<b>6.7%</b>	<b>27.0%</b>	<b>3.7%</b>	<b>5.7%</b>	<b>100.0%</b>
<b>Discovery Summary</b>	<b>Native American</b>	<b>Asian</b>	<b>Black</b>	<b>Latinx</b>	<b>White</b>	<b>Multi-racial</b>	<b>Unknown</b>	<b>Total</b>
Discovery Participants*	5	467	86	120	81	4	4	767
<b>Distribution of Discovery Participants*</b>	<b>0.7%</b>	<b>60.9%</b>	<b>11.2%</b>	<b>15.6%</b>	<b>10.6%</b>	<b>0.5%</b>	<b>0.5%</b>	<b>100.0%</b>

\*Note that Discovery Participants include all students who received an offer to participate in a summer Discovery program in June, regardless of whether they ended up attending.

In response to this challenging landscape, Urban Tech, a dedicated educational leader with 28 years of service to underrepresented communities nationwide, is taking bold steps to empower students of color in New York City. Partnering with seven schools in Brooklyn and introducing the groundbreaking Learning Accelerator, Urban Tech is poised to revolutionize the educational landscape for these students.

At the heart of Urban Tech's transformative approach, is the Learning Accelerator, an innovative Learning Management System (LMS) expertly constructed to offer personalized and adaptive learning plans that prepare students to take the SHSAT for admission to New York City's specialized high schools and provide experience at the mature level that questions are being asked on the exam. Tailored to individual proficiencies and learning styles, we expect that this pioneering system will increase overall scores, particularly for students who have lacked sufficient support in the past.

Empowered by AI, our cutting-edge system identifies early signs of academic struggle and disengagement, and with Early Intervention Alerts, the Learning Accelerator swiftly reaches parents and tutors for timely intervention and support. Urban Tech works closely with program partners to identify learning issues and then utilize these alerts to create a dynamic ecosystem where challenges are met with collaboration and targeted support by our program partners.

The Learning Accelerator 1) allows each student to see at what level they are testing in comparison to other students across NYC, 2) provides tutoring and mentoring on demand as the software sees student weakness, 3) provides ongoing gamification and competition with other students preparing for the SHSAT; 4) a personal roadmap to each student's personality to determine the work and resources required for success and then monitors each student's progress toward achieving success on the actual test.

By merging technology with Urban Tech's expertise in building "smart models" in education, we believe we can level the playing field collaboratively with our partners and provide equal opportunities for Black and brown students in New York City, enabling improved academic performance and admission to NYC's specialized schools and acceptance into college to advance racial wealth equity over time.

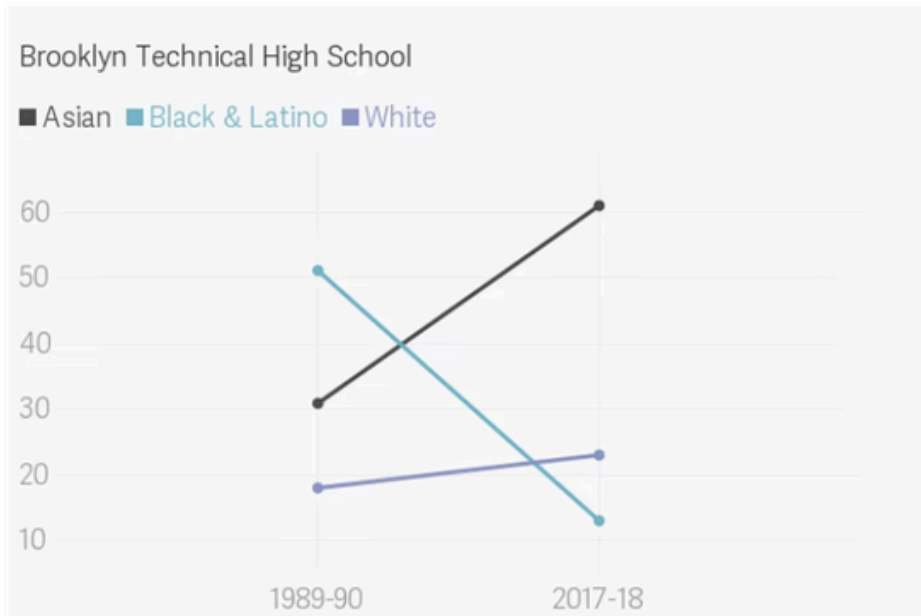
Through partnership with Family Empowerment Centers (FECs) in neighborhood schools, Urban Tech promotes equity in education and success for all students at home and school through a variety of initiatives that remove the racial imbalance within current Specialized School Settings in New York City. By harnessing the power of artificial intelligence, the Learning Accelerator creates a gamification environment with rewards ensuring frequent and healthy competition with other students.

## **NYC Educational Policies and Their Effect on Admissions to Specialized High Schools**

The movement to have a more egalitarian school system in New York City resulted in dismantling gifted and talented classes and programs in the 1990s. Unfortunately, and unintentionally, this adversely affected Black and Hispanic students as those with greater talent were no longer provided with the programming needed to develop their full potential. As a result, the city no longer graduates highly proficient Black and Hispanic students who can go on to high-performing STEM schools like NYC's Specialized High Schools, pursue advanced STEM degrees, and enter generational wealth-building professions in medicine, finance, or technology as they once have. Non-public resources or private partnerships are desperately needed to develop potentially talented students who are presently being deprived of a bright future.

Up until the 1990s for example, SP (Special Progress) classes or IGC (Intellectually Gifted Class) existed in most public schools throughout the city nurturing advanced learners and creating a STEM pathway for students of all ethnicities and races. Brooklyn Tech High School, for example, is one of the nation's top public STEM schools where Black and Hispanic students were the majority from the 1970s through the 1990s. Admission is through a competitive math and English exam which admitted, at one point, over 500 low- and middle-income Black and Hispanic students every year for 20 years. Brooklyn Tech's Society of Black Engineers exemplifies alumni success. These and other successful Black alumni recall that being in the SP class in middle school prepared them for the competitive SHSAT (Specialized High School Admissions Test). Sadly in 2023, only 37 Black students were able to meet the cutoff for admission at Brooklyn Tech.

The dismantling of the SP classes in the 1990s correlated with a sharp drop off in admissions of Black and Hispanic students at Brooklyn Tech and the other two specialized high schools, Stuyvesant and Bronx Science.



DATA: NATIONAL CENTER FOR EDUCATION STATISTICS / NEW YORK CITY DEPARTMENT OF EDUCATION

By 2018 many majority Black and Hispanic school districts barely had one gifted and talented school and some had none. Families in majority white school districts fought hard to preserve their advanced learning classes while Asian communities put the burden on themselves to develop afterschool enrichment programs that were familiar to them from their native countries. The expansion of charter schools has attracted, albeit in a limited number, educationally savvy Black and Hispanic families who enroll their students through high school. As a result, the number of Black and Hispanic students who can score competitively on the SHSAT and gain admission to a specialized high school is now at an all-time low.

Urban Tech has found that the scarce number of African American students testing competitively on the SHSAT is just a small indicator of the greater systemic failure towards families of color in education. New York State assessment tests show that 83% of Black 7th-grade public school students are failing math, while 95% cannot do better than an 85 on a seventh-grade math test in New York City. This represents extreme inequity and must be remediated immediately.



Grade	Year	Category	Number	Mean Scale	# Level 1	% Level 1	# Level 2	% Level 2	# Level 3	% Level 3	# Level 4	% Level 4	# Level 3+4	% Level 3+4
	.Y		Test	Sec										
7	2022	Asian	11071	613	1464	13.2	2141	19.3	2638	23.8	4828	43.6	7466	67.4
7	2022	Black	10795	588	5985	55.4	2996	27.8	1256	11.6	558	5.2	1814	16.8
7	2022	Hispanic	23143	591	11261	48.7	7006	30.3	3278	14.2	1598	6.9	4876	21.1
7	2022	White	8398	608	1448	17.2	2062	24.6	2168	25.8	2720	32.4	4888	58.2

Source: New York City Dept of Education Infohub

Notes: For practical purposes, a student at level 1 or 2 is not performing at grade level or failing. Students at level 3 are at grade level or passing. Students at level 4 are proficient, the equivalent of scoring 85 or more on a test where 100 is the maximum score.

## SHSAT Offers By Race Compared to City Population

2018 2019 2020 2021 City Population

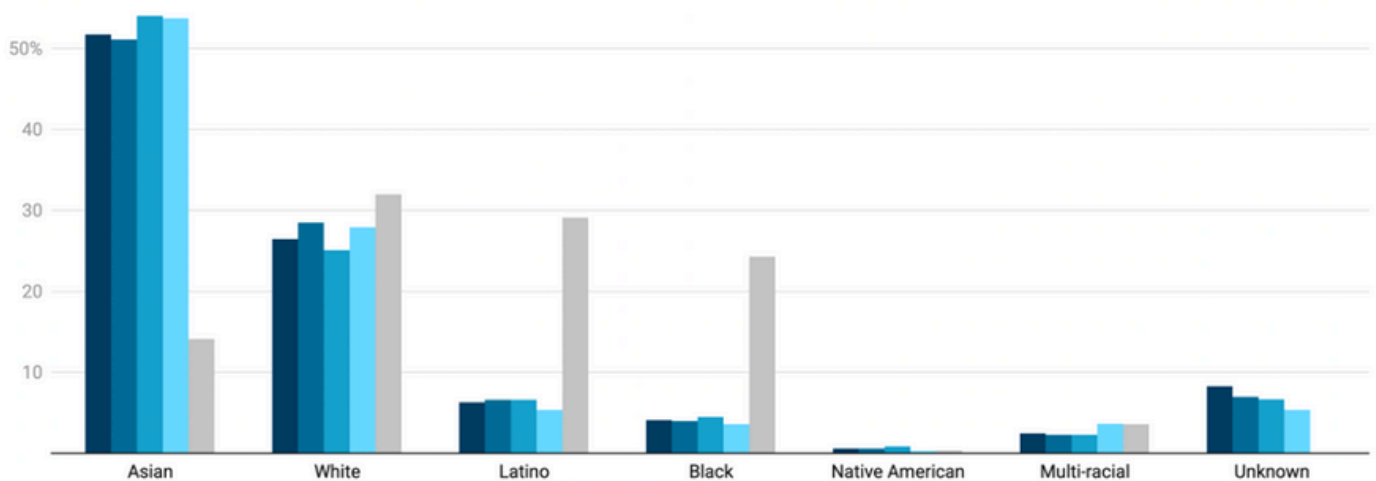


Chart: Jake Dobkin / Gothamist • Source: NYC DOE • [Get the data](#) • Created with [Datawrapper](#)

Overcoming entropy to turn around this systemic failure is beyond the scope of a couple of organizations. However, there does exist an opportunity to advance a promising part of the Black student community and begin to turn the tide of this societal injustice.

Solutions to improve the number of Black and Hispanic students being admitted to the specialized high schools involve improving skill sets and providing equity in enrichment programming. Programs such as the Brooklyn Tech Alumni Foundation *Future World Vision Middle School STEM Pathways Consortium* demonstrate how the specialized schools can be a resource to address this issue. The *Consortium* program focuses on several key principles, school leader engagement, motivating students through STEM activities/projects, student skill development, teacher development and support, and parent involvement. Funding and scaling projects such as these in the Black and Hispanic community will provide the resources for these students to once again be competitively successful on the Specialized High School admission exam or gain admission to the hundreds of screened selective high schools in New York City.

## The Pandemic-Induced Learning Loss Crisis

In response to the Covid-19 pandemic, Congress allocated \$190 billion to schools, with a mandate that 20% be used to address learning setbacks. However, recent data reveals that school closures during the pandemic may have caused the most significant disruption in American education history, setting student progress in math and reading back by two decades and widening the achievement gap between poor and wealthy children. The challenges are compounded by a surge in absenteeism, with millions of students becoming chronically absent, missing 10% or more of school days. This absenteeism exacerbates the already prevalent achievement gap, particularly affecting under-resourced schools and communities.

To address this crisis, a multidisciplinary approach is required. Taking immediate action to implement interventions that replace expiring federal aid is crucial in order to make up for lost ground. Parents, teachers, and education leaders also play a vital role in ensuring urgent attention to learning loss and other persistent challenges.

The scale of the problem is evident, with over a quarter of students chronically absent in the 2021-22 school year, up from 15% before the pandemic. Some lower income districts faced absenteeism rates exceeding 61%. The solutions are complex, requiring a combination of incentives and measures to address economic and family issues contributing to absenteeism. Additional measures such as supplementary after-school programs, diagnostic tools to address student's learning gaps, and personalized learning programs are necessary to aid students who have fallen far behind and offer promise to reverse learning gaps from the pandemic. The learning loss crisis demands a collective sense of urgency. Without immediate and comprehensive action, the devastating effects on the nation's children could be irreversible.

# Urban Tech's Vision to Close the Gap

We propose a plan to close the gap that exists for those families who want a specialized high school education for their children that leads to a pathway for better education, job opportunities, and meeting higher financial goals. We are recommending the formation of a Family Empowerment Center to include:

- STEM Classroom in every school, with programs and tools that ignite curiosity and innovation in all students and convey content and instruction effectively across multiple platforms, making the curriculum work for all students;
- The Learning Accelerator created by Urban Tech uses technology to diagnose problems caused by the pandemic and deliver learning at the required scale to increase the competency of all students in Mathematics and Science;
- Parents Care® created by Urban Tech consists of multi-layered programming designed to train parents as paraprofessionals by supporting them in developing a strong collaborative relationship with teachers to deliver online education services at home to ensure the academic success of their children and the growth of their own computer skills and economic power.
- Targeted Tutoring and Mentoring with partners to provide qualified interns in all eight schools enhancing competitive readiness to meet requirements of the SHSAT; gamification and the use of dashboards to encourage stepwise improvement and provide incentives to students as they achieve higher and higher goals.
- Social and Emotional Learning to create policies and procedures for resilience and safer, more supportive communities.

## Proposal Goals

To reduce disparities by using education technology and AI to reach the growing underserved population in NYC, and to increase access to STEM in public education for students to get the training required by high-paying tech and finance jobs.

## Proposal Objectives

To achieve the vision and goals, we propose the following objective-oriented actions:

- encourage corporate social responsibility as we improve the competitiveness of African American and Latinx students by increasing their attendance in specialized public schools in NYC;
- use new technologies to reach and adapt students with different learning styles to close the gap in mathematics and science;
- harness collaborative partnerships with neighborhood organizations, i.e. Brooklyn Tech, to support the ongoing development of STEM Champion Teachers, Algebra Initiative teachers and STEM programs in each of the schools;
- create in each of the schools a STEM community of caring that nurtures students so that they have a sense of belonging and envision themselves pursuing STEM careers;
- Include parents in the education of their children and provide training programs designed to increase employment opportunities for low-income families through Family Empowerment Centers.
- support Brooklyn Tech as it seeks to have its faculty, students and programs be a STEM resource to the consortium middle schools developing a model that can be replicated;
- build a coalition of professionals in universities and businesses who understand the importance of diversity, equity and inclusion for investing in America's future.

# The Family Empowerment Center for America's Future

The Family Empowerment Center serves to make innovative investments for more people of color to acquire the necessary resources to increase their skills and economic power. The Urban Tech Family Empowerment Center network is comprised of concerned parents who voluntarily assist the children of other parents within our communities who are unable to provide online guidance for their own children. We train these parents at no cost, using our own Parents Care© in-house training and programs supplemented by The US Department of Labor's online training programs.



By offering free training to unemployed low-income parents, we provide them with online skills that qualify them for apprenticeships at Urban Tech and other tech jobs in the community. Many of the parents in our program have only a High School education and no career training. Our program provides an alternative to expensive or inconvenient career training programs that these parents cannot afford or schedule. The response to our innovative Parents Care© Program has been overwhelming and has even served as an inspiration for many parents to aspire to higher learning.

With the lack of NYC teachers skilled in online training, and the time needed to deliver the training, we anticipate the growing need to provide skilled online workers to support schools and community after-school programs that administer training to students whose parents, for whatever reasons, are unable to effectively oversee their child's online learning.

Some low-income children lag woefully behind due to disruptions caused by the Pandemic and the aftermath of inadequate response in underserved communities. These schools remain in dire need of support to administer online educational programs for children in underserved communities. By creating a qualified workforce, we are not only helping our children succeed academically, we are also helping to close the unemployment gap for many low-income Black families and to service growth in the tech economy.

## "Lifting All Boats In The Community"

The pandemic has shone a light on the need to reimagine education both in school and at home. Education has been turned upside down due to the Pandemic. This has led to disparities, creating a need to close the learning gap for marginalized and low-income students in today's public schools. Working together with corporate and community partners, we have an opportunity to build a bold new "smart" learning environment, called Family Empowerment Center. Providing academic empowerment and life skills, available anytime and any place to address the gap, it will include the whole family for greater prosperity in the future.

Over the last 25 years as an educational not-for-profit corporation, the National Urban Technology Center, Inc. (Urban Tech) has helped communities to fully participate in the information age by providing critical thinking and communications skills, state-of-the-art technology, and by working together with teachers and parents to assure that Social and Emotional Learning skills are integrated into the academic curricula and become the linchpin of school environments.

Our premise is that parents are essential partners in our mission. We have built and cultivated a strong network of collaborative partners in school districts with administrators, teachers, parents, and community stakeholders that together have agreed to play a vital role in addressing the loss in learning due to school closings during the Pandemic. Urban Tech's Family Support Center, established in 2020 at the onset of the pandemic, defines parents' educational needs at home and provides world-class technology tools and training to parents to be equal partners in the education of their children.

We have an opportunity now to expand the Family Empowerment Center to eight middle schools in partnership with the Brooklyn Tech Alumni Foundation to strengthen the ties between home, school, and the business community. This will implement the vision to reimagine an education that provides prosperity in the 21st century for the whole community.

Furthermore, we believe that by including parents in the education of their children and the development of their own job skills, we can unlock their potential to improve their social and emotional well-being and financial growth by being trained for high-paying technology jobs. If we are successful, Urban Tech, working with the Brooklyn Tech Alumni Foundation would not only "lift students out of the current educational crisis" but would catapult families into greater prosperity ... "lifting all boats in the community".

### **Family Empowerment Center**

- Institute Urban Tech's Parents Care© Program to make parents a stronger stakeholder in the education of their children;
- The Learning Accelerator and "smart workstation" in every home with state-of-the-art hardware, software, and Wi-Fi to extend learning after school, during the summer, and on weekends;
- Assign tutors to each and every student in small groups for improved cognitive skills and a greater focus on Social and Emotional Learning;
- Invest in a STEM Classroom in every school to upskill student learning in STEM and teach coding, AI, and robotics for the workforce development pipeline;
- Prepare students in secondary schools for high-tech jobs, and provide a pathway from school to college and careers in the tech industry.

## Partnership with Brooklyn Tech Alumni Foundation

Urban Tech's partnership with the Brooklyn Tech Alumni Foundation provides the opportunity to not only reflect upon Brooklyn Tech's leadership in STEM education but also to look ahead. We see how working together we can create a model that not only prepares students in our eight Brooklyn middle schools but also inspires both academic success and STEM leadership. As the Family Empowerment Center prepares the next Brooklyn Tech students, we seek to expand to the middle school system. With our partners, our effort enables students in the Family Empowerment Center to see the interconnections between the classroom and their careers in the future job market ahead. They will see themselves as significantly improving their potential for higher income.

We believe that an amazing STEM education should be accessible to all middle school students. Our goal is to address the underrepresentation of African Americans in this coveted path. We envision that the Family Empowerment Center, the Brooklyn Tech Future World Vision STEM Pathways Consortium, and other neighboring programs become a resource for middle and high schools in New York City. Replication of our program will result in preparing New York's middle school students for success in their high school studies, access to STEM high schools, entry into college and the job market in the years to come.

The Brooklyn Tech Alumni Foundation has developed the Future World Vision STEM Pathways Consortium. It is a ground-breaking initiative that pairs the American Society of Civil Engineers Future World Vision project, Brooklyn Technical High School, and the Brooklyn Tech Alumni Foundation with eight Brooklyn middle schools. It strategically connects school leaders, STEM faculty, and students. The central purpose is to inspire and prepare middle school students to pursue STEM education and careers. The consortium builds essential bridges that create a continuum for middle school, high school, and college STEM education.

### Access to Pathways

An amazing STEM education should be accessible to all young people; and it is important that the National Urban Technology Center, Inc. (Urban Tech) bring its 28 years of experience to students in underrepresented racial groups to earn seats in New York City's Specialized High Schools.

Today Urban Tech is working with Brooklyn Tech Alumni Foundation to strategically connect school leaders, parents, specialized faculty, and students through its *Learning Accelerator* to increase the number of middle school students who qualify for seats in NYC's Specialized High Schools.

If chosen to serve, our goal in the years ahead will be to introduce students, family members, and school personnel through its Family Empowerment Centers and become a resource to NYC DOE public schools for STEM training and access to its *Learning Accelerator*.

This will build essential bridges to STEM and Computer Science expertise from middle schools to high school, and college; and prepare students for placement in NYC's Specialized High Schools. Newly formed Urban Tech programs will be replicated in other schools with Brooklyn Tech being a mentor and center for STEM and professional development for teachers and administrators throughout New York City.

All this will be made possible with the collaborative participation of Urban Tech with the Department of Education, Brooklyn Tech and other professional programs to shape the future of Computer Science and STEM education in years to come.

## STEM Classrooms

We provide learners with a comprehensive educational journey that starts with the fundamental building blocks of digital literacy; understanding how to use a computer, navigate the internet, and use basic software programs like word processors and spreadsheets. As learners progress, our programs delve into more specialized areas such as coding, data analysis, and artificial intelligence. By combining theoretical knowledge with practical experience, we foster a comprehensive learning environment that enables learners to apply their newfound skills in real-world scenarios.

### Student Support

We ensure students feel supported every step of the way even through the most unfamiliar territories. Urban Tech supports learners through peer, graduate, and adult tutoring, experiential learning activities, accessible curriculum, comprehensive class resources, mentorship, and representation.

### Advancing STEM Education

Urban Tech inspires communities of students, parents, and teachers to see themselves as creators and leaders in the tech industry. Students learn cutting-edge technologies. This may include activities in virtual and augmented reality, live coding, large-scale robots, drone soccer, designing clothes with microbits, fundamental skills such as math and computational thinking, querying, programming, and applications for remote jobs. It may begin the preparation of young scientists for emergent new fields such as the anticipated revolutions in artificial intelligence and photonics

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## The Learning Accelerator

The Learning Accelerator stands out as an advanced learning management system, optimized to provide personalized learning experiences that cater to individual proficiencies, learning styles, and goals. The Accelerator harnesses the power of AI to foster an inclusive educational environment, accommodating diverse learning preferences such as auditory, experiential, visual, and written approaches. Moreover, it proactively identifies signs of academic struggle, ensuring timely intervention and support.

In alignment with Urban Tech's commitment to innovative education, the Adaptive Learning System is seamlessly integrated with smart models. This comprehensive system comprehensively builds each student's knowledge profile through pre-assessments and targeted subject areas. Relying on the ontology of concepts and modalities, it links discrete information chunks to various learning methods such as text, video/audio, flashcards, multiple choice, short answer, essay, and cross-references. The adaptive algorithm ensures that questions align with each student's skill level, providing precise measurements of abilities and learning progress. Embracing a multi-modal approach, the system incorporates visual aids, interactive simulations, textual explanations, auditory lessons, and hands-on activities. This results in personalized learning plans that are uniquely tailored to each individual student's needs and preferences.

Urban Tech's Learning Accelerator offers a range of innovative solutions to help parents effectively monitor and support their children's academic future:

- 1. Personalized Learning Plans:** The Learning Accelerator analyzes each student's learning style, strengths, and weaknesses to create personalized learning plans. This ensures that children receive tailored educational experiences that cater to their individual needs and help them reach their full academic potential.
- 2. Real-time Progress Tracking:** Parents and Educators can access a user-friendly dashboard that provides real-time updates on their student's academic progress, including grades, test scores, and completed assignments. This allows parents to stay informed and intervene if necessary.
- 3. Predictive Analytics:** Urban Tech's Learning Accelerator uses predictive analytics to identify trends and patterns in a student's academic performance. This helps educators anticipate challenges and take proactive steps to address them before they impact the child's progress.
- 4. Study Assistance and Resources:** The learning platform offers study guides, practice quizzes, and interactive learning materials to help students with homework and exam preparation. Parents can monitor their child's usage of these resources and provide guidance as needed.
- 5. Effective Time Management:** The Learning Accelerator can create personalized study schedules for students, optimizing their study time based on their learning pace and upcoming assignments. This helps children plan and develop strong time management skills.



6. *Communication Portal*: The communication portal facilitates seamless communication between parents, teachers, and students. Parents can easily reach out to teachers, inquire about their child's academic performance, and collaborate on strategies for improvement.

7. *Early Intervention Alerts*: The system can detect signs of academic struggle or disengagement and send alerts to parents. This enables parents to address challenges promptly and provide additional support.

8. *Career Path Guidance*: Urban Tech's Learning Accelerator assesses students' aptitudes and interests to offer insights into potential career paths. Parents and students can use this information to guide academic choices and extracurricular activities.

9. *Accountability Partners*: Each student is assigned a dedicated mentor who guides, motivates, and tracks their progress, turning their test preparation into a collaborative and engaging experience.

10. *Peer Collaboration*: The platform fosters peer collaboration through virtual study groups and projects. Parents can monitor their child's involvement in these activities, encouraging teamwork and enhancing learning outcomes.

11. *Parental Workshops and Resources*: The Learning Accelerator can recommend workshops, webinars, and resources for parents to enhance their understanding of educational trends and strategies. This empowers parents to play a more active role in their child's academic journey.



### Career Path Guidance



**Keita Turner**  
500 points  
Renowned Interior Designer. Founder of Keita Turner Design and Livvy & Neva. Traditional Home NEW TRAD list 2022.



**Kesha Franklin**  
700 points  
CEO + Principal Designer at HALDEN Interiors based in New York and New Jersey



**Simone Harouche**  
500 points  
Fashion stylist And Creative Consultant

### Exclusive Internships - Let's Set You Up For Success



**Hightowers Petroleum**  
3500 points  
Revenues: \$435 Million  
Employees: 52  
CEO: Stephen L. Hightower



**Urban One**  
7000 points  
Revenues: \$440 Million  
Employees: 1058  
CEO: Alfred C. Liggins III



**The Anderson-Dubose**  
5500 points  
Revenues: \$703 Million  
Employees: 543  
CEO: Warren E. Anderson

## The Parents Care© Program

In the first quarter of 2023, New York City's unemployment rate for people of color stood at 12.2%, compared to white workers at 1.3%. Furthermore, the unemployment gap specifically between Blacks and whites in NYC continued to increase. Not surprisingly, the industries adding the most jobs in NY last year were in the fields of technology and finance where jobs for minority workers are embarrassingly low. ([New York Times](#)). To begin helping to alleviate this problem, Urban Tech created free innovative training programs designed to increase employment opportunities and jobs for low-income families. We plan to work in partnership with the US Department of Labor and supporting industries to develop online training programs for entry-level positions in the fields of technology, finance, and banking. These programs are specifically designed to empower untrained high school youth aged 18-24 with the skills necessary for these industries.

Through our Parents Care© program, Urban Tech provides coaching and support for parents, focusing on both workforce development and creating pathways to advanced employment opportunities. We offer vocational and practical training courses, workforce referrals, and assistance in transitioning individuals from low-wage jobs to higher-paying positions. With a focus on social-emotional coaching, computer science education, and online training, we equip parents to qualify for advanced employment opportunities both within and beyond our programs.

Urban Tech provides free training to both working and non-working parents, enabling them to deliver our courses to children in schools and after-school programs. Utilizing our in-house resources and support from the US Department of Labor's online training and certification programs, we empower parents to become co-educators. By working in partnership with schools and affiliated community-based organizations, these parents play a valuable role in supporting other busy working parents and addressing the shortage of teachers trained in administering online digital programs. This initiative also offers employment opportunities for under-skilled workers, as they acquire new skills with the potential for paid apprenticeships.



## Targeted Tutoring and Mentoring

A central element of the Family Empowerment Center is our transformative Learning Accelerator which empowers students with the knowledge and skills they need to succeed academically and beyond. With our cutting-edge technologies powered by AI, and personalized learning approach, we're revolutionizing education and bridging the gap between students and their potential.

We are proud to announce our partnership with the Brooklyn Tech Alumni Foundation's Future World Vision STEM Pathways Consortium. Our partnership includes seven Brooklyn middle schools in an unprecedented program to prepare students of color for the SHSAT test and subsequent admission to Brooklyn Tech and other specialized high schools. Urban Tech's Tutoring Program provides a mentorship model that harnesses the power of technology to offer accessible and customized tutoring.

### *Broadening Horizons:*

Our program offers students the opportunity to interact with mentors who bring a wealth of knowledge and experience from various fields. These mentors come from diverse professional fields such as business, management, health, engineering, technology, arts, humanities, and many more. By exposing students to a range of perspectives, we broaden their horizons, ignite their curiosity, and inspire them to explore new paths.

### *Personalized Learning:*

We understand that every student is different, with diverse backgrounds, strengths, and learning preferences. Our program embraces this diversity by tailoring the learning experience to the individual, ensuring that students receive the support they need to thrive.

### *Mathematics Mastery:*

Mathematics is a foundational subject that requires a solid understanding. Our program focuses on Mathematics Fitness, guiding students to master mathematical concepts aligned with state standards and to advance to successful careers in STEM.

### *Real-World Applications:*

Our tutors and mentors not only assist students in grasping academic concepts but also provide real-world applications of what they are learning. By sharing their industry insights and experiences, mentors help students understand how classroom knowledge translates into practical skills and career opportunities.

## Social and Emotional Learning (SEL)

As long-time advocates of Social and Emotional Learning (SEL), the National Urban Technology Center, Inc. (Urban Tech) understands the critical need to ensure the emotional health of our children, particularly in underserved and low-income communities where early training is severely lacking. Psychological research has shown the important connection between social and emotional learning and a child's academic performance and the sooner it begins, the better. In fact, psychologists attribute 80% of our overall ability to succeed in life to emotional intelligence. (Daniel Goleman, Psychologist, Author, and Scientific Journalist).

Driven by our commitment to SEL, UrbanTech promotes SEL programs and digital e-learning tools for children and families in need of support. We prioritize the emotional health of children from low-income families, partnering with schools, teachers, parents, and community organizations to provide the emotional intelligence, self-awareness, and resilience necessary for academic success. Numerous studies affirm that engaged SEL students exhibit higher school functioning and improved academic performance.

SEL lies at the core of our revolutionary Learning Management System (LMS), permeating Urban Tech's digital training, computer science, and STEM programs for students, schools, and parents. Our integrated programs emphasize emotional intelligence, empowering underserved youth to foster positive social interactions and achieve greater academic performance. Urban Tech's evidence-based e-learning tools such as our Conflict Resolution (CR) course incorporate neuroscience and teach children how to identify and resolve conflicts peacefully. Similarly, our innovative Dignity For All (DFA) digital training modules engage students, teachers and school administrators in a rigorous training program designed to prevent bullying and cyberbullying. The course inspires students to become *Upstanders* instead of bystanders and helps to create safe and supportive schools.

We steadfastly commit to equipping children, parents, and educators with the skills for greater emotional intelligence. Through cultivating awareness, resilience, and empathy, Urban Tech uplifts our students and strengthens America's future.

# Urban Tech's Demonstrated Effectiveness

## Closing the Divide

The urban population, especially African Americans and Latinxs, lack technological skills and face language and literacy barriers that stand between them and the benefits of the new economy. As a result, they are denied many opportunities and often do not realize their full potential in life. Much effort is currently being made to address these problems, but in many cases, the efforts lack access to technology services, training and a pipeline to jobs that are necessary to assure success. Since 1995, UrbanTech has been steadfast in its commitment to effecting measurable change in education. Urban Tech does this through innovations in computer learning, Social and Emotional Learning (SEL), and social justice through Urban Tech's Dignity for All for developing positive relationships that lead to inclusive communities.



Urban Tech's community impact began 28 years ago with its SeedTech® Program, a partnership with the U.S. Department of Justice Weed and Seed Program, building 500 computer centers in low-income communities and scaling computer hardware, differentiated curriculum and training to over two million residents for academic success, social and emotional learning, job training and financial skills. SeedTech® played a vital role in building skills among unemployed residents, children in special education, and helping juvenile offenders to transition from a life of crime to academic achievement and community service. This was achieved with Urban Tech programs focused on providing underrepresented populations living in poverty with the technology and leadership skills they needed to become self-sustainable for building better futures for themselves.



As we introduced our programmatic focus across the country, what consistently was demonstrated in evaluations of Urban Tech's approach was an increase in positive behavior that directly impacted students' ability to progress academically, socially and responsibly.

## Community Involvement

Through its Family Empowerment and STEM Programs, Urban Tech works closely with school leadership including principals, parent coordinators, parent representatives, local colleges and universities, community-based student and corporate tutors, and mentors. These partnerships provide opportunities for community members to become involved in the direction and success of Urban Tech's programs.

Community members can also provide feedback through surveys and focus groups, which Urban Tech uses to continually improve programs and better meet the needs of participants. Additionally, Urban Tech hosts events and workshops that are open to the public, providing opportunities for community members to engage directly with program staff and educators.

Overall, Urban Tech recognizes that community engagement is critical to the success of our programs, and is committed to providing opportunities for community members to shape and influence the direction of this work. By working together, Urban Tech and its community partners can create more equitable and inclusive STEM education opportunities for all.

### Community Leadership

Urban Tech's leadership team is committed to reflecting and representing the experiences and perspectives of the community it serves. This is demonstrated in several ways, including in that our team is comprised of predominantly people of color and local educators, parents, and education leaders. Additionally, women of color hold leadership positions in the organization, which is significant given the historic underrepresentation of women and people of color in leadership roles across various industries.



The team also brings a range of lived experiences and expertise to the table, which allows for a more nuanced understanding of the needs of the community. For example, Pat Bransford, a member of the board, was the first Black student in Washington, D.C.'s Catholic school system, which speaks to her firsthand experience with educational inequities and the importance of desegregation efforts. This type of lived experience is invaluable in shaping programming and policy decisions that are responsive to the unique needs and challenges of the community.

In addition to representation at the leadership level, Urban Tech actively seeks input and feedback from the community it serves through various channels, including regular community meetings and advisory boards. This allows for a more collaborative and responsive approach to programming and ensures that the organization remains accountable to the community it serves.

Overall, Urban Tech's leadership team is deeply committed to reflecting and representing the experiences and perspectives of the community it serves, which is a critical aspect of its success in addressing the educational needs of underserved communities in New York City.

## Diversity, Equity and Inclusion

Over the years, the context of our community has shifted, particularly with the onset of the pandemic. In response, Urban Tech has adapted to better meet the needs of our students. We have shifted many of our programs and services online, and have developed new resources and tools to support remote and asynchronous learning.

Urban Tech's work has enabled our community to make significant progress in overcoming these challenges and achieving improvement in their well-being. We partner with a range of organizations, including the New York Institute of Technology and Brooklyn Tech Alumni Foundation, to deliver our more robust programs with local site visits, local educators, and continued learning pathways. Our programs give access to high-quality STEM education and resources that schools are unable to provide, which can help to bridge the digital divide and prepare students for success in the 21st-century workforce. Additionally, our corporate partners provide mentorship, internship, and job opportunities that can lead to higher-paying and more fulfilling careers.

Overall, Urban Tech's various efforts have contributed to substantive improvement in the well-being of individuals and families in our community. We have seen increased engagement and interest in STEM education, improved academic outcomes, and expanded job opportunities for our participants. As we continue to adapt and evolve in response to the challenges facing our community, we remain committed to our mission of creating a more equitable and prosperous future for all.

Urban Tech is deeply committed to embracing diversity, equity, and inclusion across all aspects of our organization. We recognize the unique experiences and perspectives that every individual brings, and we strive to create an inclusive and welcoming environment that celebrates diversity in all its forms. This commitment is reflected in all aspects of our programmatic work, including the development of our curriculum, the hiring of staff and advisors, and the partnerships we form with community organizations and schools.

To ensure that our commitment to diversity, equity, and inclusion is reflected in our programmatic work, Urban Tech provides opportunities and reasonable accommodations for those populations to engage with and benefit from our work. For example, we accommodate different learning styles in our curriculum, offering a range of resources and materials to meet the needs of learners at all levels. We also provide opportunities for individuals with disabilities, religious or ethnic minorities, people of color, native/Indigenous peoples, women, and individuals of diverse gender identities and sexual orientations to serve as staff, advisors, and partners in our work.

Moreover, Urban Tech provides resources and support for individuals with diverse backgrounds to engage with our programs, including offering beginner-level instruction and translation services to accommodate learners who speak English as a second language. We also work closely with community organizations and schools to ensure that our programs are accessible to individuals from diverse backgrounds, including those who may face barriers to access. We recognize that our strength lies in the unique perspectives and experiences of all individuals, and we strive to ensure that our programmatic work reflects this commitment in every way possible.

## 28 Years of Building Better Futures

Over the last 28 years, Urban Tech has provided its rigorous curriculum and computer-based training, social and emotional training and opportunities for academic and financial empowerment and digital inclusion in the following programs:

**1997–2005**

### **SeedTech Computer Literacy Programs:**

Building technology and workplace skills and changing the trajectory of over one million residents trained in 500 computer centers built by Urban Tech in former Weed and Seed communities. Funded by the U.S. Department of Justice, Weed and Seed, graduates of these centers included foster care youth populations, unemployed and underemployed residents lacking digital skills, former offenders in reentry programs, and adult citizens upgrading their skills for self-sustainability. Urban Tech has developed eight courses for office administration in English and Spanish delivered with a instructor toolkit including daily lesson plans, student materials and quizzes.

**2002–2007**

### **NYCHA Workforce Development Program & After School Portal**

Workplace skills and access to high-level computer certifications for employability in IBM and other computer-based industries for 2500 unemployed and underemployed residents of public housing in New York City. Prepared children and young adults from 120 NYCHA developments for success in school and life.

**2005–Present**

### **Youth Leadership Academy (YLA)**

Funded by AT&T to develop and nourish emotional skills, personal growth, and leadership, YLA has trained 600,000 students in after-school programs through NYCHA and students in 500 schools across the nation. Participants have experienced increases in attendance, reading, math, and overall graduation rates as well as increases in self-esteem, self-efficacy, and pro-social behaviors: Montclair and Newark NJ, and five boroughs in New York City. Digital inclusion in schools by integrating social and emotional learning into the curriculum and improving attendance, math and reading scores.



## 27 Years of Building Better Futures

**2007 – 2013**

### **Get Healthy, Get Smart**

Comprehensive holistic wellness program developed to increase awareness of childhood obesity. Get Healthy, Get Smart teaches students how to make healthy choices and adopt behaviors that will possibly lead to a lifelong relationship with healthy choices. Funded by Elton John AIDS Foundation (2007 - 2011), Urban Tech implemented YLA in 60 middle schools to change cultures to promote healthier adolescent behaviors, bullying and discrimination, and build skills for emotional IQ, social justice and leadership.

**2011–2015**

### **Financial Education Network**

Proved the efficacy of online financial literacy and money management in partnership with the Urban League in Seattle and Atlanta, Students in Miami-Dade College qualifying for financial aid (FAFSA), and re-entry programs in Dallas to help individuals rebuild their lives after incarceration funded by Wells Fargo Bank.

**2015–2017**

### **Executive Principal Leadership Institute (EPLI)**

Developed by Urban Tech to increase the effectiveness of principals and teachers through coaching and leadership programs. The Executive Leadership Principal Leadership Institute (EPLI) is a 12-month intensive program developed and offered through Urban Tech to enhance the talents of school principals and assistant principals with executive leadership skills. This transformational approach is designed to elicit the very best from school administrators faced with the enormous challenge of overseeing high-needs schools.

**2017–Present**

### **Dignity for All (DFA)**

Urban Tech launched the Dignity for All (DFA) program in 2017 as a companion for schools implementing NYS' Dignity For All Students Act. Through a pilot in five selected New York City schools, DFA was evaluated by teachers for its ability to increase knowledge, change attitudes, and transform behavior. The program focuses on middle school students, aiming to create a safe environment through curated tools for reflection, empathy, and teamwork.

# Urban Tech Leadership

**Patricia Bransford** is the Founder and President of the National Urban Technology Center (Urban Tech), a 501(c)(3) educational non-profit, founded in 1995 to provide equal access to technology in vulnerable communities and open the door to critical educational resources for competitive skills and economic gain. Ms. Bransford founded Urban Tech in 1995 and in partnership with the U.S. Department of Justice, established computer centers for low-income residents in 750 locations across the country serving nearly 2,000,000 youth and adults in developing computer literacy for youth development and job training.

Ms. Bransford's career includes 25 years at IBM in executive-level positions leading innovations in technology-based solutions for government and education agencies. She directed IBM's multi-million business with New York City including strategic planning, marketing, and implementation of large-scale information systems projects in the areas of education, social services, criminal justice, housing, and finance.

Ms. Bransford's career is distinguished by numerous honors and awards, including:

2023 "Technology Executive of The Year" - Information Technology Senior Management Forum (ITSMF)

2021 "Champion of Humanitarian Innovation Award" - World Values Network Champions of Jewish Values International Awards Gala

2008 "25 Influential Black Women in Business" - The Network Journal

2007 "Freedom Hero Award" - Pepsi Cola

2007 "Trail Blazer Award" - The Catholic University of America

2005 "Success Award: Partnership for Developing America's Future Leaders" - Verizon Foundation

2003 "Dr. Gardner C. Taylor Humanitarian Award" - Concord Family Services

2001 "Granville T. Woods Award" - National Association of Black Telecommunications

2000 "Innovation Award" - Harvard University and Ford Foundation

1998 "The Los Angeles Urban League Technology Award"



Ms. Bransford has a Bachelor of Science degree in Mathematics from Catholic University in Washington, D.C., and a Master's Degree from New York University (NYU) Stern School of Business. [\[Article\]](#)

"Since our founding 28 years ago, Urban Tech has been dedicated to narrowing the digital divide, the gap between the technological "haves" and "have nots" across the United States.

Our work is grounded in the belief that we can address disparities and inequities in underserved communities; We believe that by providing communities with the tools and skills they need to succeed, we can help build a more equitable and prosperous future for all."

-Patricia Bransford

Ms. Bransford, as Executive Director, will lead the development of the Family Empowerment Center and applications for equitable access to educational and financial competencies.

# Urban Tech's Board of Directors



**Monica Azare**

**Public Policy and Government Affairs**

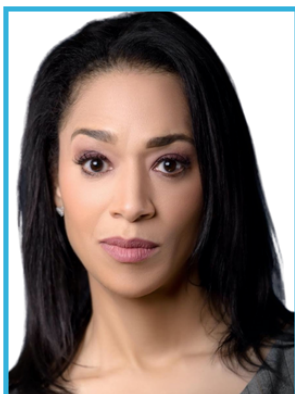
Monica Azare is founder and principal of Azare Advisors, LLC a business consultancy focused on value creation through good governance, strategic public policy and sound Diversity, Equity and Inclusion (DEI) initiatives. Monica's depth of experience spans over two decades in the highly regulated telecommunications industry. Most recently, and as part of her 21-year career with Verizon, Monica led the company's Video Franchising legal team as vice president, deputy general counsel prior to retiring in 2021. While at Verizon, she served as senior vice president of Corporate Internal Communications; president, New York Region - Public Policy and Government Affairs; executive director and senior counsel of Federal Affairs for Verizon Wireless. She is a former board member of The Partnership for New York City Foundation (Audit Committee); New York City Citizen's Union; The Metropolitan Museum of Art Diversity Council. Monica is based in New York City.



**James Comer, MD, MPH**

**The Family Empowerment Center**

Dr. James P. Comer is the Maurice Falk Professor of Child Psychiatry at the Yale University School of Medicine's Child Study Center in New Haven, Connecticut. He is known nationally and internationally for his creation of the Comer School Development Program in 1968. This teamwork concept promotes the collaboration of parents, educators and community to improve student development that, in turn, helps them achieve greater academic and overall school success. Dr. Comer's pioneering work in school restructuring has been featured in numerous newspapers, magazines and television reports and has been published in many academic journals. He is a co-founder and past president of the Black Psychiatrists of America. He has been a consultant to the Children's Television Workshop and has devoted his efforts to numerous local and national organizations serving children. He is the author of ten books, including *Maggie's American Dream* and *Leave No Child Behind* and the recipient of many honors and awards, including forty-seven honorary degrees. In 2014 President Barack Obama appointed Dr. Comer to the President's Commission on Educational Excellence for African Americans.



**Jennifer Jones Austin**

**Gifted and Talented Committee, The Learning Accelerator ©**

Jennifer Jones Austin is CEO of the Federation of Protestant Welfare Agencies (FPWA), an anti-poverty, policy and advocacy organization with 170 member agencies and faith partners, she has led and secured monumental changes in social policy to strengthen and empower the disenfranchised and marginalized. Jennifer brings to her work a profound understanding of the link between race, poverty, law and social policy in America, and the role religion plays. Prior to joining FPWA, Ms. Jones Austin served as Senior Vice President of the United Way of New York City; the City of New York's first Family Services Coordinator; Deputy Commissioner for the NYC Administration for Children's Services; Civil Rights Deputy Bureau Chief for Attorney General Eliot Spitzer; and Vice President for LearnNow/Edison Schools, Inc. Ms. Jones Austin chairs the NYC Racial Justice Commission, and serves as Vice Chair of the Board of National Action Network; member of the Feerick Center for Social Justice Advisory Board; and member of the Center for Law, Brain and Behavior Advisory Board at Harvard University. She also is a scholar in residence at Nyack College and Alliance Theological Seminary Center for Racial Reconciliation (CRR).



### **Don Lowery**

**Media Relations and  
Communications**

Don Lowery is an esteemed leader and advocate with an exceptional background in corporate reputation and public affairs. In the last 20 years, Don served as the Senior Vice President of Corporate Reputation and Public Affairs at Nielsen, a renowned global information and measurement company, Don brings a wealth of experience and expertise to his role as Board Co-Chair at Urban Tech. With a distinguished career spanning several high-profile national and global enterprises in consumer and marketing research, media, and sports, Don has consistently demonstrated his ability to lead and manage government, public affairs, and communications operations. His strategic acumen and leadership skills have made him an instrumental figure in shaping the reputation and public image of the organizations he has served. Drawing from his extensive experience in engaging with media, government bodies, civic organizations, and special interest groups, Don advocates for technology as a tool for positive change in urban areas. His dedication to fostering equitable access to technology aligns seamlessly with Urban Tech's mission, which centers on empowering communities through innovative tech-based solutions.



### **Carol Sutton Lewis**

**Parents Care ©,  
Social and Emotional Learning**

Carol Sutton Lewis is an attorney whose focus is on family empowerment through education and the arts. She is on the board of the Foundation for Art and is a former trustee of the Addison Gallery at Phillip's Academy in Andover, Massachusetts. Carol leads our Family Empowerment Center with a focus on social and emotional learning to close the learning gap. Carol has spent over 20 years focusing on child development, parenting, and education, and is especially interested in how children of color learn and develop. She shares best practices in a parenting blog which is designed for families of color and has a particular emphasis on issues affecting boys. She is a member of the Board of Trustees of Stanford Law School and The University of Pennsylvania's School of Arts and Sciences and is a former trustee of the Collegiate School in New York City. She was appointed by President Obama to serve on the Advisory Council of the My Brother's Keeper Alliance and sits on the New York Advisory Council of Common Sense Media, an advocacy group dedicated to helping children thrive in a world of media and technology.



### **Kathryn Zukerman**

**NYC Community Liaison and  
Fundraising**

Kathy B. Zukerman is a Managing Director at BTIG, LLC in New York City. Before joining BTIG, Ms. Zukerman was Vice President at Goldman Sachs in the Equities Division, most recently managing international hedge fund relationships. For nine years at Goldman Sachs, she was based in New York City, and for two years she was based in London as a global institutional sales trader. Ms. Zukerman graduated from Stanford University with a major in sociology and has an MBA from the Anderson Graduate School of Management at UCLA. Ms. Zukerman, a 20-year member of Urban Tech's board, has built models for community development with the Department of Justice, Weed and Seed and Urban Tech's work in building Emotional Health and Social and Emotional (SEL) advocacy in schools.

# Urban Tech's Team



**Victor Alarcon**

**Technology Manager**

Victor Alarcon serves as the Family Empowerment Center's Technology Manager and Digital Literacy Trainer. He has integrated cross-company technology planning activities, helped position the company over the last 15 years to proactively address future customer needs, and was instrumental in advancing Urban Tech's technology strategies emphasizing potential new and emerging technology requirements. Mr. Alarcon has an abundance of knowledge in Internet marketing strategies, Search Engine Optimization (SEO) and integrating technology into the classroom. He has several computer certifications and codes in several computer languages. Mr. Alarcon holds an Associate of Computer Science Degree and a Bachelor of Science degree in Business and Finance from Middle Tennessee State University. For this MTAC project, Mr. Alarcon works directly with faculty helping them to effectively integrate technology into New York City Schools.



**Zsolt Barath**

**Director of UX/UI Design**

Zsolt Barath is the Family Empowerment Center's accomplished e-learning developer and educator with a passion for creating engaging learning experiences for businesses and educational institutions. With a background as a teacher-turned-instructional designer, Zsolt brings a unique blend of pedagogical expertise and technical proficiency to his work. As an e-learning developer and teacher, Zsolt has been instrumental in helping businesses develop their training programs and individuals enhance their skills. His extensive experience includes working as an E-learning Content Creator, contributing to the development of assessment materials and video scripts for an international e-learning and language testing provider. Zsolt holds a Certificate in English Language Teaching for Adults (CELTA) from Cambridge and completed his MA in TESOL and History Teacher Training at ELTE, Budapest. His educational journey also includes a BA in History and English, with additional modules in Psychology from PPCU, Budapest.



**Holland Delany**

**Director of Software Engineering**

Holland Delany is an accomplished engineer with honors degrees in pure mathematics and computer science from the University of Pennsylvania and the University of Pennsylvania School of Engineering and Applied Science. As VP of Engineering, she drives the development of a groundbreaking learning management system, directly bringing vital educational resources to underserved communities in the technology field. Holland's journey was shaped by the life-changing impact of the A Better Chance (ABC) program, which opened doors to exceptional educational opportunities for talented students of color from underrepresented communities. Grateful for this transformational experience, Holland now dedicates herself to creating similar opportunities for others. Through her work at Urban Tech, Holland envisions a future where technology becomes a force for inclusivity and empowerment. By breaking down barriers and providing accessible programs, she empowers aspiring students to pursue their passions and make meaningful contributions to the world. Holland's inspiring journey, from an ABC program participant to a successful engineer and advocate for educational equity, showcases the lasting, positive change that can be achieved through providing opportunities for all.



**Matthew Mandery**

**STEM Classroom Services**

Dr. Mathew M. Mandery is an esteemed leader in the field of education, known for his pivotal role in shaping the trajectory of Brooklyn Tech's Alumni Foundation. In 1983, he achieved a significant milestone when he became the first Brooklyn Tech alumni to assume the position of Principal, marking the beginning of an influential leadership journey. Under Matt's guidance as Principal in 1984, Brooklyn Tech received the prestigious Excellence in Education award from the United States Department of Education. This recognition underscored his commitment to fostering an exceptional learning environment and driving academic excellence within the institution. His commitment to inclusivity and empowering underprivileged students in the fields of STEM make him an invaluable asset in shaping a brighter future for the next generation of global problem solvers.



**Christian Motos**

**Director of Multi-media  
Program and Curriculum  
Development**

Christian Motos, BFA, Director, Multi-media Program and Curriculum Development, is responsible for Urban Tech's video production initiatives as well as the design, development, and production of educational e-learning products and services, most notably as the co-producer of the Dignity for All (DFA) program. He has 10 years of professional curricula development, multimedia presentation, and content management systems. Prior to joining Urban Tech, Mr. Motos was involved in curricula development, multimedia presentation, and content management systems. Mr. Motos holds a Bachelor of Fine Arts in Film and Video from California Institute of the Arts.



**Jennifer Ray Muir**

**Director of Community  
Programming**

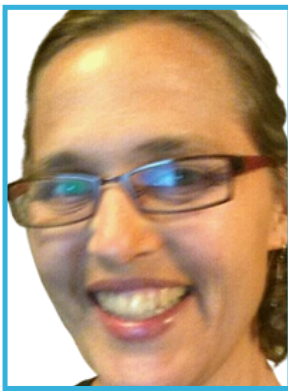
Jennifer Ray, Director of the Family Empowerment Center's Community Programming, is a director of Parents Care© with a specialty in emotional intelligence, restorative justice, and transformational thinking philosophies. She has dedicated the past twenty years to delivering direct services to children, youth, and families in marginalized communities in Washington, DC, and developing and directing programs that render positive outcomes. Jennifer has developed trauma-informed Social & Emotional Learning programs for several government agencies in Washington, DC. Jennifer is trained in Emotional Intelligence, Restorative Justice practices, Kundalini Yoga, Y.O.G.A. for Youth, Children's Yoga, Mindfulness, and Energetic Balancing. Jennifer holds a Master of Arts in Professional Counseling from Trinity University.



**Dan Soto**

**System Analyst**

Daniel Soto, as manager of Admin Support is responsible for multiple administrative and management systems and technology support functions at Urban Tech and the growth and expansion of the Family Empowerment Center. Mr. Soto's expertise is in technology management, data systems management, logistical management, and computer training. He is responsible for managing client accounts and licensing, onsite client training and customer support, and providing technical support that includes troubleshooting, installation, repair, computer lab upgrades, training support, and curriculum development. He attended New York University. Mr. Soto is certified in A+ and Microsoft Word. He will be responsible for the management and administration of data systems as well as 24/7 technical support.



**Jennifer Stuart**

**Planning and Quality Assurance**

Jennifer Bagnell Stuart, MBA – Director of Planning has over 16 years of experience in project management, technical assistance, and research and evaluation projects for government agencies, philanthropic foundations, and non-profit organizations. Ms. Bagnell Stuart led teams in conducting program evaluations for nonprofit and foundation clients and managed web-based learning products and web design and application development projects at ABT Associates, Beaconfire Consulting, Innovation Network, Wells Fargo Bank, and Urban Tech's projects in financial literacy. Her work is critical to Urban Tech's quality assurance and has provided systems guidance in developing the Family Empowerment Center.



**Jennifer White**

**Life Skills:  
Content and Curriculum**

Jennifer White, VP of Content and Curriculum, developed Urban Tech's Youth Leadership Academy and Dignity For All Social and Emotional Learning curricula. Ms. White led the organization's mission to research and provide solutions to create safe and supportive environments and curricula for bullying prevention and social justice. Ms. White developed original animated series and curricula to teach elementary and middle school-age students social and emotional skills with storytelling, role-playing, and critical reflection through interactive digital tools. The life-skills programs are implemented in at-risk schools and communities and yield improved outcomes in graduation rates, attendance, homework preparedness, and social and emotional well-being. Jennifer White received her BA in English and Drama with an emphasis in Women's Studies from Dartmouth College.

# Request For Funding

## In Conclusion

Urban Tech's mission to bridge the digital divide, empower underserved communities, and foster equitable access to education and resources is crucial in today's technology-driven world. We have presented a comprehensive funding proposal that outlines our key initiatives and strategies to achieve these goals.

Through our programs, we will provide innovative and accessible technology solutions, quality educational resources, and targeted training to students, parents, and educators. By focusing on STEM education, computer literacy, and social-emotional learning, we aim to equip individuals with the skills and competencies necessary for success in the digital age.

Our collaborative approach, built on strong partnerships with schools, community organizations, and stakeholders, ensures a comprehensive and sustainable impact. We believe that by working together, we can create a transformative change that uplifts entire communities and paves the way for a more inclusive and prosperous future.

With your support and investment, we can expand our reach, scale our programs, and make a lasting difference in the lives of countless individuals. By supporting Urban Tech, you are not only investing in education but also in the financial empowerment and potential of underserved communities. Let us close the digital divide, unlock opportunities, and create a more equitable society. Join us in our mission to transform lives and build a brighter future through technology and education. Together, we can make a difference.









**The National Urban Technology Center, Inc.**

25 Broadway, 12th Floor  
New York, NY 10004-1010  
(212) 528-7350  
(800) 998-3212  
[info@urbantech.org](mailto:info@urbantech.org)  
[www.urbantech.org](http://www.urbantech.org)