Dear Friends:

Every time I visit a Salvadori classroom I leave inspired, energized, and proud. During my visits, I see students engaged in learning, having fun, building experiments, and exploring outcomes with their teammates. But it is the stories about how Salvadori changes a child’s attitude towards learning and school that impress me the most.

Recently, I was told about a normally quiet student. A parent shared how his daughter was different during a recent trip out of the city. In past trips, she would sit in the back seat staring at a game or a video on her iPad. But this time, she was absorbed by what they drove past and wouldn’t stop talking about what she saw. She pointed out the trusses on bridges, different types of beams on buildings under construction, and even how one stone arch looked like a Roman structure.

This is Salvadori’s impact!

We don’t only teach students how to solve problems; we teach them how to look at their world differently. Salvadori students learn by doing as they work collaboratively with classmates who see the world differently, think critically to analyze challenges, and pose creative solutions to tough problems. All the while, they learn about STEM (Science, Technology, Engineering, and Math) careers and model how architects, engineers, and designers solve community problems.

Salvadori students are active learners today and the future STEM leaders of tomorrow.

Responsible stewards of your investment…

Everyone wants their donations to be used wisely. When you donate money to Salvadori, you invest in our children’s future. When you look at the audit pages, you’ll see that Salvadori has an impressive 83:17 ratio of program to administrative expenses! But what you won’t see is that the Salvadori Board raises the money to cover all administrative expenses. So 100% of your donation goes directly to support programs.

Salvadori is proud to hold true to our founding principal of making quality STEM education accessible to all students. Consequently, we underwrite 65% of the total cost of all instruction, curricula, materials, and supplies.

Your support provides high quality STEM education and lays a foundation of success for tomorrow’s STEM leaders.

The 2017 Benefit & Annual Appeal ~ Another Success!

Through the hard work of our Board of Directors, staff, and volunteers, and the generosity of our many supporters, we raised over $560,000 this year.

We were especially happy to acknowledge our 2017 Business and Design Honorees: Tyler Morse of MCR Development and Coren (Cone) Sharples of SHoP Architects ~ both leaders in their respective fields.

Salvadori’s Board continues to provide effective leadership and impressive fundraising results. I would like to personally thank the hardworking members who have transitioned off the Board and welcome the following new Board Members to the Salvadori family:

- Jared Green, Senior Associate/Vice President, Langan
- Brennan Gilbane Koch, Manager of Client and Partner Relations, Business Development Gilbane Building Company
- Charlie Avolio, President and General Manager of New York, Suffolk
- Carlo Scissura, President and CEO, New York Building Congress
- Lou Switzer, Chairman & CEO, The Switzer Group
- Sheela Maini Søgaard, CEO & Partner, BIG

Salvadori’s success is your success!

Your ongoing support and contributions are what make our work possible. By investing in Salvadori, you bring dynamic and lasting learning experiences to thousands of school children.

You help to make the dreams of our future STEM leaders possible.

Sincerely,

Gregory A. Kelly
Chairman

“This was a wonderful enrichment activity and experience for our children. They were totally engaged and took great joy in developing their community.”

Salvadori After-School Teacher, Park Avenue Manor (My Community)
Dear Friends of Salvadori:

As Greg noted, we continue to work hard to serve all students.

But we can't do this without engaged program partners ~ schools, community organizations, teachers, and funders. We actively solicit their feedback on the quality of our programs and the quality of our instruction. We ask them what type of programs they want, what topics align with their goals, and how we can best help their students to learn.

In response, we've expanded our slate programs and broadened the scope of our curricula.

Along with our traditional in-school residencies and after-school programs, we've added a Salvadori Summer program, in-school Enrichment programs, and Salvadori Condensed, an intensive Salvadori Starter program at the end of the school year. We've developed new curricula: Building Green, designed for upper middle and high school students; and Landmarks, Monuments, and Memorials, for elementary and middle school students.

At the same time, we have upgraded all of our curricula ~ Skyscrapers, Bridges, Building Green, Skateparks, My Community, Animal Habitat, Ancient Greece, and Landmarks, Monuments and Memorials. ~ to keep pace with current learning standards. We stay up to date with best practices in teaching and classroom management by ensuring our Educators participate in ongoing professional development. And we continue to offer programs for English Language Learners, students with developmental disabilities, and students with social and emotional challenges.

Thankfully, our program partners are enabling us to do even more to better serve students in need.

Through the Weinberg Foundation and Scranton Area Community Foundation, we are teaching every 7th grade student in Riverside and Scranton, Pennsylvania. The Pinkerton Foundation makes it possible for us to bring back after-school programs to New York City Housing Authority Community Centers. A relationship with the New York Hospital Schools allows us to serve children in psychiatric units, while the New York City Department of Education selected us to deliver a new initiative to children living in homeless shelters.

Together we are helping students to be more engaged in school, successful in their studies, and interested in future STEAM careers ~ Salvadori puts the 'A' in STEM for Art and Architecture to make "STEAM".

The impact of your investment...

This year, we continued to set new records!

In 2016/2017, we taught 6,412 students through 2,487 sessions in 222 classes ~ that's an amazing 76,121 student impact hours across all five boroughs of New York City and northeastern Pennsylvania! Over the last six years, we've increased the number of students we teach by 204% ~ that is more than 3 times!

And while demand for our programs continues to grow, we constantly retain 75% of our schools from year to year!

More importantly, independent assessments for the last six years show that Salvadori's programs have a significantly positive impact on student learning, their ability to comprehend math and science concepts and:

- increased confidence of success in math and science
- greater interest in STEM education and careers
- improved problem solving skills
- heightened understanding of the scientific inquiry process

In 2017/2018, we anticipate teaching even more students with even greater impact.

In the first month of school, we had already booked more classes than the entirety of last year.

We are eagerly looking forward to the launch of our new initiative ~ Salvadori in a Box ~ a guided curriculum designed for students who do not have access to traditional classrooms, such as those in hospitals and remote areas. This project aims to give children with special needs the same Salvadori experience we deliver in classrooms.

We are proud to be the stewards of your investment and we take our commitment seriously.

We appreciate your trust and thank you for your support. Your generosity enables Salvadori to provide affordable STEAM education for thousands of students ~ thank you!

Sincerely,

Kenneth Jones
Executive Director

“I thought this hands-on approach was a great way for my students to learn real-life applications. It allowed me to see my students in a different light. I was able to see them succeed in nontraditional skills such as drafting, planning, and even decision making.”

Salvadori After-School Teacher, Pelham Preparatory Academy (Building Green)
The Salvadori Center proudly acknowledges the following foundations, public agencies, corporations and individuals for their exceptional generosity; we apologize for any errors or omissions. It is through their support and commitment that we are able to accomplish our mission.

**FOUNDATIONS & PUBLIC AGENCIES**
- Consolidated Edison Company of New York
- Council Member Helen Rosenthal
- George D. Benjamin Foundation
- Hearst Foundation
- National Endowment for the Arts
- New York City Department of Cultural Affairs
- New York State Council on the Arts
- NYC Gives
- Perrigo Foundation
- Pinkerton Foundation
- Scranton Area Community Foundation
- State Employees Federated Appeal
- The Harry and Jeanette Weinberg Foundation
- The Willis Foundation

**CORPORATIONS & INDIVIDUAL DONORS**

**$15,000 AND ABOVE**
- Jack Resnick & Sons, Inc.
- John Civetta & Sons, Inc.
- MCR Development, LLC.
- Turner Construction Company

**$10,000 – $14,999**
- Brookfield Office Properties
- CBRE, Inc.
- Cushman & Wakefield
- Gilbane Building Company
- Hunter Roberts Construction Group, LLC
- Mysore Nagaraja
- Navillus Tile, Inc.
- New York Building Congress
- Perkins Eastman Architects
- Safway Atlantic
- Sciame Construction, LLC
- StructureTone, Inc.

**$5,000 – $9,999**
- Adco Electrical Corporation
- AKF Group
- ASM Mechanical Systems
- Berman Group, Inc.
- Borough of Manhattan Community College/CUNY
- Boston Properties
- Breeze National, Inc.
- Cauldwell Wingate Co., LLC
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- Cives Steel Company
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- Collins Building Services
- Component Assembly Systems, Inc.
- Consolidated Edison Company of New York
- Cosentini Associates, Inc.
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- Janos Baum & Bolles
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- Jones Lang LaSalle Americas, Inc.
- JRM Construction Management
- Kohn Pedersen Fox Associates
- Kramer Levin Naftalis & Frankel, LLP
- Langan Engineering & Environmental Services
- Lucius Pitkin, Inc.
- Newmark Grubb Knight Frank
- Paul Bello
- Peckar & Abramson
- Rally Restoration
- Schindler Elevator Corporation
- SHoP Architects, PC
- Skanska USA Building, Metro NY Region
- Skanska USA Civil Northeast, Inc.
- Specter DeSouza Architects, PC
- Stantec Consulting Services, Inc.

**$1,000 – $4,999**
- AKRF, Inc.
- Anne Marie Lubrano
- BluEdge
- Brenda Levin
- Byrne & O’Neill, LLP
- Charles F. Murphy
- Civil Environmental Consultants, Inc.
- Elizabeth Rose
- Ferguson & Shamamian Architects, LLP
- Forest City Ratner Companies
- Gensler
- GF55 Partners, LLP
- Giachetti Plumbing & Heating Corp.
- Gregory and Michele Kelly
- Hauptman Family Foundation
- Henegan Construction Co., Inc.
- Howard Zimmerman Architects, PC
- I. Buss & Allan Uniform
- James E. Frankel
- James Wood
- Jeremy Singer
- Jill Lerner
- John L. Ridgeway
- Joseph Ienuso
- Joseph Mizzi
- Kelly Masonry Corporation
- L&K Partners
- Legend Energy Advisors
- Leonard Fusco
- Longman Lindsay
- Manhattan College School of Engineering
- Maria Wilpon
- Marilyn Friedman
- Moretrench American Corporation

“**The students love building! Today during the last class a student came to me and said “I love to build, like we are real architects!”**

Salvadori Starter Teacher, PS 132 (My Community)
OVERALL PROGRAM STATISTICS FOR 2016-2017:

- 6,412 STUDENTS
- 2,487 SESSIONS
- 222 CLASSROOMS
- 12 HOURS of instruction per student
- 1,832 TEACHING HOURS
- 76,121 STUDENT IMPACT HOURS
- 69 SITES
- 320 TEACHERS

SALVADORI STUDENTS LEARN TO:

WORK COLLABORATIVELY
to solve problems

THINK CRITICALLY
as they develop creative solutions

COMMUNICATE EFFECTIVELY
to express complex ideas

APPLY ACQUIRED KNOWLEDGE
to new problems

* In-kind services provided by:
   The Berman Group (marketing) valued at $90,000 per year
   HBLive (audio/visual) valued at $1,900
OUR MISSION

All too often we hear students ask, “Why do I need to know this”

They question the relevance of math and science to their lives and their futures. Salvadori’s in-school and after-school Science, Technology, Engineering, Art/Architecture and Math (STEAM) programs give students the tools they need to answer this question for themselves.

When the New York Academy of Sciences challenged educators in 1976 to improve teaching, Salvadori’s founder responded. He showed students how science, technology, engineering, art, and math are part of buildings, bridges, and our local community. In 1987, the Salvadori Center was founded on three main principles:

- engage students through project-based exercises
- use the built environment as a vehicle for learning
- employ collaborative problem solving that involves all participants

Salvadori tackles STEAM education uniquely. We hold true to our founding principles, using the math, science, architecture, and design inherent in the built environment to deliver programs that:

- promote college and career readiness
- emphasize higher-order skills
- produce results that reflect high levels of creativity, collaboration, and ownership

Our hands-on approach to building projects gives students an intimate and personal experience. Working collaboratively, students learn that they don’t need to have all the answers; each team member contributes to a more dynamic view. Working in small groups allows students to form hypotheses, build and test apparatus, record observations, and draw conclusions. Results are shared, discussed and analyzed with the entire class.

Each multi-day residency or program includes multiple collaborative experiments that build towards a culminating activity. Individual sessions start with a re-cap activity that reinforces the previous week’s session on a higher level. This reminds students where they left off and enables those who missed the previous session to

Money well spent...

Salvadori has been teaching STEAM (science, technology, engineering, architecture/arts, and math) FOR 40 YEARS!

SINCE 2011

204% increase in students taught
190% increase in student impact hours
171% increase in classrooms
138% increase in sessions delivered
$17.31 reduction in the cost per student impact hour (from $39.03 to $21.72)

Since 2011, Salvadori’s Board donations cover 100% of administrative expenses so every dollar you donate goes directly to programs.

$17.31 reduction in the cost per student impact hour (from $39.03 to $21.72)
catch up. The primary activity explores new concepts with hands-on, project-based experiments. Sessions end in a brief wrap-up activity — a “cliff hanger” that motivates students to engage in future sessions. Students combine the design approach to problem solving with the scientific method of experimentation to explore new concepts and solve real world problems.

At the heart of Salvadori’s mission is the call to teach students in the most disadvantaged communities. We have expanded the diversity of our students to include immigrants, English Language Learners, children with special needs, and those in hospitals, shelters, and public housing. Many of the students in these populations struggle with the rigid limitations imposed by traditional classroom settings. The freedom of hands-on, project-based, small group exercises provides a safe, encouraging environment, and an opportunity for non-traditional learners to thrive.

In 2016-2017, Salvadori delivered 2,487 sessions at sites throughout all five boroughs of New York City as well as Scranton and Riverside, Pennsylvania. Salvadori’s Educators taught 6,412 students through in-school and after-school programs, and delivered professional development workshops for 320 teachers. Overall we provided an impressive 76,121 student impact hours!

After participating in Salvadori’s programs, students see their world differently. They see math, science, and the arts in the classrooms they enter, the bridges they cross, the parks they play in, and the buildings they see every day. They understand how buildings stand up and how bridges support heavy loads… they appreciate that math, science, and the arts are part of their everyday lives, and they understand “why they need to know this.”

Our Programs

Salvadori In-Depth | Salvadori In-Depth is an intensive year-long (23-week) in-school residency integrating Salvadori’s interdisciplinary project-based pedagogy. Each residency typically serves (4) classes within the same grade (100-132 students and 4 teachers) through (23) 45-minute sessions. The program provides 2,300-3,036 student impact hours per residency, on-site lesson modeling, and teacher planning sessions. Module choices include 23-session units on My Community, Skyscrapers, Bridges, and Landmarks, Monuments, and Memorials.

<table>
<thead>
<tr>
<th>STATISTICS IN CONTEXT FOR 2016-2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>152 DAYS teaching in 222 classrooms</td>
</tr>
<tr>
<td>48 HOURS per week teaching</td>
</tr>
<tr>
<td>39.1% INCREASE in student impact hours over last year</td>
</tr>
<tr>
<td>12 HOURS of instruction per student</td>
</tr>
<tr>
<td>69 SITES IN ALL 5 BOROUGHs</td>
</tr>
<tr>
<td>941 CONTACT HOURS of professional development to 82 teachers</td>
</tr>
<tr>
<td>137 VOLUNTEERS</td>
</tr>
<tr>
<td>1,124 VOLUNTEER HOURS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2016-2017 Increases Over Last Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>8% INCREASE IN STUDENTS</td>
</tr>
<tr>
<td>52% INCREASE IN STUDENT IMPACT HOURS</td>
</tr>
<tr>
<td>12.5% INCREASE IN EARNED INCOME OVER LAST YEAR</td>
</tr>
<tr>
<td>125.6% INCREASE IN GRANT INCOME</td>
</tr>
<tr>
<td>25% INCREASE IN OVERALL INCOME</td>
</tr>
<tr>
<td>$39.03 TO $21.72</td>
</tr>
</tbody>
</table>
Salvadori Starter | Salvadori Starter is an 8-week in-school residency. Each residency typically serves (4) classes within the same grade (100-132 students and 4 teachers) through (8) 45-minute sessions. The program provides 800-1,056 student impact hours per residency, on-site lesson modeling, and planning sessions for teachers. Module choices include 8-session units on My Community, Skyscrapers, Bridges, Animal Habitats, Ancient Greece, Skateparks, and Landmarks, Monuments, and Memorials.

Salvadori Enrichment | Salvadori Enrichment is a 12-week in-school residency. Each residency typically serves (1) mixed age class of 8 to 12-year-olds (30-33 students) through (12) 90-minute sessions. The program provides 540-594 student impact hours per residency, on-site lesson modeling, and planning sessions for teachers. Module choices include 12-session units on Skyscrapers, Skateparks, Bridges, My Community, and Building Green.

Salvadori After-School | Salvadori After-School is a 12-week after-school program. Each program typically serves (1) mixed-age class of 8 to 12-year-olds (20-25 students) through (12) 90-minute sessions. The program provides 360-450 student impact hours per program, on-site lesson modeling, and teacher planning sessions. Module choices include 12-session units on Skyscrapers, Skateparks, Bridges, My Community, and Building Green.

Salvadori Summer | Salvadori Summer is a 6-week program. Each program typically serves 20-25 students through (12) 90 minute sessions. The program provides 360-450 student impact hours per program, on-site lesson modeling, and teacher planning sessions. Module choices include all Salvadori After-School curricula.

Salvadori Condensed | Salvadori Condensed takes place at the end of the year. Program choices include all Salvadori Starter and Salvadori After-School curricula.

Salvadori à la Carte | Salvadori à la Carte program gives schools more choice in their Salvadori program selection, including: a one hour Brooklyn Bridge Scavenger Hunt (1 hour program: max 30 students/class); a Paper Bridges Family Workshop (90 minute program: max 30 people/class for a 2-hour program or two 1-hour programs) ; a Career Day with a Professional Architect or Engineer (max 6 classes/day) ; and Educational Class Trips Connected to the Built Environment.

Salvadori Puts THE ‘A’ IN STEM ART AND ARCHITECTURE TO MAKE STEAM

ALL SALVADORI PROGRAMS:
• Promote COLLEGE AND CAREER READINESS for all students
• Emphasize HIGHER-ORDER SKILLS
• Model BEST PRACTICES for teaching STEM/STEAM
• Provide scaffolds in English and HIGH-QUALITY SUPPORTS AND EXTENSIONS
• Produce student work products that reflect HIGH LEVELS OF THINKING, PARTICIPATION, AND OWNERSHIP
• Incorporate MULTI-STEP PROBLEM SOLVING
Community & Family Workshops | Offered at museums and schools, Salvadori’s community and family workshops engage children and their parents in building, designing, and testing structures through hands-on experimentation.

All Salvadori programs include a professionally-trained Salvadori Educator, curriculum with detailed lesson plans, planning sessions with participating school staff, and all materials. Details on program-specific curricula can be found [here](#).

Professional Development for Educators

The Kathleen Grimm Memorial Institute | This intensive spring institute is held over (3) days. Participants are able to use the built environment to bring math and science to life, incorporate built environment themes into standards-based lesson plans, and investigate applications of math and science to architecture and engineering.

In-School Targeted Professional Development | In-School Targeted Professional Development is customized for your school’s needs. From (1) hour to multi-day workshops, each incorporates project-based learning into a school’s culture by using the built environment to integrate math, science, and the arts across curricula and alongside state and national standards.

Salvadori Publications & Products | Salvadori offers a variety of publications and educational tools that empower teachers and parents to deliver project-based experience for their students and children. Like all Salvadori’s programs, our products use the built environment — buildings, bridges, and communities — to bring math and science to life for young learners!

Visit [www.salvadori.org](http://www.salvadori.org) for more information!

Independent assessments found that Salvadori students demonstrated statistically significant gains, including:

- **70%** of students felt more confident in their math and science ability
- **71%** were more motivated to pursue educational/career choices in STEAM fields
- **63%** improved their knowledge of math, engineering, and architecture concepts
- **67%** increase in their understanding of the scientific inquiry process

Financial Statistics since 2011

<table>
<thead>
<tr>
<th>Percentage Increase</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>205.5%</strong></td>
<td>Increase in earned income (or $378,527.96)</td>
</tr>
<tr>
<td><strong>46.3%</strong></td>
<td>Increase in cash reserves (or $675,628)</td>
</tr>
<tr>
<td><strong>99.5%</strong></td>
<td>Increase in grant income</td>
</tr>
</tbody>
</table>

“The program allowed children to look at their neighborhood differently. It was fun and engaging for all students who attended.”

Salvadori After-School Teacher, Springfield Garden Residence (My Community)
### SALVADORI SCHOOLS AND COMMUNITY CENTERS

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>TOPIC</th>
<th>GRADE</th>
<th># CLASSES</th>
<th># SESSIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Salvadori In-Depth</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Center for Supportive Schools</td>
<td>Bridges</td>
<td>6th – 7th grades</td>
<td>3</td>
<td>102</td>
</tr>
<tr>
<td>JHS 145</td>
<td>Bridges</td>
<td>6th – 8th grades</td>
<td>3</td>
<td>102</td>
</tr>
<tr>
<td>6-349 School for Math, Science, and Technology</td>
<td>Bridges</td>
<td>6th – 8th grades</td>
<td>3</td>
<td>102</td>
</tr>
<tr>
<td>Teacher College Community School</td>
<td>Bridges</td>
<td>6th – 8th grades</td>
<td>12</td>
<td>384</td>
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<tr>
<td>MS 72 Catherine and Count Basie Middle School</td>
<td>Bridges</td>
<td>6th – 8th grades</td>
<td>4</td>
<td>92</td>
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<tr>
<td>PS/IS 217 Roosevelt Island</td>
<td>Bridges</td>
<td>6th – 8th grades</td>
<td>3</td>
<td>69</td>
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<tr>
<td><strong>Salvadori Starter Fall</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PS 132 The Converseya School</td>
<td>My Community</td>
<td>2nd grade</td>
<td>4</td>
<td>32</td>
</tr>
<tr>
<td>PS 151 Yorkville Community School</td>
<td>Skyscrapers</td>
<td>3rd grade</td>
<td>4</td>
<td>32</td>
</tr>
<tr>
<td>PS 310 The Middle School for Future Leaders</td>
<td>Bridges</td>
<td>4th grade</td>
<td>4</td>
<td>28</td>
</tr>
<tr>
<td>PS 452 Unlock the Future</td>
<td>Bridges</td>
<td>5th grade</td>
<td>3</td>
<td>28</td>
</tr>
<tr>
<td>Scranton Area Community Foundation</td>
<td>Bridges</td>
<td>6th grade</td>
<td>16</td>
<td>128</td>
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<tr>
<td>northeaster Scranton Intermediate</td>
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<tr>
<td><strong>Salvadori Starter Early Spring</strong></td>
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<tr>
<td>PS 132 The Converseya School</td>
<td>Bridges</td>
<td>4th – 5th grades</td>
<td>6</td>
<td>48</td>
</tr>
<tr>
<td>PS 151 Yorkville Community School</td>
<td>Bridges</td>
<td>3rd grade</td>
<td>4</td>
<td>32</td>
</tr>
<tr>
<td>PS 310 The Middle School for Future Leaders</td>
<td>My Community</td>
<td>K – 3rd grade</td>
<td>4</td>
<td>32</td>
</tr>
<tr>
<td>PS 452 Unlock the Future</td>
<td>Bridges</td>
<td>3rd grade</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>Hebrew Language Academy Charter School</td>
<td>Bridges</td>
<td>4th grade</td>
<td>3</td>
<td>24</td>
</tr>
<tr>
<td>Ancient Greece</td>
<td>Bridges</td>
<td>5th grade</td>
<td>3</td>
<td>24</td>
</tr>
<tr>
<td>Samaa Community School</td>
<td>Bridges</td>
<td>2nd grade</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>Scranton Area Community Foundation</td>
<td>Bridges</td>
<td>7th grade</td>
<td>10</td>
<td>80</td>
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<tr>
<td>West Scranton Intermediate</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Salvadori Starter Late Spring</strong></td>
<td></td>
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<td></td>
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<tr>
<td>PS 29 John M. Harrigan School</td>
<td>Skyscrapers</td>
<td>5th grade</td>
<td>5</td>
<td>40</td>
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<tr>
<td>PS 46K Magnet School of Communication &amp; Media Arts</td>
<td>Bridges</td>
<td>6th grade</td>
<td>3</td>
<td>48</td>
</tr>
<tr>
<td>D 75 NY DOE Hospital School</td>
<td>Landmarks, Monuments, &amp; Memorials</td>
<td>3rd grade</td>
<td>K – 5th grades</td>
<td>24</td>
</tr>
<tr>
<td>PS 77 The New York City College Laboratory School for Gifted Education</td>
<td>Bridges</td>
<td>2nd grade</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>PS 152 The Evergreen School</td>
<td>Bridges</td>
<td>5th grade</td>
<td>6</td>
<td>48</td>
</tr>
<tr>
<td>PS 66 The Richard Roger School for Arts &amp; Technology</td>
<td>Bridges</td>
<td>5th grade</td>
<td>3</td>
<td>24</td>
</tr>
<tr>
<td>PS 179 The School on Avenue C, where “C” stands for Children, Community, and Cars</td>
<td>My Community</td>
<td>1st grade</td>
<td>5</td>
<td>40</td>
</tr>
<tr>
<td>PS 196 The Williamsburg Bridge Magnet School for Communication and Media Arts</td>
<td>My Community</td>
<td>K – 1st grade &amp; Bridge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PS/MS 278 Paula Hedberg School</td>
<td>Bridges</td>
<td>2nd – 4th grade &amp; Bridge</td>
<td>13</td>
<td>112</td>
</tr>
<tr>
<td>MS 582 The Magnet School for Multi-Media, Technology, and Urban Planning</td>
<td>Bridges</td>
<td>5th grade</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>K 678 East New York Middle School of Excellence</td>
<td>Bridges</td>
<td>7th grade</td>
<td>3</td>
<td>24</td>
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<tr>
<td>Samara Community School</td>
<td>Bridges</td>
<td>Kindergarten</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>Scranton Area Community Foundation</td>
<td>Bridges</td>
<td>7th grade</td>
<td>8</td>
<td>64</td>
</tr>
</tbody>
</table>

“One student has changed her career path to study architecture!”

*Celia Cruz High School (Building Green)*
<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>TOPIC</th>
<th>GRADE</th>
<th># CLASSES</th>
<th>#SESSIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salvadori After-School Fall</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MS 322</td>
<td>Skyscrapers</td>
<td>6th–8th grades</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>JCC at 849 Beacon</td>
<td>Bridges</td>
<td>6th–8th grades</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>PAL at Port Richmond Center</td>
<td>Bridges</td>
<td>6th–8th grades</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>UAU at South Beach Cornerstone</td>
<td>Bridges</td>
<td>3rd–4th grades</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>JCC Cornerstone at Todt Hill</td>
<td>Bridges</td>
<td>3rd–5th grades</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>Sunnyside Community Services</td>
<td>Bridges</td>
<td>4th–5th grades</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>PS 150</td>
<td>Bridges</td>
<td>4th grade</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>PS 199Q</td>
<td>Bridges</td>
<td>4th grade</td>
<td>1</td>
<td>12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>TOPIC</th>
<th>GRADE</th>
<th># CLASSES</th>
<th>#SESSIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salvadori After-School Spring</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PS 92Q</td>
<td>The Harry T. Stewart Sr. Magnet School for Engineering, Architecture, &amp; the Arts</td>
<td>Bridges</td>
<td>4th–5th grades</td>
<td>1</td>
</tr>
<tr>
<td>PS 92Q</td>
<td>Seth Low</td>
<td>Bridges</td>
<td>6th–8th grades</td>
<td>1</td>
</tr>
<tr>
<td>Community Change: Celia Cruz High School of Music</td>
<td>Building Green</td>
<td>10th–12th grades</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>Community Change: Pelham Prep Academy</td>
<td>Building Green</td>
<td>9th grade</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>NYC DOE Shelters – HELP: Bronx</td>
<td>My Community</td>
<td>K–5th grades</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>NYC DOE Shelters – Flatlands Family Residence</td>
<td>My Community</td>
<td>K–5th grades</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>NYC DOE Shelters – Glenwood Residence</td>
<td>My Community</td>
<td>K–5th grades</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>NYC DOE Shelters – Park Avenue Manor</td>
<td>My Community</td>
<td>K–5th grades</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>NYC DOE Shelters – Saratoga Inn</td>
<td>My Community</td>
<td>K–5th grades</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>NYC DOE Shelters – Springfield Garden Residence</td>
<td>My Community</td>
<td>K–5th grades</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>JCC at Richmond Terrace</td>
<td>Skateparks</td>
<td>6th–8th grades</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>PAL at Port Richmond Center</td>
<td>Skateparks</td>
<td>6th–8th grades</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>UAU at South Beach Cornerstone</td>
<td>Skateparks</td>
<td>3rd–4th grades</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>JCC Cornerstone at Todt Hill</td>
<td>Skateparks</td>
<td>3rd–5th grades</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>Sunnyside Community Services</td>
<td>Skateparks</td>
<td>4th–5th grades</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>PS 150</td>
<td>Skateparks</td>
<td>4th grade</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>PS 199Q</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>TOPIC</th>
<th>GRADE</th>
<th># STUDENTS</th>
<th>#SESSIONS</th>
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<tbody>
<tr>
<td>Salvadori Enrichment</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Community Change: Belmont Preparatory High School</td>
<td>Building Green</td>
<td>9th grade</td>
<td>1</td>
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</table>

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>TOPIC</th>
<th>GRADE</th>
<th># CLASSES</th>
<th>#SESSIONS</th>
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<tbody>
<tr>
<td>Condensed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MS 582</td>
<td>The Magnet School for Multi-Media, Technology, and Urban Planning</td>
<td>Bridges</td>
<td>6th grade</td>
<td>4</td>
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<table>
<thead>
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<th>GRADE</th>
<th># CLASSES</th>
<th>#SESSIONS</th>
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<tbody>
<tr>
<td>Workshops</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Kathleen Grimm Professional Development Institute</td>
<td>Professional Development</td>
<td>n/a</td>
<td>1</td>
<td>2</td>
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<tr>
<td>The Metropolitan Museum of Art – Full STEAM Ahead Educator Event</td>
<td>Professional Development</td>
<td>n/a</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>IEEE Integrated STEM Educator Conference</td>
<td>Professional Development</td>
<td>n/a</td>
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<td>1</td>
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</table>

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>TOPIC</th>
<th>GRADE</th>
<th># STUDENTS</th>
<th>#SESSIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community</td>
<td></td>
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</tr>
<tr>
<td>PS 92 Q</td>
<td>The Harry T. Stewart Sr. Magnet School for Engineering, Architecture, &amp; the Arts</td>
<td>Paper Bridges</td>
<td>Various</td>
<td>1</td>
</tr>
<tr>
<td>Blueprint Middle School</td>
<td>Paper Bridges/Career Day</td>
<td>Various</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Memorial Sloan-Kettering Cancer Center Pediatrics</td>
<td>Paper Arch Bridge</td>
<td>Various</td>
<td>2</td>
<td>1</td>
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</table>

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>TOPIC</th>
<th>GRADE</th>
<th># STUDENTS</th>
<th>#SESSIONS</th>
</tr>
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<tbody>
<tr>
<td>Charrette</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Center for Supportive Schools: MS325</td>
<td>This year students designed, built, and tested the Rube Goldberg, a new roller coaster ride at Luna Park in Coney Island.</td>
<td>6th–8th grades</td>
<td>120</td>
<td>1</td>
</tr>
</tbody>
</table>

“The hands on nature of the projects excites all learners and gives them a chance to problem solve unlike any other class projects.”

Salvadori Starter Teacher, PS 132 (My Community)
SALVADORI’S 2017-2018 PROGRAMS

Salvadori In-Depth
START DATES
26 SEPTEMBER – 20 OCTOBER 2017
- A year-long (23-week) in-school residency, 45-minute sessions
- Typically serves 4 classes of 25-33 students; 2,300-3,036 student impact hours/residency
- Cost/residency to schools or organizations for (4) classes: $17,600

TOPICS
- My Community (grades K-3)
- Skyscrapers (grades 4-8)
- Bridges (grades 2-8)
- Landmarks, Monuments, and Memorials (grades 4-8)

Salvadori Starter
FALL ~ START DATES
19 SEPTEMBER – 6 OCTOBER 2017
EARLY SPRING ~ START DATES
9 – 19 JANUARY 2018
LATE SPRING ~ START DATES
10 – 20 APRIL 2018
- An 8-week in-school residency, 45-minute sessions
- Typically serves 4 classes of 25-33 students; 800-1,056 student impact hours/residency
- Cost/residency to schools or organizations for (4) classes: $8,250

TOPICS
- My Community (grades K-3)
- Animal Habitats (grades K-2)
- Landmarks, Monuments, and Memorials (grades 4-8)
- Skyscrapers (grades 4-8)
- Ancient Greece (grades 4-6)
- Skateparks (grades 4-8)
- Bridges (grades 2-4)
- Bridges (grades 5-8)

Salvadori Enrichment
FALL ~ START DATES
19 SEPTEMBER – 29 OCTOBER 2017
SPRING ~ START DATES
23 JANUARY – 2 FEBRUARY 2018
- A 12-week in-school residency, 90-minute sessions per week
- Typically serves one class of 30-33 students; 540-594 student impact hours/program
- Cost/residency to schools or organizations per class: $7,500

TOPICS
- Skyscrapers, Skateparks (grades 4-8)
- Bridges (grades 2-8)
- Building Green (grades 7-12)
- My Community (grades K-3)

Salvadori After-School
FALL ~ START DATES
19 SEPTEMBER – 29 OCTOBER 2017
SPRING ~ START DATES
23 JANUARY – 2 FEBRUARY 2018
- A 12-week after-school program, 90 minute sessions
- Typically serves one class of 20-25 students; 360-450 student impact hours/program
- Cost/residency to schools or organizations per class: $7,260

TOPICS
- Skyscrapers, Skateparks (grades 4-8)
- Bridges (grades 2-8)
- Building Green (grades 7-12)
- My Community (grades K-3)

Salvadori Summer
PROGRAM DATES
11 JUNE - 18 AUGUST 2017
- (12) 90 minute sessions, 2x a week for (6) weeks
- Typically serves one class of 20-25 students; 360-450 student impact hours/program
- Cost/residency to schools or organizations per class: $7,260

Salvadori Condensed
PROGRAM DATES
5 - 22 JUNE 2018
- Fill the final weeks at the end of the year with an exciting program! Instead of weekly sessions, programs are condensed into successive days.

All Salvadore Starter and Salvadore After-School Curricula Offered (see topics above)

Salvadori à La Carte
- For $500 per class, you can experience any of these stand-alone classes:
  - Brooklyn Bridge Scavenger Hunt (1 hour program: max. 30 students/class)
  - Paper Bridges Family Workshop (90 minute program: max. 30 people/class)
  - Career Day with a Professional Architect or Engineer (max. 6 classes/day)
  - Educational Class Trips Connected to the Built Environment (contact office for details)

Salvadori Intensive Professional Development
THE KATHLEEN GRIMM MEMORIAL PROFESSIONAL DEVELOPMENT INSTITUTE
10 & 11 July 2018
60-90 MIN IN-SCHOOL TARGETED PROFESSIONAL DEVELOPMENT
PD customized for your school's needs
NYC DOE AFTER-SCHOOL PROFESSIONAL DEVELOPMENT PROGRAM (ASPDP)
Available Fall & Spring
2016/2017 Programs Distribution by Number of Students:
- 72.1% Starter
- 1.7% Charrette
- 15.0% In-Depth
- 7.5% After-School
- 0.3% Enrichment
- 1.3% PD
- 2.2% Other

2016/2017 Contributed Revenue by Category:
- 38% Foundation
- 50% Special Events
- 2.0% Corporate
- 10.0% Government

Income 2016/2017:
- 31% Contributions
- 30% Grants
- 33% Program Fees
- 6.0% Investments

Expenses 2016/2017:
- 83% Programs
- 17% Management
Program Data

Realized Income:

Cost per Student Impact Hour:

Program to Administrative Expense Ratio
Full-time Equivalent: Student Impact Hours

<table>
<thead>
<tr>
<th>Year</th>
<th>Impact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11</td>
<td>3,737</td>
</tr>
<tr>
<td>2011-12</td>
<td>4,295</td>
</tr>
<tr>
<td>2012-13</td>
<td>4,937</td>
</tr>
<tr>
<td>2013-14</td>
<td>6,014</td>
</tr>
<tr>
<td>2014-15</td>
<td>6,325</td>
</tr>
<tr>
<td>2015-16</td>
<td>9,119</td>
</tr>
<tr>
<td>2016-17</td>
<td>10,499</td>
</tr>
</tbody>
</table>
## Support and Revenue

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contributions</td>
<td>$560,617</td>
<td>$569,688</td>
</tr>
<tr>
<td>Less: direct costs of special events</td>
<td>(58,961)</td>
<td>(57,018)</td>
</tr>
<tr>
<td>Grants</td>
<td>501,656</td>
<td>512,670</td>
</tr>
<tr>
<td>Program service fees</td>
<td>600,738</td>
<td>493,404</td>
</tr>
<tr>
<td>Investment income</td>
<td>35,893</td>
<td>33,542</td>
</tr>
<tr>
<td>Realized gain (loss) on marketable securities</td>
<td>63,981</td>
<td>43,070</td>
</tr>
<tr>
<td>Unrealized gain on marketable securities</td>
<td>3,125</td>
<td>(49,327)</td>
</tr>
<tr>
<td>Sales of books and materials</td>
<td>3,185</td>
<td>7,833</td>
</tr>
<tr>
<td></td>
<td>1,258,262</td>
<td>768,186</td>
</tr>
<tr>
<td><strong>Total support and revenue</strong></td>
<td><strong>$1,759,918</strong></td>
<td><strong>$1,280,856</strong></td>
</tr>
</tbody>
</table>

## Expenses

### Program services:
- Educational activities: $1,341,734, $1,001,630

### Supporting services:
- General and administrative: $237,418, $148,121
- Fund-raising: $41,145, $106,061

### Total supporting services: $278,563, $254,182

### Total expenses: $1,620,297, $1,255,812

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change in net assets</td>
<td>139,621</td>
<td>25,044</td>
</tr>
<tr>
<td>Beginning net assets</td>
<td>1,995,944</td>
<td>1,970,900</td>
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<tr>
<td><strong>Ending net assets</strong></td>
<td><strong>$2,135,565</strong></td>
<td><strong>$1,995,944</strong></td>
</tr>
</tbody>
</table>

*Note: Full Audit Available.*

---

**AUDIT**

Salvadori Center, Ltd. | Statement of Activities
For the Year Ended 30 June 2017 (With Summarized Financial Information for 2016)

---

**ENGAGES STUDENTS THROUGH**

**SALVADORI STUDENTS LEARN TO:**

**WORK COLLABORATIVELY** to solve problems

**THINK CRITICALLY** as they develop creative solutions

**COMMUNICATE EFFECTIVELY** to express complex ideas

**APPLY ACQUIRED KNOWLEDGE** to new problems

**LEARNING EXPERIENCES**

---

**STUDENTS SEE THE**

**math and science**

**IN CLASSES THEY ENTER,**
**BRIDGES THEY CROSS,**
**PARKS IN THEIR NEIGHBORHOODS,**
**AND BUILDINGS THEY SEE EVERY DAY**
MANAGEMENT LETTER

December 1, 2017

To the Board of Directors of Salvadori Center, Ltd.

In planning and performing my audit of the financial statements of Salvadori Center, Ltd., for the year ended June 30, 2017, I considered the Organization’s internal control in order to determine my audit procedures for the purpose of expressing an opinion on the financial statements and not to provide assurance on internal control.

The points that follow are the result of observations of the current systems made by Eisenkraft, CPA staff during the audit process. This letter does not affect my report on the financial statements of Salvador Center, Ltd.

Segregation of Duties

The current staff size of Salvador Center, Ltd., does not always allow for the proper segregation of duties to ensure adequate internal control. This is not unusual, but management should be aware of this condition and realize that the concentration of duties in a limited number of individuals is not desirable from a control point of view. Under these conditions, the most effective controls lie in the establishment of systems of accounting policies and practices that ensure that the Board of Directors remains involved in the financial affairs of the organization, providing oversight and independent review functions.

In response to the issue, the board currently reviews the internal financial statements of Salvadori Center, Ltd., on a regular basis and in other ways provides guidance and oversight regarding its financial affairs.

This report is intended solely for the information and use of the Board of Directors and management and is not intended to be and should not be used by anyone other than these specified parties.

Gary Eisenkraft
Certified Public Accountant

“Children are very impressed with themselves and their achievement of the “Big Bridge” as they call it, which has drawn quite a bit of attention as it is on display in our center lobby, and participants give the history of its making. This program gave participants not only engineering concepts, but built up their self-esteem and confidence to achieve. Thank you!”

Salvadori After-School Group Leader, UAU South Beach (Bridges)
2016-2017 IMPACT STATEMENT

For 40 years Salvadori has responded to the national call to improve science, technology, engineering, art/architecture, and math (STEAM) education for students. We provide hands-on, collaborative in-school and after-school STEAM programs for students in all five New York City boroughs, as well as Scranton and Riverside, Pennsylvania. We also offer a host of professional development opportunities for teachers across the nation.

Over the last decade, we have increased the number of students we teach by 287% and the student impact hours by 740%!

And, in 2016/17, Salvadori provided 2,487 sessions in 222 classrooms for 6,412 students for a total of 76,121 impact hours!

Helping students who need it most…

But it isn’t just about growth – it’s about doing more for those in need. Our talented Educators help close the achievement gap for the most underserved students in New York City and beyond. We have introduced new programs to reach students in hospitals, shelters, and public housing, and have maintained targeted programs for new immigrants, English Language Learners, and students with developmental and emotional disabilities.

Three new initiatives…

Our new initiatives, launched in 2016/17, emphasize Salvadori’s commitment to reaching New York City’s marginalized students – students with disabilities, students living in temporary housing, and students from low income families. For example, we launched a new program in hospital schools in the Bronx for students who are:

• on the autism spectrum
• severely emotionally challenged
• sensory impaired
• multiply disabled

And through a partnership with the NYC Department of Education Afterschool Literacy Program, Salvadori taught students living in six homeless shelters in the Bronx, Brooklyn, and Queens.

Salvadori also rekindled its relationship with the New York City Housing Authority (NYCHA). A generous grant from The Pinkerton Foundation funded eight after-school programs for students from low income families at NYCHA centers in Staten Island. Due to resounding success, Salvadori will deliver twenty programs at NYCHA sites across all five boroughs in 2017/18!

Many students living in hospital schools, homeless shelters, and public housing struggle with the rigid limitations imposed by traditional classroom settings. The freedom of hands-on, project-based, small group exercises can provide a safe, encouraging environment that empowers non-traditional learners, affording rare opportunities to thrive.

Salvadori programs give students what they need to succeed ~ college and career readiness, critical and creative thinking skills, and high levels of participation and ownership. Showing students that they can succeed in math and science at an early age gives them the confidence they need to continue to strive for academic excellence throughout their school years.

Increased confidence motivates students to keep trying, and makes difficult concepts like math and science more accessible – and fun! Experiencing success in these subjects translates into increased

“Students learned a lot of new vocabulary about buildings and their physical features.”

Salvadori Starter Teacher, PS 196 (My Community)
Students see their world differently.

self-assurance in other subject areas.

**Don’t just take our word for it…**

Our third party assessment reports, conducted by Youth Studies, Inc., demonstrate statistically significant increases in student ability. Performance results for six consecutive years show that Salvadori students’:

- feel more confident in their math and science ability
- are more motivated to pursue educational/career choices in STEM fields
- improved their knowledge of math, engineering, and architecture concepts
- increased their understanding of the scientific inquiry process

Our programs help create the leaders of tomorrow!

**2016-2017 Statistics:**

Salvadori Center – from the top down – is committed to its mission, programs, services and constituents. We have experienced exponential growth in the last six years. Since the academic year 2011-2012, for example, we have increased the number of:

- students served from **2,110** to **6,412** – a **204%** increase
- student impact hours from **26,160** to **76,121** – **191%** increase
- classes taught from **82** to **222** – a **171%** increase

In the 2016/2017 academic year, Salvadori delivered:

- **76,121** total student impact hours
- through **2,487** sessions
- in **222** classes
  - to **6,412** students
  - throughout all 5 boroughs of New York City and the surrounding region

*Learn more about the Salvadori approach…*

---

**THE SALVADORI APPROACH INCORPORATES:**

**SCIENTIFIC INQUIRY PROCESS**

hypothesis, observation, documentation, analysis, and conclusion; and the

**DESIGN METHODOLOGY OF PROBLEM SOLVING**

define the problem, analyze information, design solutions, develop the best idea, deploy an approach, and evaluate results
BOARD AND STAFF

Chairman
Gregory A. Kelly
President and CEO, U.S.A. & Latin America
WSP

Executive & Compensation Committee
CHAIR
Gregory A. Kelly
VICE CHAIR
Charles F. Murphy
VICE CHAIR
Jonathan D. Resnick
VICE CHAIR & TREASURER
Joseph Mizzi
VICE CHAIR
Jill Lerner
VICE CHAIR
J. Devereaux Hawley
SECRETARY
Sarah Berman
Richard T. Anderson
Chebbie Nanninga
Rob Schubert

General Counsel
James E. Frankel

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Educator
Amanda Sarantos
Educator
Kaelin Anderson
Educator
Martin Adames
Educator
Reid Henkel
Educator
Lisa Nehring
Educator

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Yousef Abdual-Emir
Brett Barshay
Keury Mariano
Alat Otega
Shola Owolewa
Juan Vallezio