Dear Friends:

What’s the future for my business in New York?

As a CEO of one of the leading engineering firms in New York City, this question often crosses my mind. But not in the way you may think.

Of course, we all must plan three, five, or ten years down the road for future projects. But, as any one of my peers can tell you, the real challenge we face is in developing the next generation of engineers, architects, designers, and other building industry professionals.

Where will these leaders come from?

Cities like New York have always been a magnet that draws young, creative talent from all over the world. But what about our children at home? Do our students have access to programs and experiences that will give them the tools to succeed in the fields of science and engineering?

We owe it to them, and to the future of our businesses, to provide opportunities that help our local students believe that they can excel in Science, Technology, Engineering, and Math (STEM).

As the Board Chair of the Salvadori Center, I visit our STEM programs in schools across the five boroughs. I see students engaged in learning, having fun, building experiments, and exploring outcomes with their classmates. But it is the stories about how Salvadori changes a child’s attitude towards learning and school that impress me the most.

Seeing the impact of dynamic programs…

On a recent classroom visit, a parent described how his daughter’s behavior changed during a family trip out of the city. Usually she sat in the back seat, eyes glued to 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 described how one stone arch reminded her of Roman arches.

In 1976, Mario Salvadori started showing kids how math and science are part of their everyday lives: in the schools they attend, the bridges they cross, and the buildings going up around the City. While a lot has changed in 40 years, the one constant is that kids want to be engaged, they want to explore, and they want to learn for themselves why math and science are relevant to their lives.

Programs like Salvadori let children thrive and learn while having fun. Our students build and test their own experiments and work in small groups critically analyzing and solving tough problems. As they develop their projects, they model STEM careers, taking on the role of an engineer, architect, project manager, or cost estimator. They learn that they don’t have to have all the right answers — they can count on the other members of their team. They see the value of failure, trial and error, and experimentation. They learn the skills that we all want in our employees: how to think critically, pose creative solutions, and work collaboratively.

The future for my business is already here, in our country’s schools, but we have a lot to do. Programs like Salvadori work but, despite growing by almost four times in seven years, Salvadori only teaches 8,444 of the roughly 1.1 million students in the New York City school system.

We need more…more programs like Salvadori to ignite the excitement and enthusiasm for STEM learning within our own children, so they can grow up and engineer the future of America.

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

Thank you!

Sincerely,

Gregory A. Kelly
Chairman

The students thoroughly enjoyed learning about architecture, and using the academic vocabulary both in and out of the classroom. The program was “hands-on” and challenged the students using mathematics. We thoroughly enjoyed every Wednesday, learning new things, synergizing and participating/volunteering. P.S.: We would love for you to return next year!”

Salvadori Partner School Teacher
Dear Friends of Salvadori:
As Greg noted, we continue to work hard to serve all students.
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. But we can’t do this without engaged program partners ~ schools, community organizations, teachers, and funders like you.

Responsible stewards of your investment…
Everyone wants their donation to be used wisely. The return on your investment in Salvadori ~ the impact of your contribution ~ is a generation of students who not only understand math and science better, they appreciate how it is relevant to their lives. And more importantly, they are excited to pursue college and careers in STEM.

This is achieved through an assessment culture where we actively solicit feedback on the quality of our programs and the quality of our instruction. We survey our partners ~ principals, teachers, and students ~ to measure how our programs help schools achieve their instructional objectives.

We conduct independent assessments to measure change in student comprehension of grade-specific math, science, and arts concepts. And we work closely with new clients to develop programs that align with their goals.

Just as our assessments show our educational impact, our audits show our financial responsibility.

When you donate money to Salvadori, you invest in our children’s future. The audit pages in this report show Salvadori’s impressive 83:17 ratio of program to administrative expenses ~ a level we have proudly maintained for the last 2 years. 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 continue to underwrite 65% of the total cost of all instruction, curricula, materials, and supplies. Your support provides high quality STEM education and lays a foundation for success for tomorrow’s STEM leaders.

Salvadori’s success is your success!
2017/2018 was a wonderful year for Salvadori, rich with impressive gains.

- We taught 8,444 students ~ a 33.6% increase over the previous year
- We worked in 293 classrooms, delivered 3,141 sessions through 99,057 contact hours
- Earned income increased by 12.5% and grant income increased by 15.8%

Over the last seven years, we’ve increased the number of students we teach by 300% ~ 4 times as many students!

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

We expanded our team of Educators to serve more students. We critically re-evaluated all our curricula to ensure we align with schools’ objectives and state/national educational standards. And through an exciting new venture, we invested in a new research project to study the long-term impact of Salvadori’s programs on students’ perception of the relevance of math and science to their lives and their interest to pursue STEM careers. The preliminary findings are promising. Salvadori students understand the relevance of STEM and have a greater interest in pursuing STEM careers ~ but, surprisingly, their perception and interest continues to increase after the Salvadori program!

At the same time, 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, program partners are enabling us to do even more to better serve students in need.

Through the Weinberg Foundation, and the Scranton Area Community Foundation, we taught 7th grade students in Riverside and Scranton, Pennsylvania for a second year. The Pinkerton Foundation continues to make it possible for us to bring twenty after-school programs to New York City Housing Authority Community Centers. The New York City Department of Education selected us to deliver after-school programs to children living in homeless shelters for the second year.

Together we are helping students to be more engaged in school, successful in their studies, and interested in future STEM careers.

In 2018/2019, we anticipate teaching even more students with even greater impact.

The Weinberg Foundation has more than doubled their funding so we can teach every student in the 5th and 7th grade in Scranton and Riverside, Pennsylvania as well as every 9th grade student in West Scranton High School.

We are eagerly looking forward to beta testing 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 STEM education for thousands of students ~ thank you!

Sincerely,

Kenneth Jones
Executive Director
Our Students
Salvadori teaches Kindergarten through 12th grade students across all five boroughs of New York City and the region, as well as Scranton and Riverside, Pennsylvania. The vast majority are public school students but some attend charter or private schools.

Our students represent the ethnic, racial, and socio-economic diversity of the neighborhoods they live in.

They are black, white, and brown; rich and poor; privileged and underprivileged. They are homeless, autistic, gifted and talented, English language learners, recent immigrants, and have developmental and emotional disabilities. They live in houses, apartments, shelters, and even hospitals. They are the fabric of our community.

We hold true to our founding mission and serve communities that tend to be minority-majority and poorer, but Salvadori doesn't discriminate – we teach ALL students!

Our Partners
Principals and after-school Program Directors make it possible for us to serve their students. They open their doors and share their plans for student achievement so we can help them accomplish their goals. Teachers welcome us into their classrooms and collaborate with our Educators to ensure a positive experience. They help us navigate unique classroom cultures and weave the Salvadori content across curricula.

Our funders enable us to reach new communities. They enable us to partner with transitional housing facilities, teach entire grades across cities, work in underserved after-school programs, and support segments of the population that couldn't otherwise afford programs for their students.

Our supporters donate large and small amounts in support of our mission. They understand the value of our work and the importance of our impact. They see the future of their businesses, the quality of employees yet to be hired, and the lifeblood of their companies in the work we do today. They know that supporting Salvadori's STEM education today provides a bright future for tomorrow.

Our work wouldn't be possible without our dedicated partners.

Note from our Chair, Greg Kelly: The 2018 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 $500,000!

We were especially happy to acknowledge our 2018 Business, Design, and Public Service Honorees: Roger Silverstein of Silverstein Properties; Kenneth Lewis of Skidmore, Owings, & Merrill; and Rick Chandler, Commissioner of the New York City Department of Buildings ~ all 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 Michael Zetlin, Senior Partner of Zetlin & De Chiara to the Salvadori family.

Our Approach
Our hands-on approach to building projects gives all students a personal experience while being part of a team. Working collaboratively, students learn that they don’t need to have all the answers; each team member contributes to a more dynamic view. Results are shared, discussed, and analyzed with the entire class.

Each multi-day in-school residency or after-school 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 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

“Lessons and achievements were scaffolded to build understanding of architecture and design, even at a kindergarten level: impressive! Our Salvadori Educator infused our themes of character and building in her lessons, giving students a feeling of belonging, evident by the personal influence/experiences seen in the final product.”

Salvadori After-School Teacher, Flatlands
Weekly sessions build core competencies that students use in a final project to solve a new real-world problem. Students combine the design approach to problem solving with the scientific method of experimentation to explore new concepts and solve real-world problems. They develop hypotheses, build and test experiments, record data and observations, and draw conclusions. They learn by trial and error; they see that failure is a vital part of learning. They see what didn’t work and pose new solutions.

At the heart of Salvadori’s mission is the call to teach all students. Many students struggle with the rigid limitations imposed by traditional classroom settings— they learn by doing as opposed to hearing or reading. They learn by building on someone else’s ideas or concepts. And they learn by seeing real-world applications for new knowledge.

The freedom of hands-on, project-based, small group exercises provides a safe, encouraging environment, and an opportunity for non-traditional learners to thrive.

**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. They don’t “get it” until they experience it for themselves. Salvadori’s programs provide that experience.

Our in-school residencies and after-school programs use Science, Technology, Engineering, Art, and Math (STEAM) to give students the tools they need to answer this question for themselves. They work in teams to build and test experiments and to solve real-world problems. They learn by doing and develop vital 21st century skills like:

- teamwork
- critical thinking
- creative problem solving

Throughout the process, they grow their appreciation and understanding of why math and science matter.

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**Money well spent...**

**83:17**

PROGRAM TO ADMINISTRATIVE EXPENSE RATIO

Better than non-profit standards

**65:35**

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

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

**SINCE 2011**

- 300% increase in students taught
- 279% increase in student impact hours
- 257% increase in classrooms
- 200% increase in sessions delivered
- $20.11 reduction in the cost per student impact hour in 7 years (from $38.08 to $17.97)

**83:17**

PROGRAM TO ADMINISTRATIVE EXPENSE RATIO

Better than non-profit standards

**65:35**

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

Salvadori maintains a one-year operating reserve

**“The Salvadori program is great. It enhanced my students’ background knowledge, learning, and science experiences to a very high degree.”**

Salvadori Partner School Teacher, P.S. 199X
Our History

When the New York Academy of Sciences challenged educators in 1976 to improve middle school math and science education, 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

Today, we continue to build on our strong tradition of teaching all students – Kindergarten through 12th grade.

Our Values

At the heart of our mission is the belief that all students can succeed through collaborative, project-based learning. Our mission is strengthened by our core values – we value:

- what we do
- how we do it
- who we do it for, and with

What we do:

Salvadori’s highly skilled Educators deliver collaborative project-based STEAM curricula that use the built environment – buildings, bridges, skateparks, landmarks, and communities – to show students how math, science, and the arts are relevant to their lives. We introduce students to STEAM careers and open pathways to college readiness. Salvadori students learn by doing, hearing, seeing, reading and experiencing, an approach that enables all students to succeed.

How we do it:

Salvadori doesn’t have a “hit and run” approach. We provide a wide range of multi-session programs that span the entire academic year. We offer programs that tie to educational standards during the school day, after-school, and in the summer. We deliver community workshops, teacher professional development, and special programs that bring students together from different communities. We build students’ core competencies that they use in a final project to solve a new problem. We partner with schools to meet their goals and objectives. We collaborate with teachers to ensure we align with classroom culture. And we work with funders to access new communities and specialized populations.

OVERALL PROGRAM STATISTICS FOR 2017-2018:

- **8,444** STUDENTS
- **3,141** SESSIONS
- **293** CLASSROOMS
- **3,367** TEACHING HOURS
- **99,057** STUDENT IMPACT HOURS
- **90** SITES
- **324** 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
Who we do it for, and with:
Salvadori’s work would not be possible without the dedication and commitment of our staff, Board, students, teachers, principals, funders, and donors. Our staff and Board embody our values while they work tirelessly to realize our mission. Students trust us to help them experience a new way of learning. Teachers welcome us into their classrooms and help us navigate their unique culture. Principals introduce us to a diverse range of students — from those with physical and cognitive disabilities, to gifted and talented students. And our funding partners open-up exciting possibilities to serve populations that couldn’t otherwise afford such vital programs. Donors show faith in our approach and value our impact. Our success is truly a shared effort!

Our Impact
In 2017-2018, Salvadori delivered 3,141 sessions at sites throughout all five boroughs of New York City, as well as Scranton and Riverside, Pennsylvania. We taught a record breaking 8,444 students through in-school and after-school programs, and delivered professional development for 324 teachers. Overall, we provided an impressive 99,057 student impact hours of instruction!

We increased the number of students we served by 33.6% over the prior year. More impressively, we increased the number of students we teach by 300% over the last seven years — 4 times as many students! And while demand for our programs continues to grow, we consistently retain 75% of our schools from year to year!

After participating in Salvadori’s programs, students see their world differently. They see math, science, and art 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 art are part of their everyday lives, and they understand “why they need to know this.”

“...The building bridges experience was a great team building and hands on activity that teaches real world skills...”

Salvadori Partner School Teacher, M.S. 72

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

**2017-2018 Increases Over Last Year**

<table>
<thead>
<tr>
<th>Increase Over Last Year</th>
<th>Percent</th>
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</thead>
<tbody>
<tr>
<td>INCREASE IN STUDENTS</td>
<td>33.6%</td>
</tr>
<tr>
<td>INCREASE IN STUDENT IMPACT HOURS</td>
<td>30%</td>
</tr>
<tr>
<td>INCREASE IN EARNED INCOME OVER LAST YEAR</td>
<td>12.5%</td>
</tr>
<tr>
<td>INCREASE IN GRANT INCOME</td>
<td>15.7%</td>
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<tr>
<td>INCREASE IN OVERALL INCOME</td>
<td>15%</td>
</tr>
</tbody>
</table>
Our Programs
Programs for Students:
• Salvadori In-Depth ~ year-long intensive in-school residency
• Salvadori Starter ~ 8-week in-school residency
• Salvadori Enrichment ~ 12-week extended length in-school residency
• Salvadori After-School ~ 12-week extended length program
• Salvadori Summer ~ 12-week extended length program
• Salvadori Condensed ~ 8-day consecutive in-school residency
• Salvadori à la Carte ~ special short-term programs

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

Professional Development (PD) for Educators:
• The Kathleen Grimm Memorial Institute ~ multi-day off-site workshop
• In-School Targeted Professional Development ~ in-school PD

Our Curricula
• Ancient Greece ~ curriculum for grades 4-6
• Animal Habitats ~ curriculum for grades K-2
• Bridges ~ curriculum for grades 2-8
• Building Green ~ curriculum for grades 6-12
• Landmarks, Monuments, and Memorials ~ curriculum for grades 4-8
• My Community ~ curriculum for grades K-3
• Skateparks ~ curriculum for grades 4-8
• Skyscrapers ~ curriculum for grades 4-8

Our Publications & Products
Salvadori offers a variety of publications and educational tools that empower teachers and parents to deliver project-based experiences to 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!

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**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](#)
# SALVADORI SCHOOLS AND COMMUNITY CENTERS

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<thead>
<tr>
<th>SCHOOL</th>
<th>TOPIC</th>
<th>GRADE</th>
<th># CLASSROOMS</th>
<th># SESSIONS</th>
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## Salvadore In-Depth

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<thead>
<tr>
<th>SCHOOL</th>
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<th># CLASSROOMS</th>
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<tr>
<td>Center for Supportive Schools: Urban Science (MS 325)</td>
<td>Skyscrapers</td>
<td>6th, 7th, &amp; 8th Grade</td>
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<td>New Millennium Business Academy (MS328)</td>
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<td>Teachers College Community School</td>
<td>Skyscrapers</td>
<td>6th Grade</td>
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<tr>
<td>PS 48M The Michael J. Buzek School</td>
<td>My Community</td>
<td>K, 1st &amp; 2nd Grade</td>
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<tr>
<td>PS/ES 217 Roosevelt Island</td>
<td>Building Green</td>
<td>6th &amp; 8th Grade</td>
<td>2</td>
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<tr>
<td>MS 331 Bronx School for Young Leaders</td>
<td>Landmark, Monuments &amp; Memorials</td>
<td>6th Grade</td>
<td>4</td>
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## Salvadore Starter Fall

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<th>SCHOOL</th>
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<th>GRADE</th>
<th># CLASSROOMS</th>
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<tbody>
<tr>
<td>PS 14 Senator John D. Calandra School</td>
<td>Skyscrapers / Skateparks / Animal Habitats</td>
<td>3rd, 4th, &amp; 5th Grade</td>
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<td>PS 16 Leonard Dunkly</td>
<td>Skyscrapers</td>
<td>4th &amp; 5th Grade</td>
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<td>PS 33 Chelsea Prep</td>
<td>Bridges / Skyscrapers</td>
<td>3rd &amp; 4th Grade</td>
<td>8</td>
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<td>PS 62 Inocencio Casanova</td>
<td>Skyscrapers</td>
<td>4th Grade</td>
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<tr>
<td>PS 132 The Conleyea School</td>
<td>Skateparks</td>
<td>5th Grade</td>
<td>3</td>
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<tr>
<td>PS 199X The Shakespeare School</td>
<td>Bridges</td>
<td>3rd &amp; 5th Grade</td>
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<tr>
<td>PS 310 The School for Future Leaders</td>
<td>Skateparks</td>
<td>5th Grade</td>
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<tr>
<td>PS 452 Unlock the Future</td>
<td>Skyscrapers / Bridges</td>
<td>2nd &amp; 3rd Grade</td>
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<td>MS 582 The Magnet School for Multi-Media, Technology, and Urban Planning</td>
<td>Landmark, Monuments &amp; Memorials</td>
<td>6th Grade</td>
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## Salvadore Starter Early Spring

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<th>GRADE</th>
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<tr>
<td>PS 14 Senator John D. Calandra School</td>
<td>My Community / Animal Habitats</td>
<td>K, 1st, &amp; 2nd Grade</td>
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<td>PS 156 The Harbor View School</td>
<td>Landmarks, Monuments &amp; Memorials</td>
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<td>PS 72 Catherine and Court Base Middle School</td>
<td>Bridges</td>
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<td>PS 81 Thaddeus Stevenson</td>
<td>Landmarks, Monuments &amp; Memorials</td>
<td>4th &amp; 5th Grade</td>
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<td>PS 85X The Great Expectations School</td>
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<td>4th Grade</td>
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<td>PS 92Q The Harry T. Stewart Sr. Magnet School for Engineering, Architecture, &amp; the Arts</td>
<td>Landmarks, Monuments &amp; Memorials</td>
<td>5th Grade</td>
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<tr>
<td>PS 132 The Conleyea School</td>
<td>Animal Habitats / Skyscrapers / Bridges</td>
<td>K, 3rd, &amp; 4th Grade</td>
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<td>PS 196 The Williamsburg Bridge Magnet School for Communication and Media Arts</td>
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<td>K &amp; 1st Grade</td>
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<tr>
<td>PS 199X The Shakespeare School</td>
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<tr>
<td>PS 310 The School for Future Leaders</td>
<td>Landmarks, Monuments &amp; Memorials</td>
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<td>K 678 East New York Middle School of Excellence</td>
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<td>PS 449X Grant Avenue Elementary School</td>
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## Salvadore Starter Late Spring

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<th># CLASSROOMS</th>
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</thead>
<tbody>
<tr>
<td>PS 393 The Rosedale School</td>
<td>Bridges</td>
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</tr>
<tr>
<td>The New York City Lower Laboratory School for Gifted Education</td>
<td>Bridges</td>
<td>2nd Grade</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>PS 85X The Great Expectations School</td>
<td>Bridges</td>
<td>4th &amp; 5th Grade</td>
<td>4</td>
<td>32</td>
</tr>
<tr>
<td>PS 132 The Conleyea School</td>
<td>Animal Habitats / My Community</td>
<td>1st &amp; 2nd Grade</td>
<td>9</td>
<td>72</td>
</tr>
<tr>
<td>PS 166 The Richard Rodgers School for Arts &amp; Technology</td>
<td>Bridges</td>
<td>5th Grade</td>
<td>4</td>
<td>32</td>
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<tr>
<td>PS 274 The Kosciusko School</td>
<td>My Community</td>
<td>1st &amp; 2nd Grade</td>
<td>4</td>
<td>32</td>
</tr>
<tr>
<td>PS/MS 278 Paula Hedbavny School</td>
<td>My Community</td>
<td>K &amp; 2nd Grade</td>
<td>4</td>
<td>32</td>
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<tr>
<td>PS 310 The School for Future Leaders</td>
<td>Bridges</td>
<td>2nd &amp; 3rd Grade</td>
<td>4</td>
<td>32</td>
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<tr>
<td>MS 582 The Magnet School for Multi-Media, Technology, and Urban Planning</td>
<td>Skyscrapers</td>
<td>6th Grade</td>
<td>4</td>
<td>32</td>
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<tr>
<td>PS 627K Brighter Choice Community School</td>
<td>Animal Habitats</td>
<td>K, 1st, &amp; 2nd Grade</td>
<td>6</td>
<td>48</td>
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<tr>
<td>St. Stanislaus Kostka Catholic Academy</td>
<td>My Community / Skyscrapers</td>
<td>K, 3rd, 4th-5th, 6th-8th Grade</td>
<td>9</td>
<td>72</td>
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</table>

## Salvadore Community Centers

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>TOPIC</th>
<th>GRADE</th>
<th># CLASSROOMS</th>
<th># SESSIONS</th>
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</thead>
<tbody>
<tr>
<td>Scranton Northeast Intermediate School</td>
<td>Bridges</td>
<td>2nd Grade</td>
<td>2</td>
<td>16</td>
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<tr>
<td>Scranton South Intermediate School</td>
<td>Bridges</td>
<td>2nd Grade</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>Scranton West Intermediate School</td>
<td>Bridges</td>
<td>2nd Grade</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>Riverside Junior-Senior High School</td>
<td>Bridges</td>
<td>2nd Grade</td>
<td>2</td>
<td>16</td>
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</tbody>
</table>

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SALVADORI SCHOOLS AND COMMUNITY CENTERS
It was interesting and, more importantly, engaging for all the different learners.

Salvadori Partner School Teacher, M.S. 72
# SALVADORI’S 2018-2019 PROGRAMS

## Salvadori In-Depth

**START DATES**
25 SEPTEMBER – 19 OCTOBER 2018

- 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)
- Building Green (grades 6-12)
- Landmarks, Monuments, and Memorials (grades 4-8)

## Salvadori Starter

**FALL ~ START DATES**
18 SEPTEMBER – 5 OCTOBER 2018

EARLY SPRING ~ START DATES
8 – 18 JANUARY 2019

LATE SPRING ~ START DATES
9 – 18 APRIL 2019

- 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**
18 SEPTEMBER - 26 OCTOBER 2018

SPRING ~ START DATES
12 FEBRUARY - 8 MARCH 2019

- 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 or Skateparks (grades 4-8)
- Bridges (grades 2-8)
- Building Green (grades 6-12)
- My Community (grades K-3)

## Salvadori After-School

**FALL ~ START DATES**
18 SEPTEMBER - 26 OCTOBER 2018

SPRING ~ START DATES
12 FEBRUARY - 8 MARCH 2019

- 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 or Skateparks (grades 4-8)
- Bridges (grades 2-8)
- Building Green (grades 6-12)
- My Community (grades K-3)

## Salvadori Summer

**PROGRAM DATES**
9 JULY - 16 AUGUST 2018

- (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**
11 - 22 JUNE 2019

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 **SALVADORI STARTER** and **SALVADORI AFTER-SCHOOL** CURRICULA OFFERED (see topics above)

## Salvadori à La Carte

For $500 per class, you can experience any of these stand-alone classes:

**TOPICS**
- 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**

- Learn how to apply Salvadori’s approach to your curricula
- 2-day intensive (9 & 10July 2019)

**60-90 MIN IN-SCHOOL TARGETED PROFESSIONAL DEVELOPMENT**

- Experience collaborative PBL
- Links to standards, differentiation, and more
2017/2018 Programs Distribution by Number of Students

- Starter: 73.8%
- Charrette: 1.2%
- In-Depth: 11.4%
- After-School: 9.4%
- Enrichment: 0.4%
- PD: 0.4%
- Other: 3.4%

2017/2018 Contributed Revenue by Category

- Foundation: 43%
- Special Events: 44%
- Corporate: 4.0%
- Government: 9.0%
- Other: 0.4%

Income 2017/2018

- Program Fees: 33%
- Contributions: 29%
- Grants: 32%
- Special Events: 6.0%
- Investments: 6.0%

Expenses 2017/2018

- Program: 83%
- Administration: 17%
Program to Administrative Expense Ratio

Realized Income:

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Admin Expenses</th>
<th>Program Expenses</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11</td>
<td>$2,250,000</td>
<td>$1,203,752</td>
</tr>
<tr>
<td>2011-12</td>
<td>$2,000,000</td>
<td>$1,193,709</td>
</tr>
<tr>
<td>2012-13</td>
<td>$1,750,000</td>
<td>$1,469,720</td>
</tr>
<tr>
<td>2013-14</td>
<td>$1,500,000</td>
<td>$1,182,492</td>
</tr>
<tr>
<td>2014-15</td>
<td>$1,250,000</td>
<td>$1,258,902</td>
</tr>
<tr>
<td>2015-16</td>
<td>$1,000,000</td>
<td>$1,342,079</td>
</tr>
<tr>
<td>2016-17</td>
<td>$750,000</td>
<td>$1,818,879</td>
</tr>
<tr>
<td>2017-18</td>
<td>$500,000</td>
<td>$1,961,388</td>
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</table>

Cost per Student Impact Hour:

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Cost per Student Impact Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11</td>
<td>$38.08</td>
</tr>
<tr>
<td>2011-12</td>
<td>$39.03</td>
</tr>
<tr>
<td>2012-13</td>
<td>$36.65</td>
</tr>
<tr>
<td>2013-14</td>
<td>$36.34</td>
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<tr>
<td>2014-15</td>
<td>$32.80</td>
</tr>
<tr>
<td>2015-16</td>
<td>$26.23</td>
</tr>
<tr>
<td>2016-17</td>
<td>$21.72</td>
</tr>
<tr>
<td>2017-18</td>
<td>$18.02</td>
</tr>
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</table>
Full-time Equivalent: Student Impact Hours

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Student Impact Hours</td>
<td>3,737</td>
<td>4,295</td>
<td>4,937</td>
<td>6,014</td>
<td>6,325</td>
<td>9,119</td>
<td>10,499</td>
<td>13,208</td>
</tr>
</tbody>
</table>
Program Data

Program Distribution by Number of Students

Student Impact Hours

Students Served:
Salvadori 2017-2018 Program Locations
AUDIT
Salvadori Center, Ltd. | Statement of Activities
For the Year Ended 30 June 2018 (With Summarized Financial Information for 2017)

<table>
<thead>
<tr>
<th>Support and Revenue</th>
<th>2018</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contributions</td>
<td>$566,599</td>
<td>$560,617</td>
</tr>
<tr>
<td>Less: direct costs</td>
<td>(63,502)</td>
<td>(58,961)</td>
</tr>
<tr>
<td>of special events</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grants</td>
<td>632,670</td>
<td>551,340</td>
</tr>
<tr>
<td>Program service fees</td>
<td>633,566</td>
<td>600,738</td>
</tr>
<tr>
<td>Investment income</td>
<td>38,512</td>
<td>35,893</td>
</tr>
<tr>
<td>Realized gain (loss)on marketable securities</td>
<td>202,616</td>
<td>63,981</td>
</tr>
<tr>
<td>Unrealized gain on marketable securities</td>
<td>(117,769)</td>
<td>3,125</td>
</tr>
<tr>
<td>Sales of books and materials</td>
<td>5,194</td>
<td>3,185</td>
</tr>
<tr>
<td>Total support and revenue</td>
<td>$1,897,886</td>
<td>$1,759,918</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenses</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Program services:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational activities</td>
<td>$1,440,594</td>
<td>$1,341,734</td>
</tr>
</tbody>
</table>

| Supporting services:|          |          |
| General and administrative | 249,117 | 237,418 |
| Fund-raising           | 49,133   | 41,145   |
| Total supporting services | 298,250 | 278,563 |

| Total expenses        | 1,738,844 | 1,620,297 |
| Change in net assets  | 159,042   | 139,621   |
| Beginning net assets  | 2,135,565 | 1,995,944 |
| Ending net assets     | $2,294,607 | $2,135,565 |

Note: Full Audit Available.

Students UNDERSTAND how BRIDGES can support such heavy loads and how buildings STAND UP.
 MANAGEMENT LETTER

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, 2018, 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 Salvadori Center, Ltd.

Segregation of Duties

The current staff size of Salvadori 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 control lie in the establishment of systems of account policies and practices that insure at the Board of Directors remains involved in the financial affairs of the Organization, providing oversight and independent review functions.

In response to this 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.

October 1, 2018

THE SALVADORI APPROACH INCORPORATES:

SCIENTIFIC INQUIRY PROCESS
hypothesis, observation, documentation, analysis, and conclusion

DESIGN METHODOLOGY OF PROBLEM SOLVING
define the problem, analyze information, design solutions, develop the best idea, deploy an approach, and evaluate results

Financial Statistics since 2011

243.7%
INCREASE IN EARNED INCOME

131%
INCREASE IN GRANT INCOME

57.2%
INCREASE IN CASH RESERVES
SUPPORTERS

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

Con Edison
George D. Benjamin Foundation
Goldman Sachs
Mid Atlantic Arts Foundation
National Endowment for the Arts
New York City Department of Cultural Affairs
New York State Council on the Arts
Perino Foundation
Pinkerton Foundation
Scranton Area Community Foundation
The Harry and Jeanette Weinberg Foundation

CORPORATIONS & INDIVIDUAL DONORS

$25,000 AND ABOVE

Brookfield Office Properties
John Civetta & Sons, Inc.
Skanska USA Building, Inc.
Turner Construction Company

$15,000 - $24,999

CBRE, Inc.
Jack Resnick & Sons
USG

$10,000 - $14,999

AKF Group, LLC
Gilbane Building Company
LPI, Inc.
Mysore Nagaraja
Newmark Knight Frank
Perkins Eastman Architects
Sciame Construction, LLC
Silverstein Properties
Skidmore Owings & Merrill, LLP
STV, Inc.
Suffolk
Thornton-Tomasetti Group
WSP

$5,000 - $9,999

Allran Electric of NY, LLC
Berman Group, Inc.
Boston Properties
Cauldwell Wingate
Cherrie Nanninga

CNY Builders
Collins Building Services
Cosentini Associates, Inc.
Drive 21, Inc.
E-J Electric Installation Co.
For The Record
Jonathan D. Resnick
Jones Lang LaSalle Americas, Inc.
JRM Construction Management, LLC
KPF Foundation
Langan Engineering & Environmental Services
Legend Energy Advisors
May and Samuel Rudin Family Foundation, Inc.
Metropolitan Walters, LLC
NEAD Organization
New York Building Congress
Peckar & Abramson
Pierpont Mechanical Corp.
Rally Restoration
Safeway Atlantic
Schindler Elevator Corporation
Structure Tone, Inc.
Syska Hennessy Group, Inc.
TEI Group
The Donaldson Interiors, Inc.
Vornado Realty Trust
Wolfgang Braker Roofing Corp

$1,000 - $4,999

Adcco Electrical Corporation
American Institute of Architects New York (AIANY)
Anchin, Block & Anchin, LLP
Andrew Catapano
Angela Smith Domzal
Arvil Mechanical, Inc.
Banker Steel Co., LLC
Borough of Manhattan Community College/ CUNY
Bulgin & Associates, Inc.
Byrne & O’Neill, LLP
C&D Restoration
Charles Murphy
Cives Steel Company
Crystal Steel Fab, Inc.

DLR Group
Field Operations
GF55 Partners, LLP
Gregory and Michele Kelly
Hauptman Family Foundation
Howard L. Zimmerman Architects, PC
International Asbestos Removal, Inc.
JEM Architectural Services, Inc.
L&K Partners
Lehner, LLC
Leonard Fusco
Marilyn Friedman
Melo Metal Products
Moretrench American Corporation
Paul Monte
Pelli Clarke Pelli Architects
Robert Schubert
Robert W. Mullen
Roger & Sons Concrete, Inc.
RTA Advisory Services, LLC
Sara Baerwald
SHoP Architects, PC
Silman
Silver Slate Group, LLC
SJ Electric, Inc.
Skyline Windows
Sorbana Construction Corp.
Specter DeSouza Architects, PC
Stantec Consulting Services, Inc.
The Jobin Organization, Inc.
The Judlau/OHL Group
The Marrus Family Foundation
The Switzer Group
Tim J. Ward, Ph.D., PE.
Transcontinental Steel
Universal Builders Supply, Inc.
Urban Foundation/Engineering, LLC
US Security Associates
W&W Glass, LLC
Willis Towers Watson
Wiss & Company, LLP

UP TO $999

Albert Weiss Air Conditioning Products, Inc.
Ames & Gough, Inc.
Students SEE their world differently

A meta-analysis of Salvadori’s independent assessments from 2011-2017 shows that SALVADORI GIRLS OUTPERFORM SALVADORI BOYS

Our female students:
ARE MORE CONFIDENT IN THEIR ABILITY TO SUCCEED IN MATH AND SCIENCE

EXPRESS GREATER MOTIVATION TO PURSUE STEM CAREERS
## BOARD AND STAFF

### Chairman
- Gregory A. Kelly

### Executive & Compensation Committee

<table>
<thead>
<tr>
<th>CHAIR</th>
<th>Gregory A. Kelly</th>
</tr>
</thead>
<tbody>
<tr>
<td>VICE CHAIR</td>
<td>Charles F. Murphy</td>
</tr>
<tr>
<td>VICE CHAIR &amp; TREASURER</td>
<td>Joseph Mizzi</td>
</tr>
<tr>
<td>VICE CHAIR</td>
<td>Jill Lerner</td>
</tr>
<tr>
<td>VICE CHAIR</td>
<td>J. Devereaux Hawley</td>
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</table>

<table>
<thead>
<tr>
<th>SECRETARY</th>
<th>Sarah Berman</th>
</tr>
</thead>
<tbody>
<tr>
<td>VICE CHAIR</td>
<td>Richard T. Anderson</td>
</tr>
<tr>
<td>VICE CHAIR</td>
<td>Cherrie Nanninga</td>
</tr>
<tr>
<td>VICE CHAIR</td>
<td>Rob Schubert</td>
</tr>
</tbody>
</table>

### General Counsel
- James E. Frankel

### Directors Emeriti
- Evelyn Benjamin
- Peter L. DiCapua
- Dr. Alfred S. Posamentier
- Michael Roth
- Robert Selsam, Past Chair
- Dr. Charles H. Thornton, Past Chair

### Board Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Company</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frank Alvarado</td>
<td>Senior Managing Director CBRE</td>
</tr>
<tr>
<td>Richard T. Anderson</td>
<td>President RTA Advisory Services, LLC</td>
</tr>
<tr>
<td>Charlie Avolio</td>
<td>President and General Manager of New York Suffolk</td>
</tr>
<tr>
<td>Sara Baerwald</td>
<td>Landscape Designer Blondie’s Treehouse, Inc.</td>
</tr>
<tr>
<td>David W. Bellman</td>
<td>SVP – Design &amp; Construction Vornado Realty Trust</td>
</tr>
<tr>
<td>Paul Bello, PE</td>
<td>Managing Director AKF Group, LLC</td>
</tr>
<tr>
<td>Sarah Berman</td>
<td>President The Berman Group, Inc.</td>
</tr>
<tr>
<td>Andrew Catapano</td>
<td>Executive Vice President Willis North America</td>
</tr>
<tr>
<td>James T. Connors</td>
<td>Managing Director, Asset Management Fosun Property Group</td>
</tr>
<tr>
<td>Jeffrey Crompton</td>
<td>Senior Vice President, Operations Manager Hunter Roberts Construction Group, LLC</td>
</tr>
<tr>
<td>Mary-Jean Eastman</td>
<td>Principal &amp; Executive Director Perkins Eastman</td>
</tr>
<tr>
<td>James E. Frankel</td>
<td>Partner Schiff Hardin</td>
</tr>
<tr>
<td>Michael D. Garz, AIA</td>
<td>Senior VP, Buildings &amp; Facilities Division STV, Inc.</td>
</tr>
<tr>
<td>Brennan Gilbane Koch</td>
<td>Manager of Client and Partner Relations, Business Development Gilbane Building Company</td>
</tr>
<tr>
<td>Jared Green</td>
<td>Senior Associate/Vice President Langan</td>
</tr>
<tr>
<td>J. Devereaux Hawley</td>
<td>Director, University Planning &amp; Facilities Operation Yale University</td>
</tr>
<tr>
<td>Dirk Hrobosky</td>
<td>Executive Managing Director Cushman &amp; Wakefield</td>
</tr>
<tr>
<td>Charles F. Murphy</td>
<td>Senior Vice President Turner Construction Company</td>
</tr>
<tr>
<td>Mysore L. Nagaraja</td>
<td>Chairman Mysore Nagaraja Consulting, LLC</td>
</tr>
<tr>
<td>Antonio Pérez</td>
<td>President Borough of Manhattan Community College</td>
</tr>
<tr>
<td>Jonathan D. Resnick</td>
<td>President Jack Resnick &amp; Sons, Inc.</td>
</tr>
<tr>
<td>Tod Rittenhouse, PE</td>
<td>Senior Principal Thornton Tomasetti</td>
</tr>
<tr>
<td>Elizabeth Rose</td>
<td>CEO for School Operations New York City Department of Education Robert Schubert Senior Vice President, Construction Boston Properties</td>
</tr>
<tr>
<td>Carlo Scissura</td>
<td>President and CEO New York Building Congress</td>
</tr>
<tr>
<td>Leonard P. Singh</td>
<td>Vice President Con Edison</td>
</tr>
<tr>
<td>Robert Vecchio, Ph.D., PE</td>
<td>EVP, General Manager Skanska USA Building, Metro NY Region</td>
</tr>
<tr>
<td>Thomas J. Webb, PE</td>
<td>EVP, General Manager Skanska USA Building, Metro NY Region</td>
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<tr>
<td>Maria Wilpon, AIA-Int’l. Principal DLR Group</td>
<td>Westlake Reed Leskosky</td>
</tr>
<tr>
<td>Michael S. Zetlin</td>
<td>Senior Partner Zetlin &amp; De Chiara, LLP</td>
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</tbody>
</table>

### Salvadori Center Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Company</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kenneth Jones</td>
<td>Executive Director</td>
</tr>
<tr>
<td>David McGillan</td>
<td>Deputy Director</td>
</tr>
<tr>
<td>Malika Khalsa</td>
<td>Education Director</td>
</tr>
<tr>
<td>Mei-Ling Poon</td>
<td>Financial Officer</td>
</tr>
<tr>
<td>Stephanie Tumbaga</td>
<td>Social Media and Marketing Manager</td>
</tr>
<tr>
<td>Emiliano Maghallighen</td>
<td>Senior Educator</td>
</tr>
<tr>
<td>Roxanne Mejia</td>
<td>Senior Educator</td>
</tr>
<tr>
<td>Juliana Wong</td>
<td>Senior Educator</td>
</tr>
<tr>
<td>Hilda Abla</td>
<td>Educator</td>
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<td>Andrew Coletti</td>
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<tr>
<td>Richa Sadana</td>
<td>Development Coordinator</td>
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<tr>
<td>Meredith Finnerty</td>
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<tr>
<td>Julianne Geary</td>
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<td>EVP, General Manager Skanska USA Building, Metro NY Region</td>
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<tr>
<td>Thomas J. Webb, PE</td>
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<td>Maria Wilpon, AIA-Int’l. Principal DLR Group</td>
<td>Westlake Reed Leskosky</td>
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