Dear Friends:

It has been my pleasure to serve as the Chair of the Board of Directors of the Salvadori Center for the past nine years. When I first joined the Board in 2006, the organization was small but impactful. We were fortunate to have a loyal following of industry leaders who saw the potential in Salvadori’s approach to teaching STEM. A following that has stayed with us and has grown.

As Chair, I was able to see Salvadori in action many times. I saw, first hand, how students’ view of school changed through Salvadori. How learning became engaging and fun. And, how students could achieve more by working together. They understood vital math and science concepts more deeply by building experiments, testing structures to failure, and creating new solutions to real-world problems.

Most importantly, I saw how the future of our industry lies in making STEM education accessible to all students.

Since 2006, Salvadori has changed…

We’ve grown from serving 1,780 students to 8,519 students and expanded from 56 classrooms to 295 classrooms across all five boroughs of New York City. We opened a program in Scranton and Riverside, Pennsylvania where we teach every student in the 5th and 7th grades, and about a third of the 9th grade. And we’ve increased our impact from 10,680 contact hours to 96,302 contact hours per year. During this time, the organization’s budget has tripled as we maintain a highly responsible program to administrative expense ratio (currently of 81:19).

This growth, our impact, would not be possible without your support, or without the support of our dedicated Board and our hardworking staff.

I am very proud of our work and I am grateful to have had the opportunity to lead our Board. I am also looking forward to remaining active on the Board under the new leadership of Sabrina Kanner.

Sabrina is the Executive Vice President for Design and Construction for Brookfield Properties’ U.S. Office Division and has been a Salvadori Board Member since 2015. She is a passionate and forward-thinking leader who will help guide Salvadori to even greater heights.

Thank you again for your continued support!

Sincerely,

Gregory A. Kelly | Chair (2010-2019)

Dear Salvadori Supporters,

I am honored to follow Greg as Salvadori’s Board Chair. Thankfully, I am inheriting an incredible group of colleagues who work tirelessly to help the staff achieve our objectives.

While I was aware of Salvadori’s work, I didn’t really get to know the organization until I was asked to be the 2015 Business Honoree. It was then that I was able to visit a classroom and see Salvadori’s impact first hand. As I watched the students become excited about learning through Salvadori, I was hooked. Boys and girls were equally engaged. Students didn’t simply repeat concepts; they understood what they were learning. They spoke intelligently, argued persuasively, and worked together to solve tough problems.

For the first time, I saw how Salvadori really is making math, science, and the arts accessible to all students. We remove gender, race, and ethnic barriers to STEM education and show students that they too can be successful at STEM. We not only teach kids what they need to know, we help them understand why they need to know it, and how it is relevant to their lives.

Since my first visit to a Salvadori classroom, Brookfield has annually underwritten two sites near our construction projects. Students not only receive Salvadori’s impactful programs, they see what they are learning come to life through construction projects in their own communities.

Please join Brookfield and support Salvadori by underwriting a program in your project area ~ it is good for your company, the future of our industry, and opens doors to valuable STEM careers for New York City students.

Thank you again for your support and I look forward to working with you in the years to come.

Sincerely,

Sabrina Kanner | Chair
Dear Friends of Salvadori:

As Greg noted, we’ve come a long way. Thankfully, your support enables us to do more, think bigger, and grow further from a stable financial footing.

We are proud to be responsible stewards of your investment. We work hard to keep the organization lean but impactful. And yes, $0.81 of every dollar goes directly into programs!

Our Board’s personal commitment underwrites the cost of all our fundraising efforts. Our funding partners ~ public and private foundations ~ provide the support that enables us to underwrite 65% of all our program costs. And our clients partner with us to serve thousands of students. All this enables us to keep our programs affordable to schools ~ we have not increased prices since 2013.

More importantly, we’re not staying stagnant.

We constantly evaluate the impact of our work. Our six-tier assessment program collects vital feedback from principals and teachers, measures the change in student comprehension around grade-level math and science, and provides on-going evaluation of our curriculum and instruction. Every year, we evaluate each of our curricula to ensure alignment with national educational standards and grade-level learning objectives. Our staff is dedicated to providing the highest quality educational content and instruction!

As we work to be effective today, we also have an eye on the future.

We are currently developing new initiatives to serve even more students in hard to reach areas. We are investing in a four-year independent research project on how Salvadori’s programs impact students’ perception that STEM is relevant to their lives. And, we remain committed to a healthy work environment with excellent benefits, growth opportunities, and providing the tools needed to succeed.

**2018/2019 was another wonderful year for Salvadori, rich with impressive gains.**

- We taught 8,519 students
- We worked in 295 classrooms
- And delivered 3,756 sessions through 96,302 contact hours

Over the last eight years, we’ve increased the number of students we teach by **309% ~ 4 times** as many students! And while demand for our programs continues to grow, we consistently retain more than **70%** of our schools from year to year!

Through the Weinberg Foundation we expanded our work with 7th grade students in Riverside and Scranton, Pennsylvania to include the entire 5th grade and about a third of the 9th grade students in Scranton. For the third year in a row, the Pinkerton Foundation made it possible for us to bring twenty after-school programs to New York City Housing Authority Community Centers. And the New York City Department of Education selected us to deliver after-school programs to children living in homeless shelters for the third year in a row, as well as a new CareerClue summer program focusing on STEM education and careers.

Together we are helping students to engage more deeply in school, achieve success in their studies, and develop interest in future STEM careers.

Your generosity enables Salvadori to provide affordable STEM education for thousands of students ~ thank you!

Sincerely,

Kenneth Jones | Executive Director
WHAT WE DO & HOW WE DO IT

Our Students
Salvadorti 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 go to 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 classroom 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 to support 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. 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. A Note from our Chair, Greg Kelly: The 2019 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 almost $800,000!

We were especially happy to acknowledge our 2019 Business and Public Service Honorees: Darcy Stacom of CBRE and Jessica Lappin of the Alliance for Downtown New York – both leaders in their 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 Susan Hayes of Susan Hayes Enterprises and Nicholas Leahy of Perkins Eastman to the Salvadori family.

Our Approach
Our hands-on approach to building projects gives 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 recap 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 “cliffhanger” that motivates students to engage in future sessions.

“Students were always engaged and it aligned perfectly with our [curriculum]. It gave students hands-on experience to grasp engineering concepts.”

Salvadori Partner School Teacher, Samara Community School
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.

<table>
<thead>
<tr>
<th>Money well spent...</th>
<th>Salvadori has been teaching</th>
<th>SINCE 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>81:19</td>
<td>STEAM (science, technology, engineering, architecture/arts, and math)</td>
<td>309%</td>
</tr>
<tr>
<td>PROGRAM TO ADMINISTRATIVE EXPENSE RATIO</td>
<td><strong>FOR 40+ YEARS!</strong></td>
<td><strong>INCREASE IN STUDENTS TAUGHT</strong></td>
</tr>
<tr>
<td>65:35</td>
<td></td>
<td>268%</td>
</tr>
<tr>
<td>BETTER THAN NON-PROFIT STANDARDS</td>
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<td>260%</td>
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<tr>
<td>Salvadori’s Board donations cover 100% of administrative expenses so every dollar you donate goes directly to programs</td>
<td><strong>INCREASE IN CLASSROOMS</strong></td>
<td>259%</td>
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<tr>
<td>Salvadori maintains a one-year operating reserve</td>
<td><strong>INCREASE IN SESSIONS DELIVERED</strong></td>
<td>Reduction in the cost per student impact hour in (8) years</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SERVING MORE STUDENTS FOR LESS MONEY</td>
</tr>
</tbody>
</table>
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 uses 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, professional development for teachers, 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 2018-2019:

- **8,519** STUDENTS
- **3,756** SESSIONS
- **295** CLASSROOMS
- **3,225** TEACHING HOURS
- **96,302** STUDENT IMPACT HOURS
- **97** SITES
- **436** 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 classroom and help us navigate their unique culture. Principals introduce us to a diverse range of students, including students who are homeless, autistic, gifted and talented, English language learners, recent immigrants, and those with developmental and emotional disabilities. 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 2018-2019, Salvadori delivered 3,756 sessions at sites throughout all five boroughs of New York City, New Jersey, as well as Scranton and Riverside, Pennsylvania. We taught 8,519 students through in-school and after-school programs, and delivered professional development for 436 teachers. Overall, we provided an impressive 96,302 student impact hours of instruction!

We increased the number of students we served over the prior year. More impressively, we increased the number of students we teach by 309% over the last eight years ~ four times as many students! And while demand for our programs continues to grow, we consistently retain more than 70% 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.”

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 STEM fields
- 63% improved their knowledge of math, engineering, and architecture concepts
- 67% increased their understanding of the scientific inquiry process

“"The program is a fantastic way to introduce students to the science of bridge building through hands-on experimentation and working as a team.”"
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

Our Curricula

• Ancient Greece ~ curricula for grades 4-6
• Animal Habitats ~ curricula for grades K-2
• Bridges ~ curricula for grades 2-8
• Building Green ~ curricula for grades 6-12
• Landmarks, Monuments, and Memorials ~ curricula for grades 4-8
• My Community ~ curricula for grades K-3
• Skateparks ~ curricula for grades 4-8
• Skyscrapers ~ curricula 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 experience 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 for more information!

SALVADORI STU DENTS SEE THE
MATH, SCIENCE, & ART
IN THE CLASSES THEY ENTER,
BRIDGES THEY CROSS, PARKS
IN THEIR NEIGHBORHOODS,
AND BUILDINGS THEY
SEE EVERY DAY

ALL SALVADORI PROGRAMS:

• Promote COLLEGE AND CAREER READINESS
• 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

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>TOPIC</th>
<th>GRADE</th>
<th># CLASSROOMS</th>
<th># SESSIONS</th>
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<tr>
<td><strong>Salvadori In-Depth</strong></td>
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<tr>
<td>MS 331: Bronx School of Young Leaders</td>
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<td>Center for Supportive Schools</td>
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<td>IS 349: School for Math, Science, &amp; Technology</td>
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<td><strong>Salvadori Starter</strong></td>
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<td>PS 16 Leonard Dunkly</td>
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<td>Change for Kids</td>
<td>Bridges/Skyscrapers</td>
<td>2nd &amp; 4th Grade</td>
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<td>PS 33 Chelsea Prep</td>
<td>My Community/Landmarks, Monuments, and Memorials</td>
<td>3rd &amp; 4th Grade</td>
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<td>MS 104 Simon Baruch Junior High School</td>
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<td>PS 92Q</td>
<td>My Community</td>
<td>K</td>
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<td>PS 132</td>
<td>The Conleyea School</td>
<td>Animal Habitats/My Community/Bridges/Ancient Greece/Skateparks</td>
<td>K, 1st, 2nd, 3rd, 4th &amp; 5th Grade</td>
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<td>PS 196</td>
<td>The Williamsburg Bridge Magnet School for Communication and Media Arts</td>
<td>My Community</td>
<td>K &amp; 1st Grade</td>
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<td>PS 310</td>
<td>The School for Future Leaders</td>
<td>Landmarks, Monuments, and Memorials/Skyscrapers</td>
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<td>PS 452</td>
<td>Unlock the Future</td>
<td>Skyscrapers/Bridges</td>
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<td>PS 567X: Linden Tree Elementary School</td>
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<td>K &amp; 1st Grade</td>
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<td>Landmarks, Monuments, &amp; Memorials/Bridges</td>
<td>5th &amp; 7th Grade</td>
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<td>Prescott Elementary</td>
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<td>Northeast Scranton Intermediate</td>
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<td>Riverside School District</td>
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<td>PS 39</td>
<td>Dr. Charles P. DeFuccio</td>
<td>Bridges</td>
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<td>PS 85X</td>
<td>The Great Expectations School</td>
<td>Landmarks, Monuments, &amp; Memorials</td>
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<td>PS 132</td>
<td>The Conleyea School</td>
<td>Bridges/Animal Habitats</td>
<td>K, 3rd, 4th &amp; 5th Grade</td>
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<td>PS/MS 200</td>
<td>The Magnet School of Global Studies &amp; Leadership</td>
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<td>The Roosevelt Island School</td>
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<td>Samara Community School</td>
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<td>Isaac Trippe Elementary</td>
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<td>SCHOOL TOPIC</td>
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<td>#SESSIONS</td>
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<tr>
<td>PS 410</td>
<td>Abraham Lincoln High School</td>
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<td>Center for Supportive Schools</td>
<td>Bronx Early College Academy</td>
<td>Bridges</td>
<td>6th, 7th &amp; 8th Grade</td>
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<tr>
<td>New York City Housing Authority</td>
<td>JCC at Richmond Terrace</td>
<td>Skyscrapers</td>
<td>3rd, 4th, &amp; 5th Grade</td>
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<tr>
<td>Salvadori After-School Fall</td>
<td>UAU Berry Home</td>
<td>Skyscrapers</td>
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<td>South Asian Youth Action (SAYA), PS/MS 124, Osmond A. Church</td>
<td>UAU at South Beach Cornerstone</td>
<td>Skyscrapers</td>
<td>3rd, 4th &amp; 5th Grade</td>
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<tr>
<td>Bronx Early College Academy</td>
<td>JCC Cornerstone at Todt Hill</td>
<td>Skyscrapers</td>
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<tr>
<td>Borrowsworks Betances Cornerstone</td>
<td>Kips Bay Boys &amp; Girls Club</td>
<td>Skyscrapers</td>
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<tr>
<td>Seth Low Cornerstone</td>
<td>St. Nick's Alliance</td>
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<td>St. Nick's Alliance</td>
<td>Manhattanville Cornerstone</td>
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<td>South Asian Youth Action (SAYA), PS/MS 124, Osmond A. Church</td>
<td>Sunnyside Community Services</td>
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<td>Genesis Academy HELP USA</td>
<td>Broadway Family Plaza</td>
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<td>Hospitality House</td>
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<td>PS 111</td>
<td>PS 111</td>
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<td>UAU Berry Home</td>
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<td>Landmarks, Monuments, &amp; Memorials</td>
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<td>UAU at South Beach Cornerstone</td>
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<td>Landmarks, Monuments, &amp; Memorials</td>
<td>3rd, 4th &amp; 5th Grade</td>
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<tr>
<td>Borrowsworks Betances Cornerstone</td>
<td>Kips Bay Boys &amp; Girls Club</td>
<td>Landmarks, Monuments, &amp; Memorials</td>
<td>3rd, 4th &amp; 5th Grade</td>
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<tr>
<td>Seth Low Cornerstone</td>
<td>St. Nick's Alliance</td>
<td>Landmarks, Monuments, &amp; Memorials</td>
<td>3rd, 4th &amp; 5th Grade</td>
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<td>St. Nick's Alliance</td>
<td>Manhattanville Cornerstone</td>
<td>Landmarks, Monuments, &amp; Memorials</td>
<td>3rd, 4th &amp; 5th Grade</td>
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<tr>
<td>Sunnyside Community Services</td>
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<td>Landmarks, Monuments, &amp; Memorials</td>
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<tr>
<td>Goldman Sachs 2018 Student Art Project</td>
<td>Skyscrapers</td>
<td>6th, 7th &amp; 8th Grade</td>
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<td>Energy Tech High School</td>
<td>Building Green</td>
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<td>3</td>
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<tr>
<td>Condensed MS 331 Bronx School of Young Leaders</td>
<td>Landmarks, Monuments &amp; Memorials</td>
<td>6th Grade</td>
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<td>X 562 Blueprint Middle School</td>
<td>Landmarks, Monuments &amp; Memorials</td>
<td>6th, 7th &amp; 8th Grade</td>
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<td>MS 8 The Robert Fulton School</td>
<td>Brooklyn Bridge Scavenger Hunt</td>
<td>7th Grade</td>
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<tr>
<td>PS 96Q Jamaica Public School</td>
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<td>PS 172Q Altman Middle School</td>
<td>Paper Bridges</td>
<td>6th, 7th &amp; 8th Grade</td>
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<td>Far Hills Country Day School</td>
<td>Salvadori in a Box</td>
<td>8th Grade</td>
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<tr>
<td>Cristo Rey New York High School</td>
<td>Salvadori in a Box</td>
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<tr>
<td>Nonprofit Check-up: Positive Organizational Culture</td>
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<tr>
<td>Learning Math through PBL, STEAM, &amp; the Built Environment K-8</td>
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<tr>
<td>National After-School Association: Why Do I Need to Know This?</td>
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<td>Face 2 Face: Context &amp; Perspective: Collaborative Designs for Urban Landmarks, Monuments &amp; Memorials</td>
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<td>Schools That Can Make Learning Relevant</td>
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<tr>
<td>Salvador Partner School Teacher, MS 331</td>
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</tbody>
</table>

“I absolutely love Salvadori. I have expressed that on numerous occasions, that this is the most well organized and beneficial program out there. The students get so much out of the hands-on, very informative workshops. The Educators are so knowledgeable and flexible, and truly love what they do.”
## SALVADORI’S 2019-2020 PROGRAMS

### Salvadori In-Depth
**START DATES**
24 SEPTEMBER – 18 OCTOBER 2019
- 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

<table>
<thead>
<tr>
<th>TOPICS</th>
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</thead>
<tbody>
<tr>
<td>My Community (grades K-3)</td>
<td>Building Green (grades 6-12)</td>
</tr>
<tr>
<td>Skyscrapers (grades 4-8)</td>
<td>Landmarks, Monuments, and Memorials (grades 4-8)</td>
</tr>
<tr>
<td>Bridges (grades 2-8)</td>
<td></td>
</tr>
</tbody>
</table>

### Salvadori Starter
**FALL ~ START DATES**
17 SEPTEMBER – 4 OCTOBER 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

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>My Community (grades K-3)</td>
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<tr>
<td>Animal Habitats (grades K-2)</td>
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</tr>
<tr>
<td>Ancient Greece (grades 4-6)</td>
<td></td>
</tr>
<tr>
<td>Landmarks, Monuments, and Memorials (grades 4-8)</td>
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<tr>
<td>Skyscrapers (grades 4-8)</td>
<td></td>
</tr>
<tr>
<td>Skateparks (grades 4-8)</td>
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<tr>
<td>Bridges (grades 2-4)</td>
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<tr>
<td>Bridges (grades 5-8)</td>
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</tr>
</tbody>
</table>

**EARLY SPRING ~ START DATES**
7 – 17 JANUARY 2020

**LATE SPRING ~ START DATES**
31 MARCH – 24 APRIL 2020

### Salvadori Enrichment
**FALL ~ START DATES**
17 SEPTEMBER – 24 OCTOBER 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

<table>
<thead>
<tr>
<th>TOPICS</th>
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<tbody>
<tr>
<td>Skateparks (grades 4-8)</td>
<td>Building Green (grades 6-12)</td>
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<tr>
<td>Skyscrapers (grades 4-8)</td>
<td>My Community (grades K-3)</td>
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<td>Bridges (grades 2-8)</td>
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<tr>
<td>Building Green (grades 6-12)</td>
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<td>Animal Habitats (grades K-2)</td>
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<tr>
<td>Ancient Greece (grades 4-6)</td>
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<td>Landmarks, Monuments, and Memorials (grades 4-8)</td>
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<tr>
<td>Skyscrapers (grades 4-8)</td>
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<td>Skateparks (grades 4-8)</td>
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<td>Bridges (grades 2-4)</td>
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<tr>
<td>Bridges (grades 5-8)</td>
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</tbody>
</table>

**SPRING ~ START DATES**
25 FEBRUARY – 7 MARCH 2020

### Salvadori After-School
**FALL ~ START DATES**
17 SEPTEMBER – 24 OCTOBER 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

<table>
<thead>
<tr>
<th>TOPICS</th>
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<tbody>
<tr>
<td>Skateparks (grades 4-8)</td>
<td>Building Green (grades 6-12)</td>
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<td>Skyscrapers (grades 4-8)</td>
<td>My Community (grades K-3)</td>
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<td>Bridges (grades 2-8)</td>
<td>Landmarks, Monuments, and Memorials (grades 4-8)</td>
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<tr>
<td>Landmarks, Monuments, and Memorials (grades 4-8)</td>
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<tr>
<td>Skyscrapers (grades 4-8)</td>
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<td></td>
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<tr>
<td>Bridges (grades 5-8)</td>
<td></td>
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</tbody>
</table>

**SPRING ~ START DATES**
25 FEBRUARY – 7 MARCH 2020

### Salvadori Summer
**PROGRAM DATES**
7 JULY – 22 AUGUST 2020
- (12) 90 minute sessions, twice 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**
2 – 26 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 AFTER-SCHOOL CURRICULA OFFERED (see topics above)

### Salvadori à La Carte
For $500 per class, you can experience any of these stand-alone classes:

<table>
<thead>
<tr>
<th>TOPICS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Brooklyn Bridge Scavenger Hunt (1 hour program: max. 30 students/class)</td>
<td></td>
</tr>
<tr>
<td>Skyscraper Scavenger Hunt (1 hour program: max. 30 students/class)</td>
<td></td>
</tr>
<tr>
<td>Paper Bridges Family Workshop (90 minute program: max. 30 people/class)</td>
<td></td>
</tr>
<tr>
<td>Career Day with a Professional Architect or Engineer (max. 6 classes/day)</td>
<td></td>
</tr>
</tbody>
</table>

### Salvadori Intensive Professional Development
**THE KATHLEEN GRIMM MEMORIAL PROFESSIONAL DEVELOPMENT INSTITUTE**
- Learn how to apply Salvadori’s approach to your curricula
- 60-90 MIN IN-SCHOOL TARGETED PROFESSIONAL DEVELOPMENT
- 2-day intensive (7 & 8 July 2020)
- Experience collaborative PBL
- Links to standards, differentiation, and more
**2018/2019 Programs Distribution by Number of Students**

- **72.4%** Starter
- **1.4%** Summer
- **1.7%** PD
- **2.5%** Other
- **1.2%** Charrette
- **10.2%** In-Depth
- **10.6%** After-School

**2018/2019 Contributed Revenue by Category**

- **50%** Special Events
- **41%** Foundation
- **3.0%** Corporate
- **6.0%** Government

**Income 2018/2019**

- **43%** Contributions
- **31%** Grants
- **26%** Program Fees

**Expenses 2018/2019**

- **81%** Programs
- **12%** Management
- **7%** Fundraising
Program Data

Realized Income:

Cost per Student Impact Hour:

Program to Administrative Expense Ratio

* We are pleased to be able to maintain low program fees, with no increases, despite rising costs.
Full-time Equivalent: Student Impact Hours


* We are investing in our future. We have committed staff resources to developing new and exciting curricula.
Program Data

Program Distribution by Number of Students

Student Impact Hours

Students Served:
Salvadori 2018-2019 Program Locations

- Salvadori Starter
- Salvadori After-School
- Salvadori In-Depth
- Workshops
- Salvadori Community
- Salvadori Summer
- Salvadori Condensed
- Salvadori Enrichment
- 2018 Student Design Charrette
### Support and Revenue

<table>
<thead>
<tr>
<th></th>
<th>2019</th>
<th>2018</th>
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</thead>
<tbody>
<tr>
<td>Contributions</td>
<td>$794,344</td>
<td>$566,599</td>
</tr>
<tr>
<td>Less: direct costs of special events</td>
<td>(92,115)</td>
<td>(63,502)</td>
</tr>
<tr>
<td>Grants</td>
<td>798,757</td>
<td>632,670</td>
</tr>
<tr>
<td>Program service fees</td>
<td>494,111</td>
<td>633,566</td>
</tr>
<tr>
<td>Investment income</td>
<td>19,715</td>
<td>26,073</td>
</tr>
<tr>
<td>Realized gain (loss) on marketable securities</td>
<td>180,107</td>
<td>202,616</td>
</tr>
<tr>
<td>Unrealized gain on marketable securities</td>
<td>(186,951)</td>
<td>(117,769)</td>
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<tr>
<td>Sales of books and materials</td>
<td>4,088</td>
<td>5,194</td>
</tr>
<tr>
<td><strong>Total support and revenue</strong></td>
<td>$2,012,056</td>
<td>$1,885,447</td>
</tr>
</tbody>
</table>

### Expenses

#### Program services:

| Educational activities | $1,573,658 | $1,440,594 |

#### Supporting services:

| General and administrative | 230,298 | 236,678 |
| Fund-raising                | 145,709 | 49,133 |
| **Total supporting services** | 376,007 | 285,811 |

#### Total expenses

| 1,949,665 | 1,726,405 |

#### Change in net assets

| 62,391 | 159,042 |

#### Beginning net assets

| 2,294,607 | 2,135,565 |

#### Ending net assets

| $2,356,998 | $2,294,607 |

Note: Full Audit Available.

---

**Salvadori’s Impact:**

*Students see the math and science in classes they enter, bridges they cross, parks in their neighborhoods, and buildings they see every day.*

---

**THE SALVADORI APPROACH COMBINES THE:**

- *Scientific Inquiry Process* (hypothesis, observation, documentation, analysis, and conclusion)
- *Engineering & Design Methodology of Problem-solving* (define the problem, analyze information, design solutions, develop the best idea, deploy an approach, and evaluate results)

---

**WE ENGAGE STUDENTS THROUGH:**

*Hands-on, collaborative, project-based learning experiences*
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, 2019, 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 controls lie in the establishment of systems of accounting policies and practices that insure that 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.

Eisenkraft CPA & Consulting Services

November 6, 2019

Salvadori uses a 6-tier assessment program:

- **Principal Surveys**: assessing ties to school-wide goals
- **Anonymous Teacher Surveys**: assessing curricula impact and links to classroom objectives
- **Independent Assessment**: measuring changes in students’ STEM comprehension
- **Intensive Year-Long Training**: of new Educators, including shadowing and mentoring by Senior Educators

Financial statistics since 2011 (last eight years):

- **156% increase in earned income**
- **190% increase in grant income**
- **61% increase in cash reserves**
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
- Avenue of the Americas Association
- National Endowment for the Arts
- New York Building Foundation
- New York City Department of Cultural Affairs
- New York State Council on the Arts
- Perrigo Foundation
- Pinkerton Foundation
- The Harry and Jeanette Weinberg Foundation

### CORPORATIONS & INDIVIDUAL DONORS

#### $5,000 - $9,999
- Aggressive Energy
- AKF Group, LLC
- Allian Electric of NY, LLC
- B&G Electric
- Benson
- Berman Group
- Bronfman Hauptman Foundation
- Cherrie Nanninga
- Collins Building Services
- Commodore Construction Corp.
- Cosentini Associates, Inc.
- Eurotech Construction Corp.
- Fried, Frank, Harris, Shriver & Jacobson, LLP
- General Contractors Association of New York
- Gensler
- Greenberg Traurig, LLP
- Guardian Service Industries, Inc.
- Harvard Maintenance, Inc.
- Hunter Roberts Construction Group, LLC
- Ingram Yuzek Gainen Carroll & Bertolotti, LLP
- Island International Enterprises
- Jaros Baum & Bolles
- JDP Mechanical
- Jonathan D. Resnick
- Jones Lang LaSalle
- KPF Foundation
- L&K Partners
- Langan Engineering & Environmental Services
- Legend Energy Advisors
- MG Engineering
- Miller Blaker, Inc.
- New York Plumbing Heating Cooling Corp.
- Peckar & Abramson
- Pelli Clarke Pelli Architects
- Pierpont Mechanical Corp.
- Pinnacle Electric
- Prince Carpentry, Inc.
- Rally Restoration

#### RNC Industries, LLC
- RXR Realty
- Schindler Elevator Corporation
- SHoP Architects, PC
- Site Safety, LLC
- SJ Electric, Inc.
- SMI Construction Management, Inc.
- Stern Tannenbaum & Bell, LLP
- Syska Hennessy Group, Inc.
- The Pace Companies
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- Henegan Construction Co., Inc.
- Holden & Flynn Universal Contractors, Inc.
- Hudson Valley Roofing & Sheet Metal, Inc.
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The Salvadori staff was organized, professional, and adept at engaging students in green design. The lessons were relatable and accessible for students of all levels.

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