Dear Friends:

The world seems to have turned upside down in 2020. As I write this, we are all struggling to rebound from the devastation of the global pandemic and the social injustices that have sent shock waves through our lives. As is often the case, those who have the least have suffered the most, though all of us have had to learn new ways of working, interacting, and even thinking.

For Salvadori, our clients, and the students we serve, the impact was particularly rough.

Learning was interrupted for thousands of our students. Teachers had to shift to new modes of instruction on a moment’s notice and without missing a beat. Principals had to figure out how to provide the fundamental right of education while keeping staff, students, and families safe. And parents had to navigate becoming new at-home educators while they juggled their children’s education, work demands, financial stress, and in many cases the search for new employment.

We applaud all our partners in education for your heroic efforts and for keeping it all going.

As for Salvadori, it has been a very tough year. As you will see by the audit results, we sustained a significant financial setback. We lost 42% of our projected earned income and for the first time in ten years, we ended the year with a deficit.

But thankfully, through adversity, new opportunities to grow stronger presented themselves.

In lock step with our partners in education, our staff learned how to effectively use online tools to deliver remote learning. Although they had never done so, they produced free project-based STEAM lessons of professional caliber that parents and students could complete with materials from around the house. They helped classroom teachers navigate new technology, delivered remote learning to students, and provided free instructional videos for the NYC DOE’s program, Let’s Learn NYC! on PBS THIRTEEN.

They also worked with our funders to pursue new resources that helped minimize our financial loss.

Our funding partners ~ private foundations, government grant-making agencies, and individual donors ~ all stepped up to help. Without exception, all asked how they can help. They broadened the scope of our grant terms, extended program deadlines, and in some cases, increased their contributions.

As you know, our struggles are not over...

The financial harm of COVID-19 is still severely challenging schools and our students continue to suffer. Schools can’t afford the impactful programs Salvadori provides. The next generation of STEAM leaders ~ the future of our industries ~ will miss out on the opportunity to be inspired. They won’t see themselves as being successful with math, science, and the arts. And they won’t see themselves pursuing STEAM degrees or in lucrative STEAM careers.

That is, unless you help!

We are launching a new initiative to underwrite programs in public schools, specifically in under resourced communities that were hit the hardest over the last year.

I ask you to look at this report carefully ~ not just the financial numbers in the audit, but also at the positive impact of our work. Look at the statistics ~ see how many students we teach, the assessments that show how we change their views of school, and the content that opens their minds to being successful at STEAM.

Salvadori changes students’ lives and lays the foundation for STEAM careers. This is an opportunity to lift our students in a time of great need. Thank you more than ever for being a part of our success!

Sincerely,

Sabrina Kanner | Chair

“Salvadori provided a creative, hands-on, and exciting experience for my students.”

Salvadori Partner School Teacher
Dear Friends of Salvadori:

As Sabrina noted, it’s been a tough year for so many…

We remain impressed with your courage, fortitude, and resilience. We are steadfast in our commitment to be there for you, to help in any way we can, and to continue to look deeply at our organization to see how we can be more inclusive, more aware, and more proactive in our policies, practices, and of course, our curricula and programs.

Despite the many setbacks brought on by COVID-19, we have a lot to be proud of.

The Salvadori team never sat back and asked what others could do to help us. We stayed in the schools, working with our classroom partners to teach students up to the very day the doors closed in mid-March.

But even though the doors closed, we didn’t leave.

Immediately, our staff asked, “How can we help?” Our first response was to send free STEAM lessons to anyone who wanted the help ~ classroom teachers, new home educators, and even other non-profits. We worked with City officials and our funding partners to spread the word and to share these valuable resources as widely as possible. We sent these free STEAM lessons every week until the last week of school.

Simultaneously, our Educators worked with schools to provide remote/online learning. Just like our in-school partners, they learned new platforms and ways of teaching. And while it was challenging, it gave us the skills to be even more agile and responsive.

Even with the disruption caused by COVID-19, we still managed to deliver programs in 207 classes through 2,315 sessions to 6,031 students ~ totaling 72,909 student impact hours of instruction. Perhaps more importantly, in the last few months of the school year, we delivered:

- 15 Weekly Free STEAM lessons
- 123 Instructional Videos with project-based activities
- 96 Google Meets sessions with live remote instruction
- 108 Google Classroom lessons for anytime access
- 3 episodes on WNET THIRTEEN for the NYC DOE’s Lets Learn NYC!

The skills developed during the beginning of the COVID-19 pandemic will help us navigate the unpredictable year ahead and beyond.

We are already building on these new skills to deliver a robust summer program for high school students, a new 8-lesson kit of STEAM lessons called Salvadori in a Box, and a new corporate engagement tool-kit designed to help companies engage under-resourced communities with project-based STEAM activities tied to the built environment.

So while the next year will have its challenges, we are poised to make the best of it.

To say that I am moved by our team’s ability to respond, change, and grow is an understatement. As they served others, they worked hard to streamline our operations, secure funding, and pursue new sources of financial support and security. Our Board led with sound guidance and thoughtful insights but also through direct involvement. And our funding partners showed an amazing level of sensitivity, thoughtfulness, and generosity.

Thank you for your hard work, dedication, and support!

Your generosity enables Salvadori to provide affordable STEAM education for thousands of students!

Stay well,

Kenneth Jones | Executive Director

SALVADORI PUTS THE ‘A’ IN STEM

ART AND ARCHITECTURE TO MAKE STEAM

THE SALVADORI APPROACH COMBINES THE:

- SCIENTIFIC INQUIRY PROCESS: hypothesis, observation, documentation, analysis, and conclusion
- ARICHITECTURE & ART METHODOLOGY OF PROBLEM-SOLVING: define the problem, analyze information, design solutions, develop the best idea, deploy an approach, and evaluate results
- HANDS-ON, COLLABORATIVE, PROJECT-BASED learning experiences
WHAT WE DO & HOW WE DO IT

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 go to charter or private schools.

Our students represent the ethnic, racial, and socioeconomic diversity of the neighborhoods they live in. 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 to serve low-income communities, but Salvadori doesn’t discriminate – we teach ALL students!

Cultural Sensitivity
Salvadori Center staff is in the process of looking deeper – both as an organization and as individuals – so we can be our best selves. Our Social Justice Working Group is developing a plan to ensure that our words, our actions, and our curricula are culturally responsive to the needs of our students.

As we move forward, Salvadori pledges to hold ourselves to a greater level of accountability for our educational content and how we deliver that content.

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. And now we have developed remote and online versions of our curricula so we continue to adapt, respond, and be the best partner we can be.

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 STEAM education today provides a bright future for tomorrow.

Both funders and supporters have stepped up in this difficult time, to show how much they value what we do, and how we do it.

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

Our Approach
Since schools closed on March 16, our partner sites worked with us to ensure students continued to receive our hands-on, collaborative, project-based lessons remotely and online. Yes, COVID-19 hit us hard, but we never stopped serving. Throughout the year, we showed students how math, science, and the arts are part of their everyday lives, while also enhancing our adaptability, responsiveness, and flexibility to support students, teachers, and principals!

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.

“Through this collaboration, I have been able to integrate relatable content that allows students to feel ready for the new content they will learn, but also allows for a smooth transition into learning with Salvadori teachers.”

Salvadori Partner School Teacher
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.

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></th>
<th>Percentage Increase</th>
<th>Details</th>
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<tr>
<td>INCREASE IN STUDENTS TAUGHT</td>
<td>304%</td>
<td>That’s more than 4 times as many students</td>
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<td>INCREASE IN CLASSROOMS</td>
<td>260%</td>
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<tr>
<td>INCREASE IN STUDENT IMPACT HOURS</td>
<td>268%</td>
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<tr>
<td>INCREASE IN SESSIONS DELIVERED</td>
<td>259%</td>
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<tr>
<td>REDUCTION IN THE COST PER STUDENT IMPACT HOUR IN (8) YEARS</td>
<td>44%</td>
<td>Serving more students for less money, Cost to schools hasn’t increased since 2013</td>
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</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’ 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.
**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 – from those with physical and cognitive disabilities, to gifted and talented students. 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**
2019/2020 was an extremely unusual year!

As the financial statements indicate, the negative impact of the COVID-19 pandemic was an enormous loss. But that isn’t all there is to the story…

As soon as New York City schools closed on March 16, 2020, Salvadori Educators went into overdrive to produce versions of our curricula that could be taught remotely. This was no small feat, considering our model has always relied on our built environment experts delivering the program directly, in the classroom, with school teachers providing classroom management support.

Within two weeks, we had updated and begun to distribute new versions of our hands-on lessons so that classroom teachers who lack the subject matter knowledge of Salvadori Educators could successfully deliver our content. From March to June, we distributed FREE project-based Salvadori lessons every week to schools in our network and worked with city officials and our funding partners to spread the word and to share these valuable resources as widely as possible. Among those who helped spread the word were New York City Council Speaker Corey Johnson, and Manhattan Borough President Gale Brewer.

At the same time, our Educators began delivering lessons to partners using schools’ preferred platform – live via Google Meets, uploads via Google Classrooms to account for changing class schedules, and pre-recorded instructional videos to give teachers flexibility in adding to their curricula. Amid a global health crisis that makes in-class teaching problematic, our new remote and on-line learning program enables us to reach a far greater number of students. Despite schools closing in March due to the COVID-19 pandemic, in 2019-2020 we still taught programs in 207 classes with 6,031 students through 72,909 student impact hours in 2,315 sessions across all five boroughs of New York City, as well as Scranton and Riverside, Pennsylvania. And this year, as students return and we continue our pivot to a blended learning model, we will teach approximately 9,000 students through more than 100,000 student impact hours!

Perhaps more importantly, in the last few months of the school year, we delivered:

- **FREE STEAM Lessons** each week for 15 weeks ~ to over 75,000 teachers and new at-home educators
- **123 Instructional Videos** with project-based activities
- **96 Google Meets sessions** with live remote instruction
- **108 Google Classroom lessons** for anytime access
- **3 instructional videos** for NYC DOE’s Lets Learn NYC! on WNET THIRTEEN for 3 to 6 year olds

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.”

“Once we went remote our students took all they had learned through the program and used it to create some really thoughtful, detailed, and well-informed Animal reports for their year-end project.”

*Salvadori Partner School Teacher*
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-session extended length program
- Salvadori Condensed ~ 8-day consecutive in-school residency
- Salvadori à la Carte ~ special short-term programs

All Salvadori programs are taught by a professionally-trained Salvadori Educator, and include 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

Salvadori Center is a New York State approved Continuing Teacher and Leader Education (CTLE) provider and a New York City approved vendor for STEM and the Arts.

Our Curricula

- Ancient Greece ~ curricula for grades 4-6
- Animal Habitats ~ curricula for grades K-2
- Bridges ~ curricula for grades 2-4
- Bridges ~ curricula for grades 5-8
- Building Green ~ curricula for grades 6-12
- Landmarks, Monuments, and Memorials ~ curricula for grades 4-12
- 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!

COVID-19’S IMPACT ON PROGRAMS (OVER 2019/2020):

- **18.9%** FEWER STUDENTS TAUGHT
- **28.3%** FEWER IN-SCHOOL AND AFTER-SCHOOL PROGRAMS SERVED
- **19.4%** FEWER CLASSES RECEIVED SALVADORI PROGRAMS
- **14.8%** FEWER TEACHERS RECEIVED PROFESSIONAL DEVELOPMENT
- **27.3%** FEWER STEAM SESSIONS WITH STUDENTS
- **32.8%** FEWER STUDENT IMPACT HOURS (CONTACT HOURS)

SALVADORI STUDENTS SEE

MATH, SCIENCE, AND ART

AS PART OF THEIR EVERYDAY LIVES
## 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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<td>New Millennium Bronx Academy of the Arts</td>
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<td><strong>Salvadori Starter Fall</strong></td>
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<td>PS 16: Leonard Dunkly</td>
<td>My Community</td>
<td>K, 1st &amp; 2nd Grade</td>
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<td>PS 33: Chelsea Prep</td>
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<td>PS 101Q: The School in the Gardens</td>
<td>Animal Habitats</td>
<td>2nd Grade</td>
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<td>Change for Kids</td>
<td>Bridges</td>
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<td>PS 449X: Grant Avenue Elementary School</td>
<td>Bridges/Skyscrapers</td>
<td>2nd &amp; 3rd Grade</td>
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<td>P.S. 452: Unlock the Future</td>
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<td>PS 83X: The Great Expectations School</td>
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<td>PS 96Q: Jamaica Public School</td>
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<td>PS 196: The Williamsburg Bridge Magnet School for Communication &amp; Media Arts</td>
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<td>K &amp; 1st Grade</td>
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<td>PS 156: 217: The Roosevelt Island School</td>
<td>Ancient Greece</td>
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<td>PS 344: AmPark Neighborhood School</td>
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<td>My Community</td>
<td>K, 1st, 2nd, 3rd, 4th &amp; 5th Grade</td>
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<td>Samara Community School</td>
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<td>Armstrong Elementary School</td>
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<td>Bancroft Elementary School</td>
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<thead>
<tr>
<th>SCHOOL</th>
<th>TOPIC</th>
<th>GRADE</th>
<th># CLASSROOMS</th>
<th># SESSIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Salvadori After-School Fall</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bronx Crotina</td>
<td>My Community</td>
<td>K, 1st, 2nd, 3rd, 4th &amp; 5th Grade</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>PS 328</td>
<td>My Community</td>
<td>K, 1st, 2nd, 3rd, 4th &amp; 5th Grade</td>
<td>1</td>
<td>14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>TOPIC</th>
<th>GRADE</th>
<th># CLASSROOMS</th>
<th># SESSIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children’s Aid, Bronx Prep Charter School</td>
<td>Bridges</td>
<td>7th &amp; 8th Grade</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>NYC DOE Shelters</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JCC Cornerstone at Todt Hill</td>
<td>Salvadori in a Box</td>
<td>6th, 7th &amp; 8th Grade</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Manhattanville Cornerstone</td>
<td>Salvadori in a Box</td>
<td>6th, 7th &amp; 8th Grade</td>
<td>1</td>
<td>8</td>
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</tbody>
</table>
### Salvadori After-School Spring

<table>
<thead>
<tr>
<th>School</th>
<th>Topic</th>
<th>Grade</th>
<th>Classrooms</th>
<th>Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS 160Q Walter Francis Bishop Magnet School of the Arts</td>
<td>Animal Habitats/Skyscrapers</td>
<td>K, 1st, 2nd, 3rd, 4th &amp; 5th Grade</td>
<td>2</td>
<td>14</td>
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<tr>
<td>Center for Supportive Schools:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MS 328: New Millennium Bronx Academy of the Arts</td>
<td>Skyscrapers</td>
<td>6th, 7th &amp; 8th Grade</td>
<td>1</td>
<td>12</td>
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<tr>
<td>NYC DOE Shelters</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PS 401K: Christopher Ave Community School</td>
<td>My Community</td>
<td>K, 1st, 2nd, 3rd, 4th &amp; 5th Grade</td>
<td>1</td>
<td>5</td>
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<tr>
<td>Hospitality House</td>
<td>My Community</td>
<td>K, 1st, 2nd, 3rd, 4th &amp; 5th Grade</td>
<td>1</td>
<td>5</td>
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<tr>
<td>PS 33: Chelsea Prep</td>
<td>My Community</td>
<td>K, 1st, 2nd, 3rd, 4th &amp; 5th Grade</td>
<td>1</td>
<td>5</td>
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<tr>
<td>PS 146</td>
<td>My Community</td>
<td>K, 1st, 2nd, 3rd, 4th &amp; 5th Grade</td>
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<td>3</td>
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<tr>
<td>Saratoga Inn</td>
<td>My Community</td>
<td>K, 1st, 2nd, 3rd, 4th &amp; 5th Grade</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>93rd Avenue Residence</td>
<td>My Community</td>
<td>K, 1st, 2nd, 3rd, 4th &amp; 5th Grade</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Boulevard Family Residence</td>
<td>My Community</td>
<td>K, 1st, 2nd, 3rd, 4th &amp; 5th Grade</td>
<td>1</td>
<td>5</td>
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</tbody>
</table>

### Summer

<table>
<thead>
<tr>
<th>School</th>
<th>Topic</th>
<th>Grade</th>
<th>Classrooms</th>
<th>Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Williamsburg High School for Architecture &amp; Design</td>
<td>Skyscrapers/Building Green</td>
<td>9th Grade</td>
<td>1</td>
<td>52</td>
</tr>
<tr>
<td>Energy Tech High School</td>
<td>Building Green</td>
<td>9th Grade</td>
<td>3</td>
<td>36</td>
</tr>
<tr>
<td>MS 331: Bronx School of Young Leaders</td>
<td>Skyscrapers</td>
<td>6th Grade</td>
<td>3</td>
<td>24</td>
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</tbody>
</table>

### Community

<table>
<thead>
<tr>
<th>School</th>
<th>Topic</th>
<th>Grade</th>
<th>Classrooms</th>
<th>Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS 38Q: The Rosedale School</td>
<td>Skyscrapers/Bridges</td>
<td>K, 1st, 2nd, 3rd, 4th, 5th &amp; 6th Grade</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>Professional Children’s School</td>
<td>Inclined Planes/Bridge Design Challenge/ Arch Bridges/Shape and Strength</td>
<td>9th, 10th, 11th &amp; 12th Grade</td>
<td>8</td>
<td>8</td>
</tr>
</tbody>
</table>

### Enrichment: Community Change:

<table>
<thead>
<tr>
<th>School</th>
<th>Topic</th>
<th>Grade</th>
<th>Classrooms</th>
<th>Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS 129K: John H. Finley</td>
<td>Landmarks, Monuments, and Memorials</td>
<td>6th, 7th &amp; 8th Grade</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>PS 642K: Urban Action Academy</td>
<td>Skyscrapers</td>
<td>9th, 10th, 11th &amp; 12th Grade</td>
<td>1</td>
<td>14</td>
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</tbody>
</table>

### Workshop/PD:

<table>
<thead>
<tr>
<th>School</th>
<th>Topic</th>
<th>Grade</th>
<th>Classrooms</th>
<th>Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grantmakers for Education</td>
<td>STEAM Education: Policy and Practice to Advance Equity</td>
<td>Educators</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Artsworks 2019</td>
<td>How Art Education Shapes Lives</td>
<td>Educators</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2019 NYC Mathematics Project: Generating Excellence and Equity in Mathematics</td>
<td>Bringing Math to Life Using Project Based Learning</td>
<td>Educators</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

**Salvadori Embodies the Chancellor’s Priorities:**

**ACCELERATE LEARNING AND INSTRUCTION**
we provide rigorous instruction in a safe, welcoming, and affirming environment

**PARTNER WITH COMMUNITIES**
we deliver engaging in-school and after-school programs in all (5) NYC boroughs

**DEVELOP PEOPLE**
we cultivate a learning culture by valuing and developing individuals and teams

**ADVANCE EQUITY NOW**
for over 42 years, we have worked with underserved communities

---

"The Salvadori’s ‘Building Green’ program successfully integrates various methods of learning. Students are actively engaged in a self-guided, hands-on team-based learning environment. This allows them to progress towards their year-end goal of building and understanding the complexities of an energy efficient building."

**Students SEE their world differently**

---

"Financial toll of COVID-19

**47.4% DECREASE IN INCOME**

**$980,367 (1ST TIME IN 10 YEARS)**

WE ANTICIPATE A DEFICIT REDUCTION OF $244,885 WHEN THE SBA PAYROLL PROTECTION LOAN IS FORGIVEN"
### SALVADORI’S 2020-2021 PROGRAMS

#### Salvadori In-Depth
**Start Dates**
28 September – 23 October 2020
- 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>
<th></th>
</tr>
</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 &amp; 9-12)*</td>
</tr>
<tr>
<td>Bridges (grades 5-8)</td>
<td></td>
</tr>
</tbody>
</table>

#### Salvadori Starter
**Fall ~ Start Dates**
21 September – 16 October 2020
**Early Spring ~ Start Dates**
4 - 15 January 2021
**Late Spring ~ Start Dates**
29 March – 3 April 2021
- 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>
<th>Topics</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>My Community (grades K-3)*</td>
<td>Skyscrapers (grades 4-8)</td>
</tr>
<tr>
<td>Animal Habitats (grades K-2)</td>
<td>Skateparks (grades 4-8)</td>
</tr>
<tr>
<td>Ancient Greece (grades 4-6)</td>
<td>Bridges (grades 2-8)*</td>
</tr>
<tr>
<td>Landmarks, Monuments, and Memorials (grades 4-8)*</td>
<td></td>
</tr>
</tbody>
</table>

#### Salvadori Enrichment
**Fall ~ Start Dates**
21 September – 16 October 2020
**Spring ~ Start Dates**
8 February – 12 March 2021
- A 12-week in-school residency, 90-minute sessions per week
- Typical 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>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Skateparks (grades 4-8)*</td>
<td>Building Green (grades 6-12)</td>
</tr>
<tr>
<td>Skyscrapers (grades 4-8)</td>
<td>My Community (grades K-3)*</td>
</tr>
<tr>
<td>Bridges (grades 2-8)</td>
<td>Landmarks, Monuments, and Memorials (grades 4-8)*</td>
</tr>
</tbody>
</table>

#### Salvadori After-School
**Fall ~ Start Dates**
21 September – 16 October 2020
**Spring ~ Start Dates**
8 February – 2 March 2021
- 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>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Skateparks (grades 4-8)*</td>
<td>Building Green (grades 6-12)</td>
</tr>
<tr>
<td>Skyscrapers (grades 4-8)</td>
<td>My Community (grades K-3)*</td>
</tr>
<tr>
<td>Bridges (grades 2-8)</td>
<td>Animal Habitats (grades K-2)</td>
</tr>
<tr>
<td>Landmarks, Monuments, and Memorials (grades 4-8)*</td>
<td></td>
</tr>
</tbody>
</table>

#### Salvadori Summer
**Program Dates**
5 July – 20 August 2021
- (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**
31 May - 25 June 2021
- Fill the final weeks at the end of the year with an exciting program!
- Instead of weekly sessions, programs are condensed into successive days.

#### 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>Skateparks 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 Professional Development
**The Kathleen Grimm Memorial Professional Development Institute**
- Learn how to apply Salvadori’s approach to your curricula
- 2-day intensive (7 & 8 July 2021)

**60-90 Min In-School Targeted Professional Development**
- Experience collaborative PBL
- Links to standards, differentiation, and more
2019/2020 Programs Distribution by Number of Students

- Starter: 61.2%
- In-Depth: 21.4%
- After-School: 5.0%
- Summer: 3.5%
- PD: 1.0%
- Other: 7.0%

2019/2020 Contributed Revenue by Category

- Foundation: 58.0%
- Government: 8.0%
- Special Events: 25.0%
- Corporate: 9.0%

Income 2019/2020

- Grants: 41.0%
- Program Fees: 38.0%
- Investments: 8.0%
- Contributions: 13.0%

Expenses 2019/2020

- Programs: 84.0%
- Management: 11.0%
- Fundraising: 5.0%
**Program Data**

**Realized Income:**

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$1,203,752</td>
<td>$1,193,709</td>
<td>$1,439,276</td>
<td>$1,162,492</td>
<td>$1,258,902</td>
<td>$1,342,079</td>
<td>$1,383,879</td>
<td>$1,381,388</td>
<td>$2,111,879</td>
<td>$1,013,059</td>
</tr>
</tbody>
</table>

**Cost per Student Impact Hour:**

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Cost per hour</td>
<td>$38.08</td>
<td>$39.03</td>
<td>$36.65</td>
<td>$36.34</td>
<td>$32.80</td>
<td>$26.23</td>
<td>$21.72</td>
<td>$18.02</td>
<td>$21.39</td>
<td>$26.72</td>
</tr>
</tbody>
</table>

**Program to Administrative Expense Ratio**

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Ratio</td>
<td>100%</td>
<td>90%</td>
<td>80%</td>
<td>70%</td>
<td>60%</td>
<td>50%</td>
<td>40%</td>
<td>30%</td>
<td>20%</td>
<td>10%</td>
</tr>
</tbody>
</table>
# AUDIT

**Salvadori Center, Ltd. | Statement of Activities**  
For the Year Ended 30 June 2020

<table>
<thead>
<tr>
<th>Revenues</th>
<th>Without Donor Restrictions</th>
<th>With Donor Restrictions</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Revenue</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program service fees</td>
<td>$402,575</td>
<td></td>
<td>$402,575</td>
</tr>
<tr>
<td>Sales of books and materials</td>
<td>2,494</td>
<td></td>
<td>2,494</td>
</tr>
<tr>
<td><strong>Total program revenue</strong></td>
<td>$405,069</td>
<td></td>
<td>$405,069</td>
</tr>
<tr>
<td><strong>Support and Other Revenue</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grants</td>
<td>$435,539</td>
<td>$500,000</td>
<td>$935,539</td>
</tr>
<tr>
<td>Contributions</td>
<td>133,200</td>
<td></td>
<td>133,200</td>
</tr>
<tr>
<td>Investment income, net of fees</td>
<td>80,872</td>
<td></td>
<td>80,872</td>
</tr>
<tr>
<td>Direct cost of special events</td>
<td>(15,966)</td>
<td></td>
<td>(15,966)</td>
</tr>
<tr>
<td><strong>Total support and other revenue, net</strong></td>
<td>$633,645</td>
<td>$500,000</td>
<td>$1,133,645</td>
</tr>
<tr>
<td><strong>TOTAL REVENUES</strong></td>
<td>$1,038,714</td>
<td>$500,000</td>
<td>$1,538,714</td>
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<table>
<thead>
<tr>
<th>Expenses</th>
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</thead>
<tbody>
<tr>
<td>Program services</td>
<td>$1,687,446</td>
<td></td>
<td>$1,687,446</td>
</tr>
<tr>
<td>Management and general</td>
<td>227,202</td>
<td></td>
<td>227,202</td>
</tr>
<tr>
<td>Fundraising</td>
<td>104,433</td>
<td></td>
<td>104,433</td>
</tr>
<tr>
<td><strong>TOTAL EXPENSES</strong></td>
<td>$2,019,081</td>
<td></td>
<td>$2,019,081</td>
</tr>
<tr>
<td><strong>CHANGE IN NET ASSETS</strong></td>
<td>(980,367)</td>
<td>500,000</td>
<td>(480,367)</td>
</tr>
</tbody>
</table>

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Net assets, beginning of year</td>
<td>2,356,998</td>
<td></td>
<td>2,356,998</td>
</tr>
<tr>
<td>Net assets, ending of year</td>
<td>$1,376,631</td>
<td>$500,000</td>
<td>$1,876,631</td>
</tr>
</tbody>
</table>

Note: full Audit available at [https://salvadori.org](https://salvadori.org)

---

**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.**
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**
- Capital One
- Con Edison
- Investors Foundation
- 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
- The Harry and Jeanette Weinberg Foundation

**CORPORATIONS & INDIVIDUAL DONORS**

### $25,000 AND ABOVE
- Brookfield Office Properties
- Skanska USA Building, Inc.

### $10,000 - $24,999
- Structure Tone, Inc.

### $5,000 - $9,999
- Cosentini Associates, Inc.
- Deutsche Bank
- E-J Electric Installation Co.
- Jack Resnick & Sons
- Mysore Nagaraja
- Rally Restoration
- Turner Construction

### $1,000 - $4,999
- AKF Group, LLC
- AKRF, Inc.

### UP TO $999
- CBRE, Inc.
- Cherrie Nanninga
- DLR Group
- Durst Organization
- GCP Applied Technologies
- Gensler
- Gregory and Michele Kelly
- Jill Lerner, FAIA
- Langan Engineering & Environmental Services
- New York University
- Nicholas Leahy
- Peckar & Abramson
- RNC Industries, LLC
- Robert and Jennifer Vecchio
- Robert Schubert
- Robert Selsam
- Robert W. Mullen
- Strauss-Creative Finishes, Inc.
- Suffolk
- Susan Hayes
- WSP
- Zetlin & De Chiara LLP

*In-kind services provided by:
- The Berman Group (marketing) valued at $90,000 per year
- Sheppard Mullin (HR support)*

---

*After four years of working with Salvadori, I have been able to collaborate with other experts on the construction of bridges with my second graders!*

*Salvadori Partner School Teacher*
BOARD AND STAFF

Chair
Sabrina Kanner

Executive & Compensation Committee
CHAIR
Sabrina Kanner
VICE CHAIR
Jill N. Lerner, FAIA
VICE CHAIR
Joseph Mizzi
VICE CHAIR
Robert W. Mullen

Secretary
Sarah Berman
General Counsel
James E. Frankel

Richard T. Anderson
Paul Bello
Cherrie Nanninga

Board Members

Frank Alvarado
Senior Managing Director
CBRE
Richard T. Anderson
President
RTA Advisory Services, LLC
Charlie Avolio
President & General Manager,
New York Region
Suffolk
Sara Baerwald
Landscape Designer
Blondie’s Treehouse, Inc.
David W. Bellman
SVP – Design & Construction
Vornado Realty Trust
Paul Bello, PE
Managing Director
AKF Group, LLC
Sarah Berman
President
The Berman Group, Inc.
Linda Chiarelli
Senior Vice President, Capital
Projects and Facilities
New York University
James E. Frankel
Partner
Schiff Hardin
Leonard Fusco, AIA
Partner
GF55 Partners
Michael D. Garz, AIA
Senior VP (retired)
STV Incorporated
Brennan Gilbane Koch
Manager, Client & Partner
Relations, Business Development
Gilbane Building Company
Alexandra Gore, PE
Deputy Manager, Lead Engineer
WSP
Jared M. Green, PE, D GE
Senior Associate
Langan
Susan Hayes
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