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DEAR FRIENDS,

As one of the leading science centers in the nation, The Franklin Institute is involved in many projects to improve scientific literacy, help students succeed, inspire the public’s curiosity in science, and celebrate scientific achievement. What sets us apart is how we manage to accomplish these important goals—and have fun doing it. Ask one of the hundreds of thousands of children who climbed through the neural network in our award-winning Your Brain exhibit, or one of the thousands of young adults who attended our popular Science After Hours evening events if they had fun while learning, and we guarantee that they will answer “yes!” From the special exhibits like Art of the Brick and Vatican Splendors that we brought to the new Nicholas and Athena Karabots Pavilion and the Mandell Center galleries last year, to the excitement felt throughout the region during the nine-day Philadelphia Science Festival, everything the Institute does combines the best educational materials with world-class execution, creativity, and delight. When people have fun learning, they want to learn more, and this is what inspires us to continue growing and evolving the Institute’s 192-year legacy.

This work would not be possible without the generous support of our community. Whether you purchased a ticket or a membership to the museum in 2015, made a charitable donation, partnered with us on an event or project, or volunteered your time to help advance science and technology education—as nearly 1,800 people did last year—your support matters. Thank you for helping The Franklin Institute to reach as many people as possible with engaging and diverse programming, throughout the greater Philadelphia region and far beyond. We hope that in the coming year you will continue to support our efforts to help people discover their own passion for science and technology. They may find that passion here at the museum, at one of our programs in a park in their own neighborhood, or through one of our exciting digital initiatives. Wherever we are, we promise the learning will come with a dose of Franklin Institute fun.

Warmest regards,

Donald E. Morel, Ph.D.
Chair, Board of Trustees

Larry Dubinski
President and CEO
DESTINATION

A REIMAGINED SPORTSZONE EXHIBIT

SPECIAL EXHIBITIONS

NEUROSCIENCE LECTURE SERIES EXPLORES THE EVERYDAY

BY THE NUMBERS: IMPACT AT THE INSTITUTE

SCIENCE AFTER HOURS

BELOVED BENZIO
For fifteen years Sports Challenge was one of the Institute’s most popular exhibits. During that time, millions of visitors delighted in learning about how sport connects with the science of the human body, the laws of motion, and technical innovation. In 2015, the 3,600-square-foot exhibit was taken down to the studs and completely reimagined as the new SportsZone to educate and inspire a new generation of visitors with cutting-edge science. In late October the new SportsZone exhibit opened to the public, and thousands of visitors have enjoyed the 40-foot running challenge, racing against video images of Philadelphia Eagle Jordan Matthews, the Philly Phanatic, and other athletes.
SportsZone also emphasizes the importance of nutrition and a healthy diet on sports performance, and features dozens of other interactive experiences to help children and adults alike learn about momentum, the physics of diving and bicycle races, helmet safety, and how to throw a better pitch. This outstanding new exhibit was made possible by the generous support of Lead Underwriters James J. Maguire, the Maguire Foundation, and Philadelphia Insurance Companies; and Associate Supporters William and Laura Buck, Mr. and Mrs. Ernest Scheller, Jr., and the Dow Chemical Company.
SPECIAL EXHIBITIONS

In 2015 the Institute hosted four diverse and riveting special exhibitions that combined welcomed more than half a million people to learn about biology, architecture and design, history, and art. *Body Worlds: Animals Inside Out* opened in 2014 and continued through the winter to amaze guests with beautifully preserved specimens of dozens of animals. This exhibit showcased just how intricate the blood vessels of animals are, what the muscular system, body parts, and various organs of different animals look like, and how they compare to other animals as well as to human bodies. From goats to giraffes, squids to sharks, and octopuses to ostriches, creatures large and small astounded visitors with their beauty, power, and complexity.

Next, *The Art of the Brick* wowed the more than 336,000 people who visited the exhibit with elaborate sculptures built from one of the most recognized and beloved toys: LEGO®. Art and science collided in this unforgettable display of brick masterpieces by contemporary artist Nathan Sawaya. Children and adults alike enjoyed more than 100 one-of-a-kind sculptures, some based on famous works of art such as the classic *Venus de Milo* and Van Gogh’s *Starry Night*, while others were Sawaya’s original creations including a 20-foot-long T. Rex skeleton, and the Liberty Bell, created just for the show’s Philadelphia run.
Later, visitors traveled back in time through *Genghis Khan: Bring the Legend to Life*, learning about the leader of the Mongol Empire and the effects of his reign. This exhibition explained how an illiterate, unsophisticated warrior-nomad had such a profound effect on world politics and created an empire that led the world into the modern age. Though he lived more than eight centuries ago, we still see his influence today. *Genghis Khan* was sponsored by the Institute’s Proud Corporate Partner, PECO, and was produced by Don Lessem.

Finally, the year ended with the opening of *Vatican Splendors: Life and Faith in Ancient Times*, which exhibited more than 200 works of art and treasured objects that together form a great mosaic of the history of the Catholic Church and its impact on art, history, and culture. Highlights of the nearly 10,000 square-foot exhibition included artwork by Michelangelo, such as signed documents and a rarely seen bas relief sculpture, and tools used to work on the Sistine Chapel and Basilica of Saint Peter; works by masters including Bernini and Guercino, artwork dating back to the first century, venerated remains of Saints Peter and Paul, and historical objects from the modern and ancient basilicas of Saint Peter’s in Rome. Many of the objects in *Vatican Splendors* had never before been on display for public view and the historic visit of Pope Francis to Philadelphia was a wonderful time to make them available. *Vatican Splendors* was organized and circulated in conjunction with the Congregazione per l’Evangelizzazione dei Popoli of the Vatican City State. The exhibition was produced by Evergreen Exhibitions in association with The Franklin Institute.
BY THE NUMBERS: IMPACT AT THE INSTITUTE

888,084
ADMISSIONS

440
emerging scientists in
PACTS, STEM,
& freshmen from
SCIENCE LEADERSHIP
ACADEMY

1,933
aspiring astronomers at
NIGHT SKIES
IN THE OBSERVATORY
8,828 young scientists enrolled in DISCOVERY CAMP

14,774 science-hungry revelers at SCIENCE AFTER HOURS

137,883 TRAVELING SCIENCE SHOW audience members

6,989 late-night explorers at CAMP IN
Since its initial pilot in 2013, Science After Hours, the Institute’s monthly event series for adults, has become the most fun, most educational, and most popular place to be one Tuesday each month. With typical Franklin Institute flair, and with the help of dozens of corporate, academic, and nonprofit partners from around the region, Science After Hours combines demonstrations of technology and scientific phenomena with games and a festive atmosphere that continues to attract large crowds. Science After Hours is generously sponsored by AT&T.

In 2015, nearly 15,000 people attended a Science After Hours evening. That’s a massive 230% increase over the 6,000 attendees in 2014! Fun and sometimes zany themes included March’s “Survivor!”, May’s “Trek, Wars & Who: Adventures Through Space”, April’s “Philadelphia Science Festival Kick-off: 8-bit Night”—which alone had an astounding 3,000 attendees—and many others. Even more impactful, more than 40% of attendees had never visited the Institute before they attended one of these events, and a full 33% return month after month for more.
The majority of attendees are between 21–40 years old, a key segment of young adults who are strengthening their science literacy, which will help them to make informed decisions about the many critical issues in our world that involve science and technology. Science After Hours is not just a local success, but a model in the museum field for how to create, implement, and sustain the buzz around entertaining, educational events for adults.
DESTINATION

NEUROSCIENCE LECTURE SERIES EXPLORES SOCIAL IMPACTS

In 2014 the Institute opened the award-winning *Your Brain* exhibit, in which interactive devices and displays allow visitors to delve into the workings of their own minds. Visitors learn that their brains are always changing. While the exhibit discusses many aspects of the brain, there is much more to explore in discovering how the most complex organ in our bodies works. In order to have deeper, more nuanced conversations about neuroscience-related issues, especially the societal impact of emerging science, the Institute offered a special lecture series.

Funded in part by a grant from the National Institutes of Health and support from the Dolfinger-McMahon Foundation, the lecture series included six discussions: “Head Games” handled sport injuries and concussions; “Born Bad,” violence and crime; “How We Decide,” decision making; “What’s My Child Thinking?,” childhood brain development; “The Aging Brain and Alzheimer’s Disease,” neurodegeneration; and “Addiction,” drug dependency and the brain. Scientists and behavioral health experts from across the field combined their expertise and varied backgrounds to present material for a lay audience. As the convener for these discussions, the Institute provided a forum for important public discussion about a field of research that is changing extremely quickly. It is more important than ever to consider the implications of what we know about how our brains work, and what is still to be discovered.
BELOVED BENZIO

Benjamin Franklin’s legacy of invention and inspiration permeates Philadelphia, and there are a half dozen or so serious Franklin re-enactors in town. At the Institute, the heart of the nation’s Benjamin Franklin activity, we like to think we have the best in 82-year-old Nuncio Cali, fondly known to staff around the building as “Benzio.” A former physics teacher, Mr. Cali started volunteering at the Institute more than 20 years ago, after a 37-year teaching career at Mastbaum Area Vocational Technical School. He missed being around kids, so bringing his physics expertise to the Institute was a great fit, but he soon found his true calling. “I put on an old jacket and hat one day, and people started asking if they could take their picture with me. A couple of years later, I bought an old costume on sale from 1776, the musical, and I became a full-time Ben,” Mr. Cali reports. If you visit the Institute on a Thursday, or for a special event like the Philadelphia Science Festival Carnival, you too can take a picture with the Institute’s own Ben Franklin. Who has been in more selfies—Benzio, or the Benjamin Franklin National Memorial statue? It might be a close call at this point. The most common question kids ask: “Are you real?” “I’m a real person,” he answers—without breaking character. Have a question about Franklin’s life or work—Benzio can probably answer it, and he loves to entertain large crowds with brain teasers, puzzles, and stories. As the embodiment of Franklin’s wit, curiosity, and charm, Benzio inspires the Institute’s visitors young and old by channeling our forefather and reminding everyone that we can look up to Franklin carved in marble, but he was also a real person, known and beloved.

Who has been in more selfies—Benzio, or the Benjamin Franklin National Memorial statue?
SCIENCE & TECHNOLOGY

STEM SCHOLARS GRADUATES MAKING STRIDES

NATIONAL CLIMATE CHANGE EDUCATION PARTNERSHIP ALLIANCE

BY THE NUMBERS: IMPACT ONLINE

PARTNERSHIPS FOCUS ON EARLY LEARNING AND STEM

THE MCCABE FAMILY: CREATING A LEGACY OF THEIR OWN
STEM SCHOLAR GRADUATES MAKING STRIDES

For many pursuing a college major in a STEM field, thriving in college can be a challenge. For low-income, minority, or underserved students, this challenge can be even more profound. In 2010, The Franklin Institute introduced the STEM Scholars program, which provides STEM learning resources and college preparation and admission counseling to 60 students each year.

For each class of STEM Scholars, the Institute’s team has designed a curriculum that engages them in creative, hands-on learning opportunities and exposes them to real-life experiences in STEM fields. In addition, the program provides college readiness instruction, including supplementary math and writing assistance, and, for the juniors, comprehensive preparation for the ACT standardized test.

STEM Scholars exposed me to college-level work and experiences and gave me a leg up.

Raleigh Russell, a sophomore attending Skidmore College, was a member of The Franklin Institute’s first graduating class of STEM Scholars and credits the program for helping to prepare him for college. “It’s a lot of work, but it’s nothing I can’t handle thanks to the STEM program,” he said. Kayin Bankole, another graduate of the program echoes Raleigh’s sentiments, “STEM Scholars is the reason I’m here,” he stated. “It exposed me to college-level work and experiences and gave me a leg up.” Kayin is now a sophomore environmental engineering major at Syracuse University’s L.C. Smith College of Engineering.
For many students, college involves more than countless hours of studying; it’s an opportunity to learn new customs, meet new people, and experience new things. So how do Raleigh and Kayin manage to enjoy active social lives, keep up with their workload, and keep in touch with family and friends? Both scholars agree, time management is key. “You have to be focused and balance your time,” acknowledged Kayin. “I’m still close to the friends I made while in the STEM program, but I’ve met so many new people from so many cultures. I love this atmosphere.” Thanks to the STEM program, he’s where he wants to be.

We are proud of our graduates and look forward to the positive impact they will have on their communities in the years to come. Raleigh is particularly excited about the future. After college he plans to attend graduate school to pursue a degree in architectural physics. “I think it will be amazing to design a building and give the OK for it to be built,” he says. Raleigh is one of the many STEM Scholars who are making serious strides toward a better future—and he’s using the tools The Franklin Institute has given him to do so.
NATIONAL CLIMATE CHANGE EDUCATION PARTNERSHIP ALLIANCE

As the leader of the Climate & Urban Systems Partnership (CUSP), a four-city project funded by the National Science Foundation, The Franklin Institute is one of six members of a national alliance of organizations that are working together to advance climate change education in communities across the country. As the practical challenges of climate change become clearer, the need for public understanding increases. The Franklin Institute’s longstanding expertise in engaging lay audiences with complex science is well known and positions the Institute well to play a leading role in the national response. Through involvement with the National Climate Change Education Partnership Alliance, educational strategies developed in Philadelphia are already being shared with partners in Boston, New York, San Diego, Fairbanks, Honolulu, and Washington, DC.

Left: Children at a community festival learn how to prepare their neighborhood for heavy downpours using model row-homes. Right: Adults participating in a Science After Hours event at the museum explore tabletop displays that highlight how residents can adapt to a changing climate.
During 2015, The Franklin Institute hosted numerous local events for Philadelphians of all ages to learn how collective action—such as planting trees and using rain barrels—can help residents prepare to live well in a hotter, wetter Philadelphia. Meanwhile, staff from The Franklin Institute participated in national alliance meetings to communicate best practices and increase the reach and impact of local models.

Looking forward, the Institute’s early leadership in climate change education distinguishes it amongst its peer institutions. As the national alliance grows and extends its influence, awareness of the Institute’s pioneering work in the field of climate change education will grow, ultimately leading to new opportunities to help all Americans respond to the changing climate.
BY THE NUMBERS: IMPACT ONLINE

Web Audience Demographics

Top Searches
Art of the Brick
Genghis Khan
Benjamin Franklin
Franklin Institute After Hours
The Heart

148% increase in PAGEVIEWS
Feb 2015 vs Feb 2014

37% increase in UNIQUE WEB VISITORS
2015 vs 2014
Social Media Followers in 2015

FACEBOOK
246,221
up 381% from 2014

TWITTER
20,999
up 26% from 2014

INSTAGRAM
6,772
up 327% from 2014

Social media has emerged as a driving force behind ticket sales for museum programs such as Night Skies in the Observatory and Science After Hours.

Popular Social Media Posts in 2015

Famous Followers

TWITTER
1. @BarackObama
2. @Smithsonian
3. @MetMuseum
4. @MuseoReinaSofia
5. @WalkerArtCenter
6. @TheArtNewspaper
7. @PhiladelphiaGov
8. @AirAndSpace
9. @BarbicanCentre
10. @DellHome

INSTAGRAM
1. @MitchellNess
2. @VisitPhilly
3. @Smithsonian_Channel
4. @MFAHouston
5. @MNessFlagshipStore
6. @UWishUNu
7. @DaRealQuilly
8. @PilotEyes737
9. @PhillyMag
10. @fox_historic_costume
Peg Szczurek has a decades-long relationship with The Franklin Institute, starting in the late 1980s when she worked with the Girl Scouts. Through a National Science Foundation (NSF) grant, the Institute formed a partnership with the Girl Scouts to create informal science learning toolkits and resources, particularly focused around girls in science. The lessons and resources from that project continue to be useful today.

In her present role as associate director of the Delaware Valley Association for the Education of Young Children (DVAEYC), Peg serves as a literacy content expert for the LEAP into Science program, a partnership between the Institute and the Free Library of Philadelphia that offers workshops to students in all 53 library branches in Philadelphia and in 10 additional sites nationwide. Peg helps the Institute’s staff, librarians, and afterschool facilitators think about how to integrate science with children’s books.

The resources developed through LEAP into Science, also funded by NSF, target informal learning settings like afterschool programs, but many techniques and learnings are also useful in formal school environments as well. Peg reports, “The inquiry-based learning parts of the LEAP curriculum are excellent in classrooms as well. In addition, all the teachers we’re working with visited the Your Brain exhibit at the Institute and talked about applications in their classrooms, and then staff conducted a professional development session on how neuroscience and learning about the brain can help them to be better teachers. It was a very special day for them.”

Of the ecosystem of connected organizations that make long-term collaborations like this possible, Peg says, “We live in a city with a struggling school system. Having strategic community partners who bring the formal and informal systems together is critical. As a professional association, DVAEYC is in a position to be an advocate for and facilitator of these partnerships, and they have long-lasting effects. All the teachers we brought to the Institute now have a free membership, and they can return for more inspiration. We’re also able to connect the families we work with—to offer them information about Community Night events at the Institute, for example. These are people who may not have visited since their own school field trip. By connecting the museum’s resources with librarians, girl scout leaders, teachers, afterschool staff, and families—everyone benefits.”
THE MCCABE FAMILY: CREATING A LEGACY OF THEIR OWN

Tom and Sarah McCabe walked into the Institute in 2008 looking for a venue to hold their upcoming wedding. During their tour, they were impressed not just by all of the activities and the exhibits, but also by the friendly staff and all the children they witnessed enjoying everything the museum had to offer. They signed up for a membership and have since been generous supporters of the Institute.

The McCabes come from a long history of giving. Tom’s great grandfather Thomas Bayard McCabe established the McCabe Achievement Awards Scholarship Fund at Swarthmore College in 1952. Due to their strong personal feelings about the importance of education and their desire to give back to their community, Tom and Sarah are creating a legacy of their own. Their generous contributions to the STEM Scholars program, which prepares 60 underserved youth for careers in STEM fields each year, have helped the program to succeed. They look forward to attending the STEM Scholars graduation ceremony each year where they get to meet the scholars and see up close and personal the impact they are having on the lives of the kids.

Sarah explains, “It’s clear that the students have become close friends, they have great mentors, they are dedicated to each other’s success, and they are going to top-notch colleges each year. It’s an honor to be a part of this program.”

“It’s clear that the students have become close friends, they have great mentors, they are dedicated to each other’s success, and they are going to top-notch colleges each year. It’s an honor to be a part of this program.”

Tom McCabe, a vice president at Freeman’s and Sarah, a vice president at Stern Investor Relations Inc., both have busy schedules, but make time to invite friends to explore the museum and enjoy seeing the traveling exhibits and attending events. Tom especially loves watching his sons explore the same Baldwin 60000 locomotive he visited when he was a child. “While some things at the Institute have understandably been upgraded, I think it’s really cool that The Train Factory remains the same,” he said.

The value of education and philanthropy has been embedded in Tom and Sarah’s lives for as long as they can remember. “We were taught about the importance of obtaining a good education, getting a good job and giving back to our community,” Sarah recalls. “It’s important to us that we support the Institute, particularly the STEM Scholars program, because each year this program keeps getting better and better, and you can really feel the passion from the students, mentors, and staff involved.”
PUBLIC ENGAGEMENT

CITY SKIES: LINKING NEIGHBORHOODS WITH NASA THROUGH URBAN ASTRONOMY

NEUROSCIENCE CURRICULUM WILL MAKE A NATIONAL IMPACT

BY THE NUMBERS: PHILADELPHIA SCIENCE FESTIVAL IMPACT

INTEGRATING SCIENCE INTO AFTERSCHOOL

BUILDING CAPACITY IN OUT-OF-SCHOOL-TIME PROGRAMS
Gabriella Paez, education and community development manager at Esperanza, has partnered with The Franklin Institute over the last four years on many different STEM initiatives. She has worked with community-based organizations and schools across the Philadelphia area to engage students, families, and neighborhoods in the science around them. One of her favorite programs, City Skies, is providing her and her staff with the knowledge and tools needed to excite their constituents and families throughout the city as they explore the sky.

To date, the program has hosted five yearly cohorts of facilitator trainings for more than 50 partner community sites, reaching several thousand families.

City Skies is a NASA-funded urban astronomy project through which the Institute has cultivated a citywide network of community-based partners and equipped them with the resources, training, and knowledge needed to implement neighborhood astronomy observation activities for students and families in informal learning settings. The events, particularly the “star parties,” have been a great success, with more than 500 community members attending the final party of the year, some venturing from their neighborhoods to Center City for the first time. “Our community is very excited about this specific program,” recalled Gabriella. “Even the kids from school come out—and it’s hard to get them engaged in out-of-school stuff.”

There is a lot of value with helping community groups bring STEM learning opportunities into underrepresented neighborhoods. “These kids need to understand that they can pursue science careers,” Paez says. “They need exposure, preparation, education, and opportunity.” With initiatives like City Skies, The Franklin Institute is creating and strengthening collaborative ties between the Institute, community-based organizations, city residents, and local amateur astronomers. To date the program has hosted five yearly cohorts of facilitator trainings for more than 50 partner community sites, reaching several thousand families.

Students have a clear view of the sun from the Institute’s rooftop deck. Special filters on the telescopes allow them to stargaze safely during the day.
NEUROSCIENCE EDUCATION CURRICULUM WILL MAKE A NATIONAL IMPACT

In 2015, The Franklin Institute built on the successful opening of the *Your Brain* exhibit by piloting curricula about brain science for high school classrooms. As part of a $1.25 million grant from the National Institutes of Health awarded in 2011 to the Institute, in partnership with the University of Pennsylvania’s Center for Neuroscience and Society (CNS), the Neuroscience in Your World project aims to support teachers with science content and classroom activities about neuroscience, psychology, and the societal impacts of neuroscience research.

Growing knowledge of the brain led to neuroscience being explicitly included in the Next Generation Science Standards. The Institute was therefore well-positioned to fill this emerging need for high-quality neuroscience content. In collaboration with CNS scientists, Institute staff including Chief Bioscientist Dr. Jayatri Das, Director of Science Content and Learning Technologies Dr. Karen Elinich, and Assistant Director of Professional Development Julia Skolnik developed two levels of curricula: an introductory set of teaching modules about the adolescent brain for grades 9–10 and a one-semester elective course about neuroscience and society for grades 11–12. These curricula have been piloted with the Institute’s Science Leadership Academy, a magnet school developed in partnership with the School District of Philadelphia, as well as Boys Latin of Philadelphia Charter School, Tacony Academy, Central High School, and Pennsauken High School. Evaluations show that the courses have been particularly engaging and effective for girls and for students who begin the course with a lower interest in brain science.

As part of our mission to educate and inspire the public, the Institute will offer the full curricula to teachers at no cost in 2017.

Students work in teams to design model displays that showcase how the brain works.
BY THE NUMBERS: PHILADELPHIA SCIENCE FESTIVAL IMPACT

50,000 people attended the SCIENCE CARNIVAL ON THE PARKWAY

The 2015 Carnival featured more than 170 exhibitors offering non-stop, family-friendly experiments, interactive activities, games, and a packed line-up of live entertainment. Attendees were able to make slime, meet live zoo animals, check out the inner workings of robots, take a tour of a helicopter, extract DNA from a strawberry, test a “crime scene” for forensic evidence, and so much more! New to this year’s Carnival were the addition of topic specific areas like Robot Row, the Tot Lot, Climate City, and a Cool Down Space for families who needed a break from the sights and sounds of the Carnival.

Discovery Day

Taking place in parks, playgrounds, and nature centers, these five location-based programs accomplished what they set out to do—meet Philadelphians where they are. In this case, that’s right in their own backyards.

Presenting Sponsor: DOW
Opportunities for Educators

Educators are instrumental to inspiring the next generation of scientists, which is why the Philadelphia Science Festival aims to provide quality resources and professional development opportunities for classroom and out-of-school-time educators.

Neighborhood Science Afterschool

“This was very inspiring! It made me want to do more science and learn.”
—11 year old attendee at Kingsessing Library

1 in 4 “ALMOST NEVER” get to do science with their family.

95% would be HAPPY & EXCITED to attend more science events with their family.
Funded by the National Science Foundation, the Institute’s STEM 3D program aims to build confidence and capability of out-of-school time (OST) educators and families to meaningfully engage with STEM learning by offering intensive and ongoing professional development to afterschool program staff. When afterschool program staff and parents feel comfortable with STEM activities, they can integrate these hands-on learning opportunities into existing programs at their afterschool sites. For example, in a professional development workshop last year, afterschool staff created a hands-on, six-week curriculum on the science of projectiles, inspired by our brand new sport exhibit.

Over the course of the project, The Franklin Institute has partnered with OST sites across Philadelphia to provide extensive professional development using a unique framework that allows facilitators to take ownership of curricular development and explore content in a hands-on context prior to introducing it to their students. The program is expected to reach approximately 20 OST facilitators and 1,000 Philadelphia youth over its four years.

In a professional development workshop last year, afterschool staff created a hands-on, six-week curriculum on the science of projectiles inspired by our brand new sport exhibit.
BUILDING CAPACITY IN OUT-OF-SCHOOL-TIME PROGRAMS

Over the past year, the STEM After 3 (SA3) program has delivered a combination of professional development workshops and ongoing coaching to Philadelphia schools and organizations, including Universal Charters and the Harambee Institute of Science and Technology Charter School, Lutheran Children and Family Service, Philadelphia Health Management Corporation, the Church of St. Andrew and St. Monica, To Our Children’s Future With Health, and Episcopal Community Services. These workshops include half-day sessions that prepare facilitators to implement hands-on science and engineering lessons in their programs, planning sessions to integrate the community and families into their STEM programming, and individual coaching sessions on the development of project-focused curricula. These efforts have directly impacted the practice of a total of 113 program facilitators at a combined 11 afterschool sites.

SA3 also offers direct-service programs for students attending afterschool and summer programs, including building and design challenges, anatomy lessons, STEAM (science, technology, engineering, arts, and math) activities and explorations of perspective and space. Over seventy of these programs have been held to date, impacting nearly 700 students.

Finally, this partnership has allowed organizations across Philadelphia to directly access the multitude of resources within The Franklin Institute. Through their involvement in the partnership, hundreds of children and youth and their families now attend Institute programs such as Community Night, the Color of Science, and the Philadelphia Science Festival.
LEGACY

THE 2015 FRANKLIN INSTITUTE AWARDS
LAUREATES VISIT INSTITUTE COLLECTIONS
JOHN ALVITI: LONGTIME CURATOR PRESERVES HISTORY
THE 2015 FRANKLIN INSTITUTE AWARDS

The Franklin Institute Awards Ceremony and Dinner, which took place on April 23, honored 10 laureates for their outstanding discoveries and achievements in science, technology, and business. For the 13th consecutive year, Bank of America supported the event as Lead Presenter of the sold-out black tie celebration. Bob Schieffer, moderator of CBS’s *Face the Nation*, returned to serve as the ceremony host. Led by Awards Co-Chairs Lisa Yakulis and Marvin Samson, and by Vice Chair Hollie Powers Holt, a dedicated team of volunteers helped plan and coordinate a memorable evening for more than 700 guests which, with the support of the Corporate and Friends Committees, raised $500,000 to help forward the Institute’s mission to inspire a passion for learning about science and technology.
Continuing its tradition, the 2015 Awards Week was filled with a range of activities, including symposia, lectures, demonstrations, and educational programs designed to both honor the laureates and to provide students and members of the community opportunities to learn about and interact with them. Events such as Laureates’ Laboratory gave the laureates the chance to demonstrate to the public the essence of their research. The Meet the Scientists program, a question-and-answer session organized and hosted by students from the Institute’s PACTS and STEM Scholars programs, gave invited high school students direct and unprecedented access to some of the world’s brightest scientists and engineers.

For 191 years, The Franklin Institute Awards has recognized and encouraged the greatest accomplishments in science and technology, and most recently, business leadership. From contributions to understanding the nature of human language to pioneering research on the sensitivity of Earth’s climate and the development of global climate models, the 10 scientists and engineers celebrated this year have made amazing discoveries that advanced their fields of study.
LEGACY

Award recipients included Stephen J. Lippard (Chemistry), Elissa L. Newport (Computer and Cognitive Science), Syukuro Manabe (Earth and Environmental Science), Roger F. Harrington (Electrical Engineering), and Cornelia Bargmann (Life Science). The three recipients of the Benjamin Franklin Medal in Physics, Charles L. Kane, Eugene J. Mele, and Shoucheng Zhang, combined efforts that led to the discovery of a new class of materials. One of the most significant scientific prizes in America, the $250,000 Bower Award and Prize for Achievement in Science, was presented to Jean-Pierre Kruth for his groundbreaking research developments in the field of 3D printing. Jon M. Huntsman, Sr., a successful businessman and philanthropist with a lifetime of giving to the homeless, ill, and underserved, received the 2015 Bower Award for Business Leadership.

LAUREATE VISIT INSTITUTE COLLECTIONS

When the Awards laureates come to Philadelphia to accept their awards, they are invited to the Institute’s curatorial workroom to view and discuss some of the artifacts in our collections. One of the items from the Institute’s collection that the laureates viewed this year was the Lantern Slide Projector, also known as the Magic Lantern. Lorenzo J. Marcy produced this projector, which he called a “Sciopticon,” and continued to make several improvements to the apparatus, including allowing for the fading images of one slide before another appears. Institute curators also demonstrated the “phantoscope” of Charles Francis Jenkins and his albums. The phantoscope was an early projector of both lantern slides and films, and was said to produce clearer images than the projectors sold by Thomas Edison. Jenkins received The Franklin Institute’s Elliott Cresson Medal for his invention in 1897. The Institute’s rich collection of artifacts tells important stories that can inspire both our distinguished laureates and the general public.
JOHN ALVITI: LONGTIME CURATOR PRESERVES HISTORY

Ben’s lightning rod. The Wright brothers’ notebooks. Eadweard Muybridge’s photographs that anticipated moving pictures. The Institute’s exhibits today primarily contain hands-on experiences, but scattered throughout the building and hidden behind the scenes is a rich trove of historical treasure. For the past 22 years, Senior Curator of Collections John Alviti has been caring for the Institute’s astounding curatorial collection, comprised of approximately 3,000 3D and 40,000 2D objects from a vast array of scientific and technological moments in history.

In a career that spans nearly five decades, John has spent most of his adult life studying, teaching, and sharing his knowledge of American history in a variety of educational institutions. In interpreting the past, John looks to unusual sources of documentation (that make up much of the Institute’s own collections on science and technology) such as census and immigration data, musical instruments, wood-working tools, pots and pans, even childhood toys. Such items offer an interesting way to help illuminate the lives of many people who are often left out of most historical narratives. He explains that this is why, “museums, especially science and technology museums, are great places to come to rediscover the important stories of people who have helped to make up the nation’s collective historical past.”

One of John’s favorite items, the Maillardet Automaton, is believed to have been built during the latter part of the 18th century and demonstrates mankind’s efforts to mimic life by mechanical means. Through a complex system of gears, the Automaton, which looks like a man holding a pencil, can automatically produce four drawings and three poems. “This object allows us to relate to something that dominated science during the 18th and 19th centuries and philosophically touched upon a belief of what Western society believed was possible for mankind to accomplish,” John explains.

John has mentored countless young museum professionals over the years such that his name is legendary in certain circles. Visit any of Philadelphia’s museums and you are likely to find someone who knows John and counts him as a teacher, mentor, or role model. Many readily offer testimonials of his generosity and his deep knowledge of Philadelphia’s past and present. In many ways, John’s spirit of historical inquiry personifies Ben Franklin’s spirit of future discovery. John looks to the past of how society changed with the same gleeful enthusiasm with which Franklin looked to the future of science. In so doing, both inspire all who follow.
# Financials

## 2015 Versus 2014 Unrestricted Revenue, Support, and Investment Income

### Revenue, Support, and Operating Investment Income

#### Program Revenue

<table>
<thead>
<tr>
<th></th>
<th>Unrestricted</th>
<th>Temporarily Restricted</th>
<th>Permanently Restricted</th>
<th>Total</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions fees</td>
<td>$11,053,401</td>
<td>$ -</td>
<td>$ -</td>
<td>$11,053,401</td>
<td>$7,393,319</td>
</tr>
<tr>
<td>Memberships</td>
<td>2,851,958</td>
<td>-</td>
<td>-</td>
<td>2,851,958</td>
<td>2,022,919</td>
</tr>
<tr>
<td>Ancillary activities</td>
<td>5,118,552</td>
<td>-</td>
<td>-</td>
<td>5,118,552</td>
<td>4,449,809</td>
</tr>
<tr>
<td>Grants</td>
<td>2,764,654</td>
<td>833,974</td>
<td>-</td>
<td>3,598,628</td>
<td>3,885,573</td>
</tr>
<tr>
<td>Educational programs and services</td>
<td>1,875,126</td>
<td>300,307</td>
<td>-</td>
<td>2,175,433</td>
<td>2,550,388</td>
</tr>
<tr>
<td>Other project revenue</td>
<td>2,056,908</td>
<td>-</td>
<td>-</td>
<td>2,056,908</td>
<td>1,783,599</td>
</tr>
<tr>
<td><strong>Total program revenue</strong></td>
<td><strong>$25,720,599</strong></td>
<td><strong>$1,134,281</strong></td>
<td>-</td>
<td><strong>$26,854,880</strong></td>
<td><strong>$22,085,607</strong></td>
</tr>
</tbody>
</table>

#### Support

<table>
<thead>
<tr>
<th></th>
<th>Unrestricted</th>
<th>Temporarily Restricted</th>
<th>Permanently Restricted</th>
<th>Total</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contributions and pledges</td>
<td>4,025,485</td>
<td>1,612,536</td>
<td>-</td>
<td>5,638,021</td>
<td>6,004,371</td>
</tr>
<tr>
<td>Bequests and other contributions</td>
<td>104,966</td>
<td>5,985</td>
<td>304,684</td>
<td>415,635</td>
<td>2,279,408</td>
</tr>
<tr>
<td>Government appropriations and grants</td>
<td>65,000</td>
<td>-</td>
<td>-</td>
<td>65,000</td>
<td>50,000</td>
</tr>
<tr>
<td>Contributions — capital campaigns</td>
<td>-</td>
<td>32,892</td>
<td>-</td>
<td>32,892</td>
<td>9,626,189</td>
</tr>
<tr>
<td><strong>Total support</strong></td>
<td><strong>$4,195,451</strong></td>
<td><strong>$1,651,413</strong></td>
<td><strong>$304,684</strong></td>
<td><strong>$6,151,548</strong></td>
<td><strong>$17,959,968</strong></td>
</tr>
</tbody>
</table>

Endowment income designated for current operations

<table>
<thead>
<tr>
<th></th>
<th>Unrestricted</th>
<th>Temporarily Restricted</th>
<th>Permanently Restricted</th>
<th>Total</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Net assets released from restrictions — satisfaction of purpose restrictions</td>
<td>1,956,474</td>
<td>(1,956,474)</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total revenue, support, operating investment income, and net assets released from restrictions</strong></td>
<td><strong>$33,452,404</strong></td>
<td><strong>$829,220</strong></td>
<td><strong>$304,684</strong></td>
<td><strong>$34,586,308</strong></td>
<td><strong>$41,559,723</strong></td>
</tr>
</tbody>
</table>

- Admission fees account for 33% of total revenue.
- Contributions and pledges account for 12%.
- Contributions and pledges account for 12%.
- Government appropriations and grants account for 0.2%.
- Bequests and other contributions account for 0.1%.
- Education and program services account for 6%.
- Grants account for 8%.
- Ancillary activities account for 15%.
- Membership account for 9%.
- Endowment account for 5%.
- Net assets released from restrictions account for 6%.
2015 UNRESTRICTED EXPENSES BEFORE DEPRECIATION AND AMORTIZATION

### EXPENSES

#### PROGRAM SERVICES EXPENSES

<table>
<thead>
<tr>
<th>Service</th>
<th>UNRESTRICTED</th>
<th>TEMPORARILY RESTRICTED</th>
<th>PERMANENTLY RESTRICTED</th>
<th>TOTAL</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exhibit services</td>
<td>$4,411,509</td>
<td>-</td>
<td>-</td>
<td>$4,411,509</td>
<td>$2,944,233</td>
</tr>
<tr>
<td>Educational programs, services, and grants</td>
<td>6,456,013</td>
<td>-</td>
<td>-</td>
<td>6,456,013</td>
<td>6,444,455</td>
</tr>
<tr>
<td>Visitor and member services</td>
<td>1,846,707</td>
<td>-</td>
<td>-</td>
<td>1,846,707</td>
<td>1,378,783</td>
</tr>
<tr>
<td>Ancillary activities</td>
<td>2,245,769</td>
<td>-</td>
<td>-</td>
<td>2,245,769</td>
<td>1,829,919</td>
</tr>
<tr>
<td>The Franklin Institute Awards</td>
<td>934,569</td>
<td>-</td>
<td>-</td>
<td>934,569</td>
<td>815,109</td>
</tr>
<tr>
<td>Other project expenses</td>
<td>389,824</td>
<td>-</td>
<td>-</td>
<td>389,824</td>
<td>407,766</td>
</tr>
<tr>
<td><strong>Total program services expense</strong></td>
<td><strong>$16,284,391</strong></td>
<td>-</td>
<td>-</td>
<td><strong>$16,284,391</strong></td>
<td><strong>$15,820,265</strong></td>
</tr>
</tbody>
</table>

#### SUPPORTING SERVICES EXPENSES

<table>
<thead>
<tr>
<th>Service</th>
<th>UNRESTRICTED</th>
<th>TEMPORARILY RESTRICTED</th>
<th>PERMANENTLY RESTRICTED</th>
<th>TOTAL</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Museum operations</td>
<td>12,583,706</td>
<td>-</td>
<td>-</td>
<td>12,583,706</td>
<td>12,086,498</td>
</tr>
<tr>
<td>General development</td>
<td>2,577,199</td>
<td>-</td>
<td>-</td>
<td>2,577,199</td>
<td>2,790,913</td>
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<tr>
<td>Interest</td>
<td>584,952</td>
<td>-</td>
<td>-</td>
<td>584,952</td>
<td>591,330</td>
</tr>
<tr>
<td><strong>Total supporting services expense</strong></td>
<td><strong>$15,745,857</strong></td>
<td>-</td>
<td>-</td>
<td><strong>$15,745,857</strong></td>
<td><strong>$15,468,741</strong></td>
</tr>
</tbody>
</table>

**Total expenses**

<table>
<thead>
<tr>
<th>UNRESTRICTED</th>
<th>TEMPORARILY RESTRICTED</th>
<th>PERMANENTLY RESTRICTED</th>
<th>TOTAL</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>$32,030,248</td>
<td>$32,030,248</td>
<td>$29,289,006</td>
<td>$130,670,801</td>
<td>$134,998,336</td>
</tr>
</tbody>
</table>

#### NON-OPERATING INCOME, EXPENSES, AND RELEASES

<table>
<thead>
<tr>
<th>Activity</th>
<th>Amount</th>
<th>UNRESTRICTED</th>
<th>TEMPORARILY RESTRICTED</th>
<th>PERMANENTLY RESTRICTED</th>
<th>TOTAL</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Net assets released from restrictions — satisfaction of purpose restrictions</td>
<td>3,466,928</td>
<td>(3,466,928)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Endowment return net of amounts designated for current operations</td>
<td>(352,117)</td>
<td>(958,197)</td>
<td>-</td>
<td>(1,310,314)</td>
<td>51,470</td>
<td></td>
</tr>
<tr>
<td>Net actuarial gain (loss) on defined benefit retirement plan</td>
<td>304,034</td>
<td>-</td>
<td>-</td>
<td>304,034</td>
<td>(1,507,938)</td>
<td></td>
</tr>
<tr>
<td>Unrealized gain (loss) on interest rate swap</td>
<td>207,037</td>
<td>-</td>
<td>-</td>
<td>207,037</td>
<td>(147,127)</td>
<td></td>
</tr>
<tr>
<td>Change in value of investments held by third parties</td>
<td>45</td>
<td>-</td>
<td>(1,009,090)</td>
<td>(1,009,090)</td>
<td>(158,079)</td>
<td></td>
</tr>
<tr>
<td><strong>Total non-operating income (loss), expenses and releases</strong></td>
<td><strong>$3,625,927</strong></td>
<td>($4,425,125)</td>
<td>($1,009,135)</td>
<td>($1,808,333)</td>
<td>($1,761,674)</td>
<td></td>
</tr>
<tr>
<td>(Decrease) increase in net assets</td>
<td>(27,179)</td>
<td>(3,595,905)</td>
<td>(704,451)</td>
<td>(4,327,535)</td>
<td>5,503,937</td>
<td></td>
</tr>
</tbody>
</table>

#### NET ASSETS

<table>
<thead>
<tr>
<th>Period</th>
<th>Amount</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning of year</td>
<td>84,401,990</td>
<td>129,494,399</td>
</tr>
<tr>
<td>End of year</td>
<td><strong>$84,374,811</strong></td>
<td><strong>$134,998,336</strong></td>
</tr>
</tbody>
</table>
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The Color of Science program highlights the superb contributions of underrepresented groups, including women and persons of color, to modern science and engineering and their impacts on our society regionally, nationally, and globally.

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Kitchen Science helps visitors explore the how and why of cooking, nutrition, and food safety through a graphic installation and hands-on workshops throughout the year featuring experiments you can do at home in your own kitchen.
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The Institute’s signature minority youth leadership program, PACTS encourages students to pursue careers in science and technology. The following supporters contributed $500 or more to the PACTS program.
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Project Space Oculus Rift
This cutting-edge virtual reality programming initiative combines the Institute’s astronomy resources with the talents of a special group of Science Leadership Academy students.

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PECO Energizing Education Program (PEEP)
Developed in partnership with PECO, the Institute brings interactive, project-based school curricula exploring energy efficiency, conservation, and environmental preservation to schools across Greater Philadelphia.
Exelon Foundation
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PNC Grow Up Great with Science Program
Developed in partnership with PNC, the Institute provides hands-on preschool science enrichment for Greater Philadelphia Head Start students, families, and teachers.
The PNC Foundation

The Gilbert A. West Jr. Scholarship
The Gilbert A. West Jr. Scholarship was established by PACTS alumni and friends as a memorial to honor the passing of one of the early members of the PACTS program, Gilbert West. The scholarship seeks to aid current PACTS students in furthering their education beyond high school.
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Building on PACTS, this rigorous academic-year program aims to increase
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