



DID YOU KNOW...?

You don't have to be an Einstein to know there's a science education crisis in America. And you don't have to be a math whiz to appreciate these statistics:

- U.S. ranks **24th out of 30** industrialized nations testing 15-year-olds in applied learning and problem-solving;
- **71%** of adults **cannot calculate** miles per gallon on a trip;
- **CT** ranks **50th out of 50** states having the highest achievement gap in science, math, and reading;
- **CT** has one of the highest rates of college-bound seniors; yet **more than 2/3** must take remedial math and English.

Science, mathematics, and technology skills have become the global languages of the 21st century. Our **illiteracy negatively impacts the quality of CT's workforce and CT's economic viability**. Discovery takes this crisis seriously.

Discovery Science Magnet School (500, pre-K-8), located on Discovery's property, opened January 2011 with a substantive curriculum designed to address STEM (Science, Technology, Engineering, Math) initiatives. The Discovery Museum, the new school, and Sacred Heart University have formed a partnership creating a dynamic learning campus representing a **one-of-a-kind, national model specializing in inquiry-based curricula**.

- **Discovery receives no local or Federal funding. Past history of funding has been steadily declining.** Discovery is a good fiscal steward of the State's investment: non-directed grant revenues grew 43% since 2006; programming revenues grew more than 70% in the same time period;

DISCOVERY'S Contributes to EDUCATION, JOBS, and ECONOMIC DEVELOPMENT as a Tourist Destination and Regional Education Resource:

- **Provides access to critical science education** for more than more than **45,000** regional school children and their **teachers** from 59 towns and cities throughout the tri-state area and beyond. From **after-school Lighthouse** programs to creating **bio-labs in Westport schools**, Discovery is a true **regional science education resource and saves towns** extraordinary staffing and equipment **expenses**.
- In addition to its 16 office staff, **employs more than 100 individuals** who go into classrooms to teach enriched science, to deliver after-school and summer programming. Discovery funds its own "scholarships" along with private donations so underserved children can enjoy a resource denied them and one that would need to be provided by a school board or town.
- **Prepares youth to be the next generation of scientists, engineers, and innovators.** Is developing **on-site facilities for job training in green, energy sustainability** sectors and plans to create labs to **expose students to professional, vocational opportunities in science and technology**;
- Bridgeport, the state's largest city, has little economic development. **Discovery is one of only a few attractions that actually draw visitors from outside the city.** **Engages more than 60,000 visitors** per year with its hands-on exhibits, demonstrations, planetarium, and Challenger Learning Center (only 49 in the world). **Draws thousands of attendees** to the area via its events.
- **Fulfills mission to attract visitors who then visit other attractions generating extra dollars for the local, regional, state economies.** **Culture and tourism**, universally recognized as economic engines, **adds tens of billions of dollars** to CT, local tax revenues, personal income and generating more than **110,000 jobs**. **For every dollar CT spends on culture and tourism, CT receives \$7 in return.**

Thank you for this opportunity to address you.

Dear Mrs. Malkin,

Boy did I learn a lot from you!
you taught me everything a kid should
know about science. I became smart
because of you. You are not only
helping me, you are helping the world.
That was very nice to meet you.
Good luck.

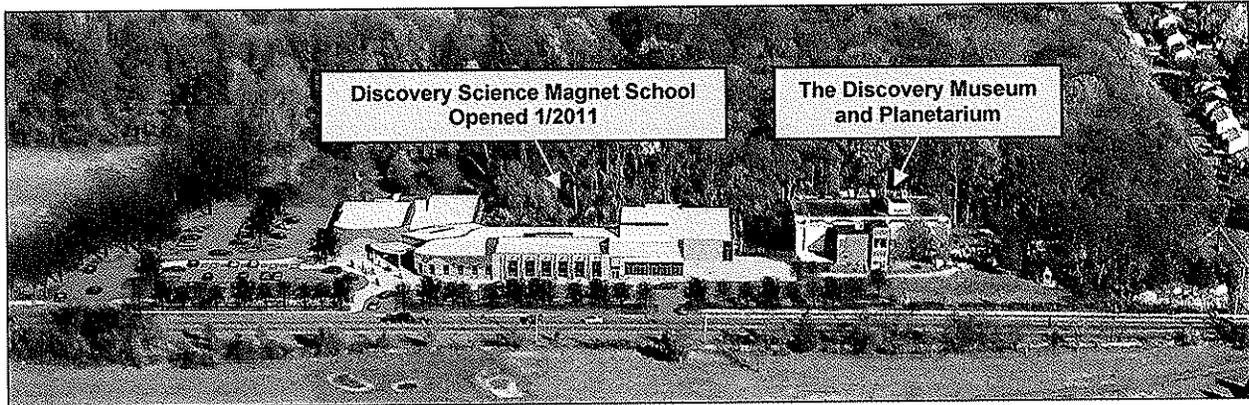
From,
Nephthal
(Mrs. Dugans class)



BY I miss YOU!

DISCOVERY

MUSEUM AND PLANETARIUM



Project Overview

Discovery Museum staff and trustees have been working with representatives of Bridgeport public schools, the City of Bridgeport, and its planning and community-based partners since 2004 to establish the *Discovery Science Magnet School*, a pre-K to 8 interdistrict public school with a science mission located on Discovery Museum grounds. This unique school will combine the best hands-on learning techniques with the most effective standards-based educational strategies to create a learning environment that truly engages, excites, and educates young people while it prepares them for the economic and social challenges of the 21st century. Enrollment will be open to students ages 3 to 13 from Bridgeport and the surrounding communities with a targeted mix of 70% urban and 30% suburban students. Once fully populated, this school will serve approximately 500 children.

Unique Educational Opportunity for Greater Bridgeport

The magnet school represents an important educational opportunity for greater Bridgeport. Not only does it provide a high-quality educational choice for city students, it will also give suburban students a chance to take part in specialized programs unavailable in their home districts. Because of its location within Veteran's Memorial Park, environmental stewardship will be an overarching theme of the school's facility and programs. In addition, the school's proximity to The Discovery Museum will open up countless opportunities for exciting collaborations between the Discovery Magnet School, The Discovery Museum and the larger community.

The Discovery Science Magnet School **planning partners** are: Bridgeport Public Schools and the school systems of Easton-Redding, Fairfield, Milford, Monroe, Shelton, Stratford and Trumbull. The Discovery Museum, Beardsley Park Zoo, and Sacred Heart University are community-based partners. General Electric Company is a key supporter.



OFFICE OF THE MAYOR
CITY OF BRIDGEPORT, CONNECTICUT

999 BROAD STREET
BRIDGEPORT, CONNECTICUT 06604
TELEPHONE (203) 576-7201
FAX (203) 576-3913

BILL FINCH
Mayor

September 29, 2010

TO: Mr. Thomas Foley, Republican Gubernatorial Candidate
Mr. Daniel Malloy, Democratic Gubernatorial Candidate

FROM: Bill Finch, Mayor

RE: The Discovery Museum and Planetarium

I know you will be attending a forum sponsored by the Connecticut Commission on Culture & Tourism today.

My purpose in writing is to express my unqualified support of this esteemed institution and the role it has played for more than 50 years in "engaging, exciting, and educating" tourists, school children, and families from Bridgeport, the tri-state region, and around the world.

The Discovery Museum and Planetarium is one of our sparkling standouts and features the Henry B. duPont III planetarium, an exceptional wonder-resource for our region.

As someone who is charged with promoting economic development opportunities and good will for the city, I find The Discovery Museum to be a respected science learning destination for teachers, students as well as a cultural tourism destination that delivers added revenue to and supports a positive image of the City.

As someone who has deep care and concern for school children and their academic achievement and advancement in a rapidly changing, increasingly competitive, technology-driven economy, I value the significant, expanded role Discovery will now play in our region.

In January 2011, the Discovery Science Inter-District School will open on Discovery's grounds. This pre-k-8th grade school has been partnered with Sacred Heart University and The Discovery Museum in a tri-partnership that represents a unique education model that is the first of its kind in the country. Critical thinking and inquiry-based learning are the hallmarks of the curriculum. This partnership is timely and relevant as STEM initiatives and excellence have become the national focus as our international standing among our peers falls.

As you develop your agendas, platforms, and budgets, please be sure to include The Discovery Museum and Planetarium in your future vision for Bridgeport and the State of Connecticut.

Good luck to you both in your candidacies.

DISCOVERY

MUSEUM AND PLANETARIUM



February 24, 2011

To Senator Robert Duff and Representative Bryan Hurlburt, Co-Chairs, and
The Honorable Members of the Conservation and Development Subcommittee

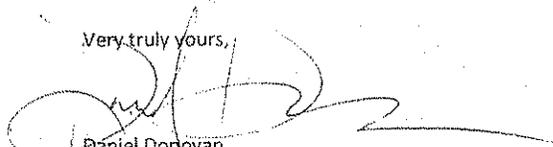
Thank you for the generous support the State of Connecticut has given to The Discovery Museum and Planetarium, Bridgeport, over the years. Your support has allowed Discovery to endure and grow. As a trustee for over 7 years and Board Chairman for over 2 years, I have witness firsthand the substantive, timely and relevant contributions Discovery provides to city, the region, and Connecticut as an engine of economic development and as an agent improving literacy in science and technology. As Discovery approaches its 50th birthday, I am asking you please preserve the funding proposed in Governor Malloy's budget so its vital mission may continue.

DISCOVERY'S Contributes to EDUCATION, JOBS, and ECONOMIC DEVELOPMENT as a Tourist Destination and Regional Education Resource:

- Bridgeport, the state's largest city, has little economic development. Discovery is one of only a few attractions that actually draw visitors from outside the city. Engages more than 60,000 visitors per year with its hands-on exhibits, demonstrations, Henry B. duPont III Planetarium, and Challenger Learning Center (only 49 in the world). Draws thousands of attendees to the area via special events and major fundraisers.
- Fulfills mission to attract visitors who then visit other attractions generating extra dollars for the local, regional, state economies. Culture and tourism, universally recognized as economic engines, adds tens of billions of dollars to CT, local tax revenues, personal income and generating more than 110,000 jobs. For every dollar CT spends on culture and tourism, CT receives \$7 in return.
- In addition to its 14 office staff, employs more than 100 individuals who go into classrooms to teach enriched science, to deliver after-school and summer programming. Discovery funds its own "scholarships" along with private donations so underserved children can enjoy a resource denied them and one that would need to be provided by a school board or town.
- Prepares youth to be the next generation of scientists, engineers, and innovators to help Connecticut compete in the global marketplace. Is developing on-site facilities for job training in green, energy sustainability sectors and plans to create classrooms and laboratories to expose students to professional, vocational opportunities in science and technology;
- Provides access to critical science education for more than more than 45,000 regional school children and their teachers from 59 towns and cities throughout the tri-state area and beyond. From after-school Lighthouse programs to creating bio-labs in Westport schools, Discovery is a true regional science education resource and saves towns extraordinary staffing and equipment expenses.

Educating U.S. students in science and technology has become increasingly important as the US continues to be outpaced in these areas by our international peers. Please help us protect our funding. Your effort is key to our survival and will sustain the spark of "Discovery" and its critical mission. Thank you.

Very truly yours,



Daniel Donovan
103 North Park Avenue
Easton. CT 06612



February 24, 2011

To Senator Robert Duff and Representative Bryan Hurlburt, Co-Chairs, and
The Honorable Members of the Conservation and Development Subcommittee

I thank you for the generous support the State of Connecticut has given to The Discovery Museum and Planetarium, Bridgeport, over the years. Your support has allowed Discovery to endure and grow. As a new Discovery Museum trustee, I witness firsthand the substantive, timely and relevant contributions Discovery provides to the city, the region, and Connecticut as an engine of economic development and as an agent improving literacy in science and technology. As Discovery Museum approaches its 50th birthday, I ask that you please preserve the funding proposed in Governor Malloy's budget so its vital mission may continue.

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- Discovery Museum fulfills its mission to attract visitors who then visit other attractions generating extra dollars for the local, regional, state economies. Culture and tourism, universally recognized as economic engines, add tens of billions of dollars to CT, local tax revenues, personal income, and generates more than **110,000** jobs. For every dollar CT spends on culture and tourism, CT receives **\$7** in return.
- In addition to its 14 office staff, Discovery Museum employs more than **100** individuals who go into classrooms to teach enriched science, and to deliver after-school and summer programming. Discovery Museum funds its own "scholarships" along with private donations so under-served children can enjoy a resource denied them and one that would need to be provided by a school board or town.
- Discovery Museum prepares youth to be the next generation of scientists, engineers, and innovators to help Connecticut compete in the global marketplace. Discovery Museum is developing on-site facilities for job training in green, energy sustainability sectors and plans to create classrooms and laboratories to expose students to professional, vocational opportunities in science and technology.
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Educating United States students in science and technology has become increasingly more important as our country continues to be outpaced in these areas by our international peers. Please help us protect our funding. Your effort is key to our survival and will sustain the spark of "The Discovery Museum" and its critical mission.

Sincere Thanks,

A handwritten signature in black ink, appearing to read "G. Solis", is written over the typed name.

Gail Solis, Discovery Museum Trustee
Bridgeport Chamber of Commerce, Executive Director
10 Middle Street, 14th Floor, Bridgeport, CT 06604

DISCOVERY MUSEUM AND PLANETARIUM



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Educating U.S. students in science and technology has become increasingly more important as our country continues to be outpaced in these areas by our international peers. Please help us protect our funding. Your effort is key to our survival and will sustain the spark of "Discovery" and its critical mission. Thank you.

Very truly yours,

Alice E. Stokes

Alice E. Stokes
37 Christmas Tree Lane
Southport, CT 06890

DISCOVERY

MUSEUM AND PLANETARIUM



February 24, 2011

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Tom Vos
106 Grovers Ave.
Bridgeport, CT 06605

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Very truly yours,



Name Stephanie Thompson

Address 2824 Bronson Rd.,
Fairfield, CT., 06824.

THOMAS L. FRIEDMAN

Swimming Without A Suit

Speaking of financial crises and how they can expose weak companies and weak countries, Warren Buffett once famously quipped that "only when the tide goes out do you find out who is not wearing a bathing suit." So true. But what's really unnerving is that America appears to be one of those countries that has been swimming buck naked — in more ways than one.

Credit bubbles are like the tide. They can cover up a lot of rot. In our case, the excess consumer demand and jobs created by our credit and housing bubbles have masked not only our weaknesses in manufacturing and other economic fundamentals, but something worse: how far we have fallen behind in K-12 education and how much it is now costing us. That is the conclusion I drew from a new study by the consulting firm McKinsey, entitled "The Economic Impact of the Achievement Gap in America's Schools."

Just a quick review: In the 1950s and 1960s, the U.S. dominated the world in K-12 education. We also dominated economically. In the 1970s and 1980s, we still had a lead, albeit smaller, in educating our population through secondary school, and America continued to lead the world economically, albeit with other big economies, like China, closing in. Today, we have fallen behind in both per capita high school graduates and their quality. Consequences to follow.

For instance, in the 2006 Program for International Student Assessment that measured the applied learning and problem-solving skills of 15-year-olds in 30 industrialized countries, the U.S. ranked 25th out of 30 in math and 24th out of 30 in science. That put our average youth on par with those from Portugal and the Slovak Republic, "rather than with students in countries that are more relevant competitors for service-sector and high-value jobs, like Canada, the Netherlands, Korea, and Australia," McKinsey noted.

Actually, our fourth-graders compare well on such global tests with, say, Singapore. But our high school kids really lag, which means that "the longer American children are in school, the worse they perform compared to their international peers," said McKinsey.

There are millions of kids who are in modern suburban schools "who don't realize how far behind they are," said Matt

As the U.S. falls further
behind in the classroom,
the costs mushroom.

Miller, one of the authors. "They are being prepared for \$12-an-hour jobs — not \$40 to \$50 an hour."

It is not that we are failing across the board. There are huge numbers of exciting education innovations in America today — from new modes of teacher compensation to charter schools to school districts scattered around the country that are showing real improvements based on better methods, better principals and higher standards. The problem is that they are too scattered — leaving all kinds of achievement gaps between whites, African-Americans, Latinos and different income levels.

Using an economic model created for this study, McKinsey showed how much those gaps are costing us. Suppose, it noted, "that in the 15 years after the 1983 report 'A Nation at Risk' sounded the alarm about the 'rising tide of mediocrity' in American education," the U.S. had lifted lagging student achievement to higher benchmarks of performance? What would have happened?

The answer, says McKinsey: If America had closed the international achievement gap between 1983 and 1998 and had raised its performance to the level of such nations as Finland and South Korea, United States G.D.P. in 2008 would have been between \$1.3 trillion and \$2.3 trillion higher. If we had closed the racial achievement gap and black and Latino student performance had caught up with that of white students by 1998, G.D.P. in 2008 would have been between \$310 billion and \$525 billion higher. If the gap between low-income students and the rest had been narrowed, G.D.P. in 2008 would have been \$400 billion to \$670 billion higher.

There are some hopeful signs. President Obama recognizes that we urgently need to invest the money and energy to take those schools and best practices that are working from islands of excellence to a new national norm. But we need to do it with the sense of urgency and follow-through that the economic and moral stakes demand.

With Wall Street's decline, though, many more educated and idealistic youth want to try teaching. Wendy Kopp, the founder of Teach for America, called the other day with these statistics about college graduates signing up to join her organization to teach in some of our neediest schools next year: "Our total applications are up 40 percent. Eleven percent of all Ivy League seniors applied, 16 percent of Yale's senior class, 15 percent of Princeton's, 25 percent of Spellman's and 35 percent of the African-American seniors at Harvard. In 130 colleges, between 5 and 15 percent of the senior class applied."

Part of it, said Kopp, is a lack of jobs elsewhere. But part of it is "students responding to the call that this is a problem our generation can solve." May it be so, because today, educationally, we are not a nation at risk. We are a nation in decline, and our nakedness is really showing. □