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Introduction

The Keystone Center believes that in order to choose the best path you need information. The professionals at Keystone are dedicated to helping citizens, from elementary school students to national leaders, get the information they need to make sound decisions.

A unique and innovative non-profit organization, The Keystone Center has worked with the leaders of today and tomorrow for more than 25 years. The Keystone Center accomplishes its mission through its three centers of excellence: The Center for Science and Public Policy; The Center for Professional Education and Leadership; and Keystone Science School.

The Keystone Center for Science and Public Policy uses scientific reasoning, analytical frameworks and alternative dispute resolution techniques to help adults from all over the world, work together toward building consensus and sustainable policies. Keystone Science School provides today’s teachers and students with hands-on experiences to broaden their perspectives of nature, the environment and society. Professional Education and Leadership’s mission is to create capacity building efforts to assist people—from students to senior decision makers—in charting the challenging territory of balancing scientific and analytical information and interests at stake to resolve issues at the nexus of sustainable development.

Together these three divisions teach people of all ages, from all over the world, how to review critical information, work with diverse groups, and use scientific reasoning and processes. The result: current and future decision-makers learn to broaden their perspectives, come to consensus, and ultimately, choose the best path.

The Keystone Center is headquartered in Keystone, Colorado, with an office in Washington, D.C.

Dear Friend of The Keystone Center:

While 2002 presented challenges financially, The Keystone Center experienced an excellent year programmatically.

Without question, the aftermath of September 11th, the nation’s economy, and the impending war with Iraq caused budget tightening among our benefactors. In addition, we incurred some one-time expenses that hindered our bottom line.

Although we are only at the beginning of the new fiscal year, we have a business and financial plan for 2003 that will enhance our financial and programmatic outlook. The Keystone Center’s management and Board of Trustees have the achievement of that financial plan as our top objective.

As you read this report, I hope it is obvious that our programs, whether in the Science School, Professional Education and Leadership, or Science and Public Policy, are becoming increasingly appealing to our constituencies and are well focused on emerging issues of societal importance.

The employees of The Keystone Center are its pivotal strength. It is clear to me that whether it be in leadership, program management, finance, or any other aspect, the strengths of our current staff are unparalleled in The Center’s history. My sincere thanks to all of these dedicated people, who are listed at the back of this report.

As for our clients and benefactors, you allow us to exist. We have a responsibility to develop programs that interest and involve you, but then you have to be there for us—and you have been.

Board governance has always been paramount to this organization, but in recent history, its importance is even clearer. Our current Board of Trustees is outstanding, and getting even better every year. This board represents our broadest constituency group and I am constantly pleased by the quality of people that are attracted to this organization. Through our Board, we reach our goals collaboratively by broadening the thought process, skill level, and expertise that is important to us.

My sincere thanks to our clients, constituencies, employees, and trustees.

Nicholas L. Reding
Chairman
Since 1975, through the use of neutral, professionally managed dialogue, mediation and facilitation, The Center for Science and Public Policy has enabled leaders from government, non-governmental organizations, and industry, as well as technical experts, to find productive solutions to controversial and complex public policy issues. The Center for Science and Public Policy marries high quality scientific information with carefully designed consensus-seeking processes. The result? Smart decisions and implementable actions. Regardless of the issue, the Center creates analytically viable, democratic decision-making processes that address controversial matters that require public policy action.

**Key Projects in 2002**

**The Keystone Dialogue on Global Climate Change**

explored the controversial topic of global climate change and needed emission reductions. In 2003, a report containing consensus findings from a complex, multi-sector analysis of both a US emissions budget and potential reductions was released to the United States Congress, states and other key decision-makers.

**Regional Initiative to Eliminate Micronutrient Malnutrition through Public Private Partnership in Asia.**

Three-fourths of the people suffering from micronutrient malnutrition reside in Asia. Micronutrient malnutrition, including Vitamin A, D, and iron deficiencies, has been called “The Hidden Hunger.” These deficiencies are easily prevented, but require coordinated political, economic, and social strategies. The Asian Development Bank has commissioned The Keystone Center to develop consensus strategies for private sector investment in China, India, Indonesia, Pakistan, Thailand, and Vietnam. The project will conclude by mid-2003.

“**This process of sharing information and diverse perspectives provided an important learning opportunity for everyone around the table.**”

— Keystone Dialogue on Global Climate Change participant Bruce Braine, Vice President, Strategic Policy Analysis, American Electric Power Company
Keystone Science School

With a mission to provide quality science education through hands-on inquiry of the natural world, Keystone Science School has been teaching scientific principles to young people through inquiry-based field experiences for more than 27 years. Making extensive use of the outdoor laboratory around its residential campus and in the surrounding national forest, KSS nurtures scientific inquiry and cultivates sensitivity to the natural environment.

Over 80,000 students, primarily from Colorado, have benefited from a residential field experience at KSS in which they were engaged in field-oriented scientific explorations that taught them the importance of science and the environment. While KSS works with students in 2nd through 12th grades, the majority of students that attend KSS programs come from a broad spectrum of private and public middle schools. Through corporate, individual and foundation support towards scholarships, Keystone Science School serves a diversity of students in its programs.

In fostering the development of critical decision-making skills and the use of science in addressing complex issues, it is the belief of Keystone Science School that students will be better prepared to meet the societal concerns of their future. This principle complements the larger mission of The Keystone Center: to foster critical thinking and problem solving through education, analysis, and dialogue with all segments of civil society.

Keystone Science School is comprised of two programs: Classroom Access to Science Education and Discovery Camp.

The CASE Program provides an experience for students that begins before their arrival on campus and continues after their group departs Keystone Science School. In addition to choosing the length of their stay, teachers pick the academic theme that is then taught by KSS instructors. Teachers are encouraged to choose a theme that can be introduced to students in the classroom and be incorporated as a long-term curriculum. Each KSS theme is comprised of curriculum that meets or exceeds the National and/or Colorado Science Education Standards. In 2002, the themes included forest ecology, environmental issues, aquatics, earth science, and science of snow.

Through these processes, and more than a dozen additional on-going public policy projects, the Center for Science and Public Policy seeks applied, collaborative, and enduring policy solutions. Our benchmarks of success include:

- Outcomes that are technically sound and politically feasible
- Solutions that are inclusive and that intentionally involve those citizens who are most affected
- Policy products that turn adversaries into partners in pursuit of common goals
- Policy solutions that are actually implemented
- Solutions that have mechanisms built in to address future conflicts

The National Dialogue on Assembled Chemical Weapons Assessment is a Congressionally-mandated effort to identify at least two alternatives to the baseline incineration process for the demilitarization of assembled chemical weapons. It is designed to identify the best science and safest techniques available while incorporating the concerns of the communities and navigating the political realities of this hotly debated topic. Due to the success of this effort, several government and independent studies have recommended that the U.S. Department of Defense use this type of process more broadly in its policy-making.

The National Aeronautical and Space Administration has plans on its books for a decade of space exploration missions aimed at the scientific study of Mars. Eventually NASA seeks to bring back rock samples and to examine them for evidence of life. The Keystone Center is assisting NASA in the design and implementation of public participation processes that will bring citizens and scientists into conversation about the risks, research, and knowledge-gain of its Mars missions.

The Center for Disease Control has initiated a multi-stakeholder planning group to jointly explore the development and design of a permanent, independent public participation entity that will provide consultative input into national policy decisions regarding vaccines. The Keystone Center served as the neutral conveyor, facilitator, and collaborative process consultant for the planning sessions conducted in summer of 2002 and continuing into the spring of 2003.

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In the course of a residential 3-day/2-night program, many students discover how science can be relevant to their lives and their communities. Keystone Science School works to ensure that its programs complement classroom curriculum and standards-based education while also striving to reach students in an educational setting that emphasizes a hands-on inquiry-based learning model.
from schools with more than 90 percent of their students receiving free or reduced lunch programs attended their first experience in the outdoors.

- Located in The Keystone Center’s community of Summit County, Colorado, Frisco Elementary brought their entire student population of 180 students for a full-day experience on campus. The experience served as a model program for a local school partnership.

- The National Consortium for Specialized Secondary Schools of Mathematics, Science and Technology and The Keystone Center have formed a partnership to involve Consortium schools in an exciting new collaborative project, The Keystone Center Policy Summit. The Summit, tentatively scheduled for 2004, will involve 10 teachers and about 40 students from Consortium schools and will provide training to teachers in utilizing outdoor education. Curriculum for this project will be developed in summer 2003.

- In recent years, many of the teachers returning to the CASE program have increased their typical three-day stay to a five-day stay so they may concentrate on the Environmental Issues curriculum for an extended period of time at our facility and subsequently in the classroom.

- Nearly $13,000 in funding was provided by Colorado Rocky Mountain School EPYCS program, ECA Foundation, Rotary Foundation of Summit County, Subaru of America Foundation, Wal-Mart Foundation, Woods Foundation and several individual donors toward scholarships, enabling all 20 economically disadvantaged scholarship applicants to attend a session of camp.

- In 2002, a former camper was hired as a camp counselor. He began attending camp at age 9 and continued to participate through the Counselor Assistant Program (CAP) as valued assistants to our staff and program. CAPs act in a leadership capacity and serve as role models for the younger campers.

Discovery Camp Highlights

- Earthtracks – These are fun, educational hikes designed to explore the different types of plants, creatures, and ecosystems in the natural areas of Summit County surrounding Keystone Science School.
- Overnight Backpacking – Campers and camp staff gather their gear, pack their backpacks, and spend a night out under the stars.
- Challenge Hike – Campers hike to a mountain summit or a high mountain lake.
- River Rafting – An experienced rafting company takes campers through exhilarating Class I to Class III whitewater rapids on the Colorado River.
- Evening Activities – Each night is a different experience at camp. Activities include campfires, talent shows, storytellers, country square dancing and more.

CASE and Discovery Camp 2002 Accomplishments

- Youth in Wilderness, a joint project of the Sierra Club and The Sierra Club Foundation, provided $50,000 in funding for 500 economically disadvantaged students in 6th through 8th grades to attend the CASE program. As a result of this grant, students

- "This camp has helped me become the person I am. Without it, I would never have discovered a love for outdoors or the exhilaration of responsibility and independence. It gave me confidence to lead and that is something I will never lose." —Molly Blandford, 2002 Counselor Assistant
in a week-long session held in Racine, Wisconsin. Overall, this was a record year for the Key Issues programs, both in terms of funding and participation. Here is what some of the teachers had to say after attending the 2002 Institutes:

“One of my favorite parts of the framework was the emphasis on understanding the ‘players’ involved in any given environmental issue. I expect that giving students time to contemplate the beliefs, causes, interests, and positions of different players will deepen their understanding of environmental issues.” Ryan Williams, Lennox, CA (Sponsor: The Boeing Company)

“The Key Issues Institute has been the most organized, beneficial, and enjoyable workshop I have ever attended... I really appreciate the chance for students to see how partnerships between education and community resources further enrich their endeavors.” Sara Schultz, Newberg, IN (Sponsor: Alcoa Foundation)

In addition, Brooke Carson, Director of Teacher Training, has been teaming with Science and Public Policy staff to create innovative issues-based curricula that tie into The Center’s work with NASA and DOE. These programs will be piloted with teachers in 2004.

Nature of Learning
Over the past several years, The Keystone Center has been working with the U.S. Fish and Wildlife Service and the National Fish and Wildlife Foundation to strengthen the connections between communities, refuges and educational opportunities. This work continued in 2002 to further disseminate information to sites and develop case studies and lessons learned from current partnerships and participating sites.

In 2003, Halle Enyedy, director of this initiative, will apply this experience to further leverage partnerships to include the private sector and other federal land management agencies.

Keystone Leadership Forum
In 2002, representatives from ConocoPhillips, DuPont, Johnson & Johnson, and MeadWestvaco all participated in the Keystone Leadership Forum on sustainable

Center for Professional Education and Leadership

In 2002, The Keystone Center created the Center for Professional Education and Leadership as a formal entity of The Keystone Center. Comprised of the Key Issues teacher development programs, the Keystone Leadership Forum, and the Nature of Learning (formerly Earth Stewards), CPEL is working to augment The Center’s competencies in curriculum development, strategic planning, and professional development around issues of sustainable development.

The Keystone Center has always adhered to the belief that rather than any one “right answer,” people need the necessary skills to navigate complex issues in order to achieve integrated environmental, societal, and economic goals, often referred to as “sustainable development.” CPEL’s mission is to create capacity-building efforts to assist people—from students to senior decision-makers—in charting the challenging territory of balancing scientific and analytical information with interests at stake to resolve issues at the nexus of sustainable development.

All of CPEL’s programs incorporate the following practices:

- Curriculum and learning frameworks use in-the-field experiences and hands-on case studies in addition to traditional approaches to education and leadership development
- In addition to providing generic frameworks or lessons, Keystone staff work with participants to customize outcomes to fit their specific situation
- An emphasis is placed on capacity building around solving complex problems in a collaborative manner
- Models are tested, and then disseminated through the programs and networks

The programs are organized around serving three primary audiences: teachers and their students, private sector leaders, and public sector leaders. Through these three audiences, we are better able to reach all segments of society that need to partner around issues of sustainable development, including future generations.

Key Issues Institutes

For more than a decade, partnerships between corporations, foundations, and The Keystone Center have provided summer learning opportunities for middle-level educators, nationally and internationally. During the summer of 2002, 38 funders made 187 sponsorships available for teachers to attend Key Issues: Bringing Environmental Issues to the Classroom in Summit County, Colorado. In its third year, Key Issues II: Bringing Sustainability to the Community supported 38 teachers through 15 sponsoring companies to participate

“...I realized today that my passion for teaching was waning, in large part, due to lack of creativity on my part. I am genuinely grateful that this experience is helping me ignite my passion for teaching once more.”

—Key Issues participant Shara Lee, James Hamblin School, Saskatchewan, Canada (Sponsor: Wyeth)
development. Participants met in Leadville, Colorado; San Marcos de Tarrazu, Costa Rica; and El Paso, Texas to explore issues of stakeholder engagement and sustainable development. Each company also developed their own project as a part of the Leadership Forum. Projects ranged from analysis of the business case for past sustainable development efforts to models for stakeholder engagement and measuring sustainable development at the business level.

Here is what participants said about their experiences working with Keystone’s Leadership Forum:

“My understanding of sustainable development and the associated role of stakeholder engagement were greatly enhanced by my experience in the Keystone Leadership Forum. The three different economic perspectives (old, new, and global) that were presented through enriching field trips provided unique opportunities to understand the complexity of sustainable development and necessity for companies to reinvent themselves as globalization continues. Overall I found the experience to be highly rewarding, fun and informative! Thanks to The Keystone Center for providing a top-notch, excellently prepared and thought provoking program.” Helene Harding, ConocoPhillips

“Keystone was a real breakthrough experience for me personally. It allowed me to take a good grounding in sustainability concepts and understand how they translate to actionable ideas within our business.” Bill Mooney, DuPont

In 2003, in addition to offering our traditional three-meeting format, KLF will pilot two opportunities for one-time participation in Leadville, Colorado and El Paso, Texas.

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**The Keystone Center and Foundation**

**Consolidated Statements of Financial Position**

**December 31, 2002**

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<th>Assets</th>
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<th>Temporarily Restricted</th>
<th>Permanently Restricted</th>
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<td>27,680</td>
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| Liabilities | | | | |
| Accounts payable | 194,422 | - | - | 194,422 |
| Accrued liabilities | 172,969 | - | - | 172,969 |
| Deferred revenue | 249,852 | - | - | 249,852 |
| Loans payable – current | 1,807,253 | - | - | 1,807,253 |
| Total Current Liabilities | 2,444,456 | - | - | 2,444,456 |
| **Long-Term Liabilities** | | | | |
| Loans payable – noncurrent | 847,528 | - | - | 847,528 |
| Total Long-Term Liabilities | 847,528 | - | - | 847,528 |
| **Other Liabilities:** | | | | |
| Deferred compensation payable | 153,267 | - | - | 153,267 |
| Total Other Liabilities | 153,267 | - | - | 153,267 |
| **Total Liabilities** | 3,445,271 | - | - | 3,445,271 |
| **Total Net Assets** | 1,279,526 | 27,680 | 52,000 | 1,359,206 |
| **Total Liabilities and Net Assets** | 4,724,797 | 27,680 | 52,000 | 4,804,477 |
Dr. Mohammed T. El-Ashry
Electric Power Supply Association
Emerson
Emerson & Cuming Specialty Polymers
Enbridge Energy Company
Environmental Protection Agency
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The Rossetter Foundation
Rotary Foundation of Summit County

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Alumni Foundation
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American Electric Power
American Forest & Paper Association
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Ms. Christine Chepyak
Ciba Specialty Chemicals
Energy Corporation
City Market
Mr. Tom Cladoosby
Mr Nicholas B. Claush
CAS Energy
Coldwell Banker
Colgate-Palmolive Company
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Comcast
The Conservation Fund
Mr. Robert W Craig
Cummins Inc.
Dr. William H. Dardeth
Decatur City Schools
Dr. Edward Dennis
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Chen & Jerry Divine
Dodge City Middle School
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The Robert N. and Nancy A. Downey Foundation
Duke Energy Corporation
DuPont
Dynegy Inc.
Earth Tech
Eastman Kodak Company
ECI Foundation
Edison Electric Institute
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- Retired Vice Chairman
- Monsanto Company

- Richard Ayres, Partner
- Ayres Law Group

- Robert W. Craig, Founder and President Emeritus
- The Keystone Center

- Mohamed El-Ashry, Chairman and CEO
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- Carol Tucker Foreman, Director
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- Dirk Forrister, Managing Director
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- General Motors

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- Baldwin Family Office, LLC

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- Baach Robinson & Lewis

- Nan Stockholm Walden, Consultant, Environmental, Agricultural & Urban Policy

- Lawrence Washington, Vice President, Environment, Health and Safety
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- Former U.S. EPA Administrator

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- MeadWestvaco

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- The Dow Chemical Company

- Thomas Connelly, Senior Vice President and Chief Science and Technology Officer
- DuPont Experimental Station

- James Ferris, Group President, Energy, Environment & Systems
- CH2M HILL Companies

- Kate Fish, Consultant

- Dax Gagnier, Vice President, Corporate Services
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- Robert Hasting, Charles River Associates

- David Heil, President
- David Heil & Associates, Inc.

- Darryl Horse, President and CEO
- Horne Engineering Services