

Annual Report
2003



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INTRODUCTION

Founded in 1975, The Keystone Center (TKC) is a non-profit 501(c)(3) organization whose mission is to develop solutions to societal issues through the innovative use of deliberative frameworks, inclusive processes, and analytical scientific information.

In our 28-year history, we have garnered an international reputation of excellence for developing smart public policy that has lasting impact, and for building solid foundations for future leadership through creative approaches to education.

The Keystone Center accomplishes its goals through three outstanding programs:

THE CENTER FOR SCIENCE AND PUBLIC POLICY uses scientific reasoning, analytical frameworks, and alternative dispute resolution techniques to lead decision-makers in crafting solutions and developing sound policies.

KEYSTONE SCIENCE SCHOOL strives to help students develop an understanding and respect for science, the environment, self, and others by using scientific frameworks, inquiry, and interdisciplinary academic instruction as tools in informed decision-making.

THE CENTER FOR PROFESSIONAL EDUCATION AND LEADERSHIP guides educators and leaders through the balance of scientific and analytical information and interests as they seek to resolve issues at the nexus of sustainable development.

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



Dear Friend of The Keystone Center:

This report highlights the achievements of The Keystone Center for 2003. Notably, significant progress was attained programmatically, strategically, and in the leadership of the institution.

Programmatically, we saw a critical strengthening in each of our key areas, which you can read about in this report, and an important linking between the public policy, science education, and leadership development programs.

A strategy and goal-setting process was initiated in 2003, slated to culminate in 2004, with a plan forward that allows the organization to continue its progress attaining financial and fundraising goals while increasing the organization's impact and important work.

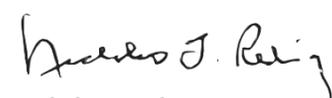
Critical to any progress is strong staff leadership. During 2003, the Board was pleased to appoint the three-person senior management team of Peter Adler, Christine Scanlan, and Sarah Stokes to lead the staff and program divisions. Each is experienced and incredibly dedicated to Keystone's mission, and "The Troika", as they are affectionately known, operate as a team and are jointly accountable for specific established goals.

At the same time, Peter Adler also holds the title as President of The Keystone Center and is working hard with his colleagues to further the organization's programmatic and mission-related goals. Dr. Adler brings 30 years of experience as one of this country's top mediators and as a founder of the conflict resolution field to his work with The Center. We are fortunate to have such a quality team in place.

Keystone's Board of Trustees possesses an exceptional level of commitment and expertise that continues to get stronger and is invaluable to the organization's success. As a Board, we are making progress toward our goals as a diverse and balanced governing body that adequately represents all our constituencies and supports the work of The Keystone Center. I can't say enough about this Board and what they contribute to The Center.

At year end, The Center's staff and Board of Trustees united in a joint effort to redefine The Center's future. This effort will complement the other strategy work underway, ensuring that The Center is as vital and relevant to society for the next thirty years as it has been in the previous thirty.

My sincere thanks to The Keystone Center's staff, Board, program participants, and financial supporters. The success of 2003 is a credit to your continuing commitment and support.



Nicholas L. Reding
Chairman of The Board, 2003



As a Board, we are making progress toward our goals as a diverse and balanced governing body that adequately represents all our constituencies and supports the work of The Keystone Center.

Award recipients have all demonstrated dynamic vision and a capacity to achieve important change, have been nationally and internationally recognized for their efforts, and have made tangible positive contributions to society.

Since 1994, The Keystone Center has presented annual awards for outstanding leadership in government, the environment, industry, and education. Award recipients have all demonstrated dynamic vision and a capacity to achieve important change, have been nationally and internationally recognized for their efforts, and have made tangible positive contributions to society. Most importantly, 2003 marked the 10th Anniversary of The Keystone Center's Leadership Awards.

More than 400 guests joined The Keystone Center in honoring the 2003 awardees on June 18th at the East Hall of Union Station in Washington, D.C. The event was emceed by former Los Angeles Times editor SHELBY COFFEY.

The event began with a special presentation from The Keystone Center Board Chairman, NICHOLAS REDING and Trustee CLINTON VINCE to ROBERT W. CRAIG, founder of The Keystone Center. Bob Craig's leadership and commitment to sound public policy, to the importance of bringing science into political debates, and to educating the next generation of leaders was honored with a special FOUNDERS AWARD.

TERESA HEINZ KERRY, chair of The Heinz Endowments and the Heinz Family Philanthropies, received the LEADERSHIP IN ENVIRONMENT AWARD for her work toward developing scientifically sound environmental policy through the H. John Heinz III Center for Science, Economics, and the Environment. FRED KRUPP, president of Environmental Defense, presented the award to Mrs. Kerry.

U.S. Secretary of Transportation NORMAN Y. MINETA presented the LEADERSHIP IN GOVERNMENT AWARD to The HONORABLE JAMES L. OBERSTAR. As the senior Democrat on the Transportation and Infrastructure Committee, Congressman Oberstar has worked tirelessly to improve safety and efficiency for the traveling public and has taken the lead in protecting environmental statutes against efforts to weaken Superfund, wetland protection, and beach and estuary protection.

For his innovative and dedicated work toward sustainable development and commitment to environmental excellence, the LEADERSHIP IN INDUSTRY AWARD was presented to THOMAS C. JORLING, Vice President of Environmental Affairs for International Paper. PATRICK NOONAN, Founder and Chairman of The Conservation Fund, presented Mr. Jorling's award.

Founding Trustee of the World Wildlife Fund, RUSSELL TRAIN presented the SPIRIT OF KEYSTONE AWARD to WILLIAM K. REILLY, President and CEO of Aqua Partners International and former Administrator of the U.S. Environmental Protection Agency. For more than three decades, Mr. Reilly has dedicated his professional life to environmental stewardship and holds a solid reputation as one of the nation's most respected conservationists.



The Center for Science and Public Policy (CSPP) specializes in smart policy outcomes that are enabled by expert science, careful convening, and skilled process. CSPP enables leaders from governmental, non-governmental, industrial, and academic organizations to find productive solutions to controversial and complex public policy issues. The Center's focus is always on collaboration and creating cooperative solutions that promote widespread political stability. The result? Implementable actions, new partnerships, and reduced conflict. Regardless of the issue, The Center personifies analytically viable, democratically achieved decisions that address controversial matters.

KEY PROJECTS IN 2003

CARBON SEQUESTRATION. New technologies that can trap greenhouse gases before they harm the atmosphere are in their infancy. Particularly promising are geological processes that may result in sequestering gas in coal deposits and rock formations. Working closely with the Department of Energy and other national research institutions, CSPP has been developing risk-management and stakeholder engagement strategies that will be used as research efforts move off the drawing board and into actual on-the-ground projects.

MICRONUTRIENT MALNUTRITION AND FOOD FORTIFICATION IN ASIA. CSPP completed a multi-year project involving six of the world's most populous countries. 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 commissioned The Keystone Center to develop consensus strategies for private sector investment in China, India, Indonesia, Pakistan, Thailand, and Vietnam. The project concluded in 2003.

BIO-SAFETY LABORATORIES. Bio-safety labs (BSLs) are being sited around the U.S. to help conduct research and provide early detection and defense for diseases. Bio-safety labs are rated 1 through 4 to indicate the danger of materials and levels of protection involved, 1 being the least dangerous, 4 being the most. The Keystone Center helped Argonne National Laboratory develop a stakeholder and community participation plan for its proposed BSL-3 facility.

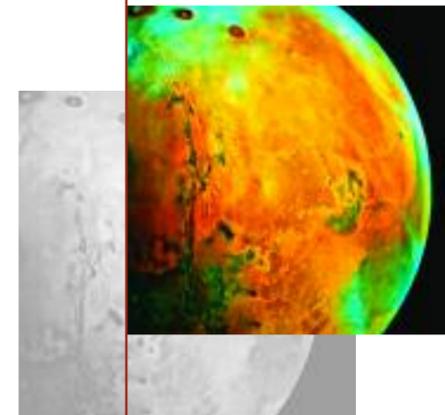
CHEMICAL WEAPONS REMOVAL. The National Dialogue on Assembled Chemical Weapons Assessment is a Congressionally-mandated effort facilitated by Keystone that is aimed at identifying at least two alternatives to the baseline incineration process for the demilitarization of assembled chemical weapons. It 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 Keystone's processes more broadly in its policy-making.



SPACE SCIENCE. National Aeronautical and Space Administration (NASA) has plans on its books for a decade of new space exploration missions aimed at the scientific study of Mars. The Keystone Center is assisting NASA in (a) the design and implementation of public participation processes that will bring citizens and scientists into conversation about the risks, rewards, and knowledge-gain of its Mars missions; (b) a project involving the return of rock samples to earth; and (c) NASA nuclear research and development program for use on future deep space missions.

CSPP is involved in many other projects as well, ranging from the cleanup of the Snake River in Colorado to the mediation of waste in the electronics industry and the creation of community Stakeholder Advisory Boards for private and public sector organizations. Through these processes, and more than a dozen other on-going public policy projects, the Center for Science and Public Policy is helping leaders in the public, private, and civic sectors achieve:

- ~ 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 can be – and are – implemented
- ~ Solutions that have mechanisms built in to address future conflicts



Keystone SCIENCE SCHOOL

Keystone Science School (KSS) strives to inspire respect for science, the environment, self, and others using scientific frameworks, inquiry, and interdisciplinary academic instruction in the natural world. It accomplishes this aim through a variety of programs for students and adults:

SCHOOL GROUPS PROGRAMS

Keystone Science School provides science-based residential field camps and hosts school groups through Classroom Access to Science Education (CASE), which serves students from grades 2 through 12 from schools throughout Colorado and the United States.

CLASSROOM ACCESS TO SCIENCE EDUCATION (CASE)

This program engages students in field-based lessons that provide an understanding of scientific processes and decision-making. Keystone Science School strives to ensure that its programs complement classroom curriculum and standards-based education while utilizing the outdoor laboratory around its residential campus and in the surrounding national forest. During 2003, the CASE program served approximately 80 schools with a total of 3000 students from a broad spectrum of private and public schools. A typical CASE program experience consists of 50 students (with 5 instructors) in a 3 day/2 night program that includes a variety of hands-on outdoor small-group lessons, observations, and explorations. Teachers are encouraged to incorporate these lessons and activities as long-term curricula throughout the school year.

Rural and Urban Schools Initiative. KSS has successfully implemented the Colorado Urban and Rural Schools Initiative, which utilizes foundation funding to bring disadvantaged students from rural and urban schools to participate in the CASE program. During the 2003-2004 school year, approximately 160 5th – 8th graders from schools in three Colorado counties will participate in a 3 day/2 night residential field experience.

Third Grade Partnership. KSS is currently working with Keystone Resort in Colorado to provide funding and transportation for every third grade student in Summit School District to participate in a one-day field experience on the Keystone Science School campus. Curriculum for this program is being developed in partnership with Summit County third grade teachers, with funding from Target Stores.

SUMMER YOUTH PROGRAMS

DISCOVERY CAMP is a seven- or eleven-day residential science education camp for youth ages 9 to 14. During their exploration of the natural world, campers learn respect for science, the environment, and self. Activities include an overnight camping trip, educational day hikes, fun evening programs, an all-day challenge hike, and whitewater rafting.

THE COUNSELOR ASSISTANT PROGRAM is a teen leadership program for 15-17 year olds that operates in conjunction with the Discovery Camp program.



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KEYSTONE SCIENCE ADVENTURES is for teens 13 to 17 who want to experience a backpacking program that fosters interest in the natural world, promotes scientific inquiry, teaches safe, low- impact backcountry techniques, and enhances communication and teamwork.

COMMUNITY OUTREACH PROGRAMS

ADULT EDUCATIONAL DAY HIKES. KSS staff used the KSS mission and CASE program frameworks to develop and provide a one-day experience for adult learners in an educational setting. Topics for the program included:

- ~ Animal tracks and signs
- ~ Plant and animal adaptations to winter
- ~ Discussion of surrounding terrain as it relates to safe winter travel
- ~ Observation of evidence of avalanches
- ~ Participation in snowpack analysis, including crystal types and their formation, snowpack layers, and avalanche tests

This adult snowshoe program will run concurrently with an existing school groups session in 2004, enabling the School to provide a quality experience to both programs while maximizing the campus facilities. KSS is considering the development of a variety of year-round course offerings including specialized hikes, cross country skiing, and snowshoe treks.

NATURE SERIES. A series of presentations will be offered to the local community to increase understanding of science in the natural world. Presentations will include evening classes or lectures from guest speakers and half-and full-day programs on the weekends.

KEYSTONE RESORT GUEST PROGRAMS. Currently, KSS is working with Keystone Resort's Adventure Passport program to develop an offering of Saturday activities throughout the summer of 2004, including a morning naturalist hike, an evening activity on beaver ecology, and an astronomy program. Future offerings will be expanded to year-round activities.

THE KEYSTONE CENTER POLICY SUMMIT. Developed during 2002 and 2003, the Policy Summit will take place in June 2004 as a pilot program. The National Consortium for Specialized Secondary Schools of Mathematics, Science, and Technology (NCSSSMST) and The Keystone Center have partnered to involve Consortium schools in an exciting collaborative research project, The Keystone Center Policy Summit. The Summit will bring 40 students and 14 teachers from 10 schools together to reach a goal requiring work in environmental science, research, and consensus-building. Each year, this program will choose a different cutting-edge topic that is relevant to students' future quality of life. Throughout the school year, students will research their topic in preparation for the week-long program at KSS. The goal of the 2004



Policy Summit is to develop a national transportation policy position based on the use of sustainable energy.

Since its inception in 1976, Keystone Science School has become an important community asset to Summit County and has gained a regional and national reputation for excellence in science education. As the School continues to develop its long-term plan, it will focus on solidifying additional community support for the institution. To that end, a Community Advisory Committee was formed in June 2003 to engage community members in an on-going dialogue around issues important to the School's strategic direction, growth, and vision and to assist with fundraising. The School continues to broaden its networks of foundation funding and individual donors, as well as develop other creative fundraising efforts such as local special events.

Since its inception in 1976, Keystone Science School has become an important community asset to Summit County and has gained a regional and national reputation for excellence in science education.

Through the lessons developed in these curricula, students will be equipped with deliberative frameworks, decision-making processes, analytical information, and critical-thinking skills to navigate tough problems and develop solutions.

The Center for Professional Education and Leadership (PEL) provides educational resources that inspire positive action, improve community engagement, and equip participants with tools and skills to approach complex problems with broader perspectives.

PEL's products and services include training programs, curriculum, and consulting. All programs are non-biased and allow participants, through their own direct experience, to draw their own conclusions using the best information available.

TEACHER TRAINING AND CURRICULUM DEVELOPMENT

Key Issues, *Bringing Environmental Issues to the Classroom*, and Key Issues II, *Bringing Sustainability to the Community*, continue to educate 200 teachers a year in how to teach environmental and community issues in an interdisciplinary, non-biased framework. These programs are made possible through the support of 40 corporations and foundations which sponsor teachers' participation.

2003 marked a significant increase in PEL's work in developing issues-specific curricula that help present and future generations approach environmental and scientific dilemmas and social disagreements creatively and proactively. Through the lessons developed in these curricula, students will be equipped with deliberative frameworks, decision-making processes, analytical information, and critical-thinking skills to navigate tough problems and develop solutions. Below are some examples of Keystone-developed curriculum:

TALKIN' TRASH WITH ABCs (ALUMINUM BEVERAGE CANS)

Through support from the Can Manufacturer's Institute, PEL designed a new curriculum for middle level students that embeds the concepts of environmental education in the investigation of aluminum beverage can recycling. Why is aluminum beverage can recycling important? The aluminum beverage can is one of the most recycled and recyclable beverage container. By studying the lifecycle of the aluminum beverage can, students will experience the complexity of issues challenging industry, government, and consumers as they balance environmental concerns, economic factors, and social considerations. It is critical that students learn how to assess these aspects to make sound consumer choices and sound decisions as our future leaders.

GLOBAL CLIMATE CHANGE

Global climate change is an immensely complex issue. There are differences of opinion regarding many aspects of the issue including scientific finding, problem definition and solution development. The Global Climate Change Curriculum Module was developed to introduce teachers and their students to topic of climate change and to provide new ways of thinking about the problem and potential solutions. The curriculum is designed around the concept of the classic challenge to first develop an understanding of climate change, the factors contributing to it, and then devise potential solutions. The class is further challenged to work both independently and together to develop an acceptable plan of action. It is a multi-disci-



The Keystone Center
CONSOLIDATED STATEMENT OF FINANCIAL POSITION
DECEMBER 31, 2003

plinary curriculum that includes social studies, science, math, and language arts. The curriculum goals are to spark students' interest in the issue, help them to understand the link between common actions and CO2 emissions, and to give them the tools to evaluate possible responses and multiple points of view.

SUSTAINABLE DEVELOPMENT CAPACITY-BUILDING PROGRAMS

With the Keystone Leadership Forum as the cornerstone of these programs, PEL offers corporate leaders training opportunities around building sustainable development efforts. The Leadership Forum's key attributes are a "field experience," or living case study that allows participants to witness the dilemmas of sustainable development firsthand, experience peer-to-peer learning, and practice action planning.

2003 marked the completion of PEL's fourth year of providing leadership development for corporations and government agencies pursuing sustainable development. In 2003, participants from the U.S. Army, Abbott Laboratories, Alcan Aluminum, DuPont, MeadWestvaco, and Motorola explored issues of sustainable development in Gloucester, MA; Costa Rica; and El Paso, TX/Juarez, Mexico. In addition to deepening their own understanding of the strategies necessary to pursue sustainable development, participants developed projects that included an awards recognition program, a "summit" on sustainable development, and concrete strategies for business adoption of sustainable development principles.

EDUCATIONAL PARTNERSHIPS CAPACITY BUILDING PROGRAMS

These programs currently provide facilitation and consultation services to federal land management agencies attempting to build partnerships with local schools in the name of environmental education.

NATURE OF LEARNING, a partnership with U.S. Fish and Wildlife Service and the National Fish and Wildlife Foundation, assists schools and wildlife refuges in providing academically challenging educational experiences on refuges. PEL is providing education, facilitation, and partnership expertise at the site level to help develop partnerships between schools, friends groups, and refuges.

HANDS ON THE LAND is a consortium of federal land management agencies providing education at their sites, offering services similar to those provided in Nature of Learning. PEL staff provide ongoing facilitation, partnership, and education expertise to this growing partnership at both the federal and site level. The program's vision is to provide a national network of field classrooms to enhance student learning in natural, historical and archeological settings and to promote resource conservation through education.



	UNRESTRICTED	TEMPORARILY RESTRICTED	PERMANENTLY RESTRICTED	TOTAL	2002 TOTAL
ASSETS:					
Current Assets:					
Cash	22,833	279	50,000	73,052	55,414
Investments	-	-	-	-	164,097
Receivables, net	444,973	-	-	444,973	484,416
Science School Store inventory	11,258	-	-	11,258	9,684
Prepaid expenses	56,269	-	-	56,269	27,902
Due from (to) other category	(484,989)	482,989	2,000	-	-
Total Current Assets	<u>50,344</u>	<u>483,208</u>	<u>52,000</u>	<u>585,552</u>	<u>741,513</u>
Property and Equipment, net	3,759,840	-	-	3,759,840	3,895,773
Other Assets:					
Investments – Non-current	131,204	-	-	131,204	153,267
Deposits and other	18,171	-	-	18,171	13,924
Total Other Assets	<u>149,375</u>	<u>-</u>	<u>-</u>	<u>149,375</u>	<u>167,191</u>
TOTAL ASSETS	3,959,559	483,208	52,000	4,494,767	4,804,477
LIABILITIES:					
Current Liabilities:					
Accounts payable	224,378	-	-	224,378	194,422
Accrued liabilities	57,888	-	-	57,888	172,969
Deferred revenue	36,210	-	-	36,210	112,032
Severance obligation – Current	215,000	-	-	215,000	-
Loans payable – Current	1,527,458	-	-	1,527,458	1,807,253
Total Current Liabilities	<u>2,060,934</u>	<u>-</u>	<u>-</u>	<u>2,060,934</u>	<u>2,286,676</u>
Long-Term Liabilities					
Severance obligation, net of current portion	63,683	-	-	63,683	-
Long-term debt, net of current portion	800,478	-	-	800,478	847,528
Total Long-Term Liabilities	<u>864,161</u>	<u>-</u>	<u>-</u>	<u>864,161</u>	<u>847,528</u>
Other Liabilities:					
Deferred compensation payable	131,212	-	-	131,212	153,267
Total Other Liabilities	<u>131,212</u>	<u>-</u>	<u>-</u>	<u>131,212</u>	<u>153,267</u>
TOTAL LIABILITIES	3,056,307	-	-	3,056,307	3,287,471
NET ASSETS	<u>903,252</u>	<u>483,208</u>	<u>52,000</u>	<u>1,438,460</u>	<u>4,804,477</u>
TOTAL LIABILITIES AND NET ASSETS	<u>3,959,559</u>	<u>483,208</u>	<u>52,000</u>	<u>4,494,767</u>	<u>4,804,477</u>

Sources of
SUPPORT 2003

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