

annual report 2006



from the president

On behalf of Board Co-Chairs David I. Greenberg and Howard “Bud” Ris and the Board of Trustees, it gives me great pleasure to report our programmatic accomplishments for 2006. Quite a few people who have known The Keystone Center over the years have described our current profile as a “renaissance,” a full flowering of our founder Robert W. Craig’s original vision and a direct outcome of the dedication and hard work put forth by our trustees, staff, and organizational partners. I think of it as a synergy.



The word synergy comes from the Greek *synergos* which means “working together.” In technical terms, it is a phenomenon that happens when two or more influences act together and create an impact that is greater than the two combined. Said differently, it is why two wooden planks, each of which has an individual carrying capacity of 50 pounds, can lift well over 125 pounds when strapped together. The opposite of synergy is antagonism, or a failure to work together and capitalize on the joint gains that are possible.

Synergy is what we practice at The Keystone Center. We do so in our energy, environment, and public health policy work when we bring improbable partnerships and alliances together, and we do it in our education programs with students, teachers, and administrators as they learn how to utilize good science to help inform important decisions. Stated most simply, our mission for the last 31 years (and the next) is to bring today’s leaders together to solve our most vexing problems ... and to prepare the next generation to do even better.

As always, we welcome your comments, suggestions, and ideas, and commend to you our great staff and Board of Trustees, without whom none of this could happen.

Peter S. Adler, Ph.D.  
President

**syn•er•gy**  
the interaction or cooperation  
of two or more organizations,  
substances, or other agents to  
produce a combined effect  
greater than the sum of their  
separate effects.

the keystone center

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. Through its education and public policy programs, The Keystone Center improves decisions about long-term issues by helping thought-leaders, teachers, students, and decision-makers effectively address technically complex and politically uncertain situations.

TKC has garnered an international reputation of excellence for developing smart public policy that has lasting impact while building a foundation for future leadership by positively influencing students and educators through creative approaches to education. TKC accomplishes its mission through its two Centers:



**The Center for Science and Public Policy (CSPP)** uses scientific reasoning, analytical frameworks, and alternative dispute resolution techniques to lead decision-makers in crafting solutions and developing sound policies. CSPP programs identify policy-making opportunities; convene key stakeholder representatives; facilitate dialogue, joint fact-finding, or agreement building; and produce reports documenting the consensus-based outcomes.

**The Center for Education’s (CfE)** programs stimulate critical thinking through hands-on, scientific inquiry. By providing inquiry-based interdisciplinary curriculum following a non-biased scientific framework to middle-level teachers and residential field experiences to students, our future leaders are developing increased awareness and understanding of the natural world—and are better prepared to solve complex issues. CfE’s work is accomplished through its two divisions, Keystone Science School and Professional Education and Leadership.

**Keystone Science School (KSS)** inspires respect for science, the environment, self, and others using scientific constructs, inquiry, and interdisciplinary academic instruction in the natural world. Through its programs, KSS strives to stimulate and strengthen students’ critical thinking skills; recognize and apply relationships between classroom lessons and the natural world; enhance leadership and team-building skills; and demonstrate how collaboration can act as a tool for addressing complex environmental issues.

**Professional Education and Leadership (PEL)** programs impact education communities around the globe by developing and disseminating non-biased, hands-on, interdisciplinary curricula to educators through public, private, and corporate partnerships with a view to improving education for all. PEL offers teacher training and curriculum development and distribution.

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13th annual keystone leadership awards dinner

Since its inception in 1994, The Keystone Center Leadership Awards program has recognized individuals and organizations whose extraordinary contributions and exemplary leadership have demonstrated positive influence on society. Awardees are chosen for their proven dedication to teamwork and consensus, ability and willingness to grapple with contentious societal issues, and contributions to society that reflect the spirit and mission of The Keystone Center.

The 2006 event was held on June 8th at Union Station in Washington, DC, attended by more than 450 guests from government, the private sector, and the NGO community. Emcee Cokie Roberts began the evening with an introduction of Keystone Center President Peter Adler, who spoke about The Center's key projects and directions, as well as the 30th Anniversary of the Keystone Science School.

In his introduction of Leadership in Government awardee Senator Christopher Dodd (D-Connecticut), Dodd's friend and colleague Senator Chuck Hagel (R-Nebraska) quoted Teddy Roosevelt: "For both a nation and an individual, the indispensable requisites are character and courage." A respected legislator who works in a bipartisan fashion, Senator Dodd has been Connecticut's senior Senator since 1989 and is the first Senator from the state to serve five consecutive terms. He is a candidate for the 2008 Presidential Election.

John H. Adams, Founding Director, Natural Resources Defense Council (NRDC), received the Leadership in the Environment Award, presented by Gregory Wetstone of the International Fund for Animal Welfare. Mr. Adams co-founded NRDC in 1970, serving as Executive Director from 1970-1998 and as President from 1998 to 2006. NRDC has participated in many important policy dialogues with The Keystone Center over the past three decades.

Keystone Trustee Clint Vince introduced Spirit of Keystone awardee Kathleen Sebelius, Governor of Kansas, observing, "Kathleen Sebelius is a spectacular leader, consensus-builder, humanist, optimist, and champion of the environment." A Democratic Governor in the Republican state of Kansas since 2003, Sebelius has built a reputation for gracefully solving contentious problems in a bipartisan manner. In 2005, she was named one of *Time* magazine's Top Five Governors in the United States.

Rodger W. Bybee, Ph.D., recipient of the 2006 Leadership in Education Award, is Executive Director of Biological Sciences Curriculum Study (BSCS), a non-profit organization that develops curriculum materials, provides professional development, and conducts research and evaluation for the science education community. His award was presented by Harold Pratt, president of Educational Consultants, Inc. in Colorado.

Before presenting the Leadership in Industry Award to PG&E Corporation's Chairman, President, and CEO Peter A. Darbee, NRDC's Energy Program



Senator Christopher Dodd, Cokie Roberts, Governor Kathleen Sebelius



Director Ralph Cavanagh offered this assessment of Darbee's tenure with the company: "If the entire U.S. utility industry were like Peter Darbee's PG&E, our national inventory of energy efficiency and renewable energy resources would instantly grow at least fivefold, and our electricity use per person would instantly drop below the averages recorded thirty years ago." A veteran of the energy, telecommunications, and investment banking industries, Darby joined PG&E Corporation in 1999 as Senior Vice President and Chief Financial Officer.

history of keystone leadership award recipients

Leadership in the Environment Award	
1994	Gustave Speth, U.N. Development Programme Administrator
1995	Professor Florence Taylor Robinson
1996	John Sawhill, The Nature Conservancy
1997	Dr. Mildred McClain, Citizens for Environmental Justice
1998	Kathryn S. Fuller, World Wildlife Fund
1999	Fred Krupp, Environmental Defense Fund
2000	Dr. George Archibald, International Crane Foundation
2001	Patrick F. Noonan, The Conservation Fund
2002	Russell E. Train, World Wildlife Fund
2003	Teresa Heinz Kerry, Heinz Family Philanthropies
2004	Jonathan Lash, World Resources Institute
2005	Anne H. Ehrlich, Stanford University

Leadership in Industry Award	
1994	Frank Popoff, Dow Chemical
1995	H. Laurance Fuller, Amoco Corporation
1996	Edgar S. Woolard, DuPont
1997	Bob Burt, FMC Corporation
1998	John F. Smith, Jr., General Motors Corporation
1999	Sidney Taurel, Eli Lilly & Company
2000	Responsible Care Initiative of the Chemical Manufacturers Association
2001	Archie Dunham, Conoco
2002	Marilyn Ware, American Water Works
2003	Thomas C. Jorling, International Paper
2004	Ralph Peterson, CH2M HILL Companies
2005	James E. Rogers, Cinergy

Leadership in Government Award	
1994	Energy Secretary Hazel O'Leary
1995	Senator Pete V. Domenici
1996	Mayor Norman Rice (Seattle, WA)
1997	Senator John Chafee
1998	Senator John Glenn
1999	Congressman Sherwood Boehlert
2000	Congressman John D. Dingell
2001	Congressman Henry Waxman
2002	Senator Richard Lugar
2003	Congressman James L. Oberstar
2004	Senator Daniel K. Inouye
2005	Congresswoman Nancy Johnson

Leadership in Education Award	
1998	Dr. Donald Kennedy, Stanford University
2000	Dr. Bruce Alberts, National Academy of Sciences
2001	Helge Wehmeier, Bayer USA
2002	Daniel Ritchie, University of Denver
2005	Jane Nelson, Harvard University

The Spirit of Keystone Award	
1996	Congressman W.J. Tauzin
1998	Dr. Stephan Schmidheiny, ANOVA Holding Ag
1999	Sir John Browne, BP Amoco Corporation
2001	Edward M. Gabriel, former Ambassador to Morocco
2002	Paul V. Tebo, DuPont
2003	William K. Reilly, Aqua International Partners
2005	Nicholas L. Reding

**Leadership in Government**  
The Honorable Christopher Dodd,  
U.S. Senate  
*Presented by Senator Chuck Hagel*

**Leadership in the Environment**  
John H. Adams, Co-Founder  
and former President, Natural  
Resources Defense Council  
*Presented by Gregory Wetstone,  
International Fund for  
Animal Welfare*

**Leadership in Industry**  
Peter A. Darbee, Chairman of the  
Board, Chief Executive Officer,  
and President, PG&E Corporation  
*Presented by Ralph Cavanagh,  
Co-Director of Natural Resources  
Defense Council's Energy Program*

**Leadership in Education**  
Rodger Bybee, Executive Director,  
Biological Sciences  
Curriculum Study  
*Presented by Harold Pratt,  
Educational Consultants, Inc.*

**Spirit of Keystone**  
Kathleen Sebelius, Governor  
of Kansas  
*Presented by Clint Vince,  
Sullivan & Worcester, LLP*

The Center for Science and Public Policy (CSPP) directs The Keystone Center's consensus-building and collaborative problem solving work. Bringing together leaders from all sectors of society—government, industry, non-governmental organizations, and academia—CSPP focuses on examining the most pressing and scientifically complex policy problems and finding solutions that can satisfy all stakeholders. CSPP staff members identify policy-making opportunities; convene key stakeholder representatives; facilitate dialogue, joint fact-finding, or agreement building; and produce reports documenting the outcomes.

In 2006, CSPP solidified our presence in food and nutrition policy making, continued our leadership in the energy sector, and took on some tough, long-standing environmental conflicts. As obesity rate increases continue to confound policy makers, parents, consumer advocates, food companies, and health agencies, CSPP is working to help all stakeholders come together to find ways of reversing this disturbing trend. Not only is CSPP working with today's policy makers and thought leaders, through our Youth Policy Summits we are helping young people think about their own nutrition and the policies that can impact their choices.

**"It is clear that there is no road out without working in collaboration."**

—John Adams, Founding Director,  
Natural Resources Defense Council

The nation is turning its attention to climate change. CSPP has pinpointed the most technically complex and politically charged climate change questions and is helping stakeholders pursue answers cooperatively. Our work in 2006 with national environmental groups, utilities, and the nuclear energy industry to engage in joint fact-finding about nuclear power issues is a clear example.

Natural resource conflicts have always been part of CSPP's work. In 2006, CSPP was deeply engaged in some of the most difficult natural resource questions. We stepped into the national debate over reauthorization of the Endangered Species Act and helped stakeholders with vastly different views work together in seeking solutions to the problems in Section 7. In these, and dozens of other health, energy, and environmental problems, CSPP helped manage policy conflicts and advance important policy agreements.

health and social policy

The Food and Nutrition Roundtable

In January 2006, The Keystone Center launched a new initiative, the Food and Nutrition Roundtable, which brings together prominent leaders from the public health community, federal agencies, the private sector, and academia to propose sustainable solutions to emerging food- and nutrition-related policy issues. The Roundtable's aim is to drive durable improvements in consumer diet and related improvements in public health over time. Of particular interest are matters of nutrition education and communication, consumer buying and eating behavior, the intersection of nutrition and food safety priorities, and coordination of existing programs among key sectors of society. The Roundtable has two initial priorities: proposing greater alignment between the food label, MyPyramid, and the



Dietary Guidelines; and developing a consensus-based, empirically validated system for communicating essential nutrition information to consumers on the front of the food label. The Roundtable provides: 1) a neutral forum for learning from diverse perspectives about those issues of greatest importance on the policy horizon, and for addressing issues of immediate priority that lack a venue for constructive dialogue; 2) an opportunity to deepen mutual understanding and build productive new relationships through informal discussions with other members; and 3) an opportunity to work collaboratively to address challenges of mutual interest.

Forum on Away-From-Home Foods: Opportunities for Preventing Weight Gain and Obesity

The U.S. Food and Drug Administration asked CSPP to design, convene, and facilitate a national dialogue on the role of foods consumed away from home (i.e., prepared meals purchased outside the home) on the problem of, and solution to, the obesity crisis. 40 leaders from government, industry, academia, and civil society organizations met several times to identify feasible strategies for addressing obesity, and to develop specific recommendations for the successful implementation of those strategies. The Forum's recommendations encompassed needed research, product innovation and meal design, worker training, consumer education and communication, and providing consumers with nutrition information at the point of decision. The final report was released at a national press conference in June 2006, and has been presented at numerous public events since then ([http://www.keystone.org/spp/documents/Forum\\_Report\\_FINAL\\_5-30-06.pdf](http://www.keystone.org/spp/documents/Forum_Report_FINAL_5-30-06.pdf)).



Pandemic Influenza Vaccine Prioritization: Public Engagement Meetings

During 2006, CSPP was engaged by officials from the Centers for Disease Control and Prevention (CDC) and the U.S. Department of Health and Human Services (HHS) to obtain citizen and stakeholder input regarding pandemic influenza preparation. This includes possible community control measures that could be implemented in the event of a pandemic influenza outcome, ranking goals for a pandemic influenza vaccination program, and pilot testing proposed new guidance related to vaccination prioritization. All of these processes involved a new model for the CDC of engaging citizens on pandemic planning and major policy decisions at the CDC and HHS. To obtain this input, citizen meetings were held in cities representative of diverse communities throughout the U.S.

environment

Colorado Roadless Areas Review Task Force

The Roadless Areas Review Task Force—a bipartisan, 13-member group created under Colorado Senate Bill 05-243—was convened to help determine the future of roadless areas in Colorado, including what uses, if any, would be allowed in the applicable forest areas. CSPP was contracted by the Colorado Department of Natural Resources to facilitate nine public comment meetings across the state and seven Task Force deliberative meetings between October 2005 and August 2006. CSPP also managed the public comment submission process and provided the Task Force with issue-based summaries of the public comments being received on the roadless issue. Based upon thousands of public comments and their deliberations, the Task Force made recommendations to Governor Bill Owens regarding how inventoried roadless areas in Colorado should be managed. Governor Owens submitted the Task Force's recommendations in a petition to the United States Forest Service on behalf of the State of Colorado in September 2006.



### Endangered Species Act Dialogue

CSPP received a unique request in May 2005 from six U.S. Senators from across the political spectrum (Lincoln Chafee, Hillary Clinton, Mike Crapo, James Inhofe, James Jeffords, and Blanche Lincoln) to convene a diverse group of interests to find consensus regarding the complex and controversial habitat provisions of the Endangered Species Act (ESA). CSPP assembled a group of 23 environmental and regulated sector interests, scientists, and legal scholars to take up what has become a divisive and frequently litigated issue.



The group agreed that the ESA could do a more effective job of protecting the habitat that plants and animals at risk need to recover, and grappled with various ideas about how improvement could best be accomplished. In so doing, the working group addressed three areas: an increase in the effectiveness of the incentives; a greater focus on developing useful, credible species recovery plans; and potential revisions to the existing Section 7 consultation standard. The participants agreed on a number of important principles they felt would productively guide any consensus-based revisions to the Act as well as a number of specific recommendations regarding the use of incentives related to Farm Bill measures, voluntary cooperative agreements, tax provisions, and streamlining.

Several dialogue participants have reported that the Keystone process contributed positively to both the development of, and broad support for recently introduced legislation by Senator Crapo to provide assorted tax incentives to landowners who take measures to benefit species at risk. This proposed bill includes provisions recommended during the Keystone process and has attracted support from a number of quarters including those that typically opposed one another regarding ESA issues.

The Keystone Center concluded this dialogue in April 2006 with a report on issues related to the habitat provisions of the ESA. The full text of the final report, as well as a complete list of working group participants and background on the dialogue, can be viewed at <http://www.keystone.org/spp/env-esa.html>.

### energy

#### Nuclear Power Joint Fact-Finding

Throughout 2006, The Keystone Center convened plenary meetings among a diverse set of interest groups to debate issues about nuclear power. The potential role for expanded nuclear power to provide more baseload electricity generation without contributing to climate change must be balanced with continued concerns about waste disposal, safety, proliferation risks, and cost. Proponents and skeptics from the electric industry, state regulators, environmental groups, and academics and consultants met throughout the year to reach a common understanding about the state of the technologies and the costs, benefits, and risks. The group built a common



## SYNERGY

### center for science and public policy and keystone science school

#### The Keystone Center Youth Policy Summit

Co-hosted by the National Consortium for Specialized Secondary Schools of Mathematics, Science, and Technology (NCSSSMST) and The Keystone Center, the third annual Keystone Center Youth Policy Summit focused on **Adolescent and Childhood Nutrition in America's K-12 Schools**. This program brings the public policy and mediation expertise of the Center for Science and Public Policy together with the educational expertise of Keystone Science School to provide students with a unique experience that has a lasting impact on these youth and their future quality of life.

Over the last few decades, obesity has become a growing concern facing youth. Lack of education about proper nutrition, the growing commonality of convenience factors in life, and an extreme decline in physical activity have all contributed to this increasing epidemic. The 2006 Keystone Youth Policy Summit was convened in an effort to explore solutions at the K-12 school level and help counteract this trend.

In June, after months of research and study, 40 students from ten math and science high schools spent the week of June 19-23 in Keystone, CO working in stakeholder groups, discussing, arguing, developing, and finally reaching resolutions. With guidance from The Keystone Center staff members and Consortium representatives, these students produced viable approaches to dealing with a problem that is confounding policy makers across the U.S.

While the students generally maintained a focus on schools, they encountered several aspects of the problem that necessitated a broader approach. Rather than artificially isolating the school environment, some recommendations in this report therefore call for broad action meant to affect schools as well as other venues for

change. In their deliberations, the students proposed solutions to address the following questions/issues:

1. There is considerable debate about the role different foods play in the obesity problem as it is experienced within the U.S. school-aged population. What foods or eating behaviors are most contributive to obesity-related health problems in schools, and what changes should be encouraged?
2. What changes, if any, should be made to the federally funded school meals program administered by the USDA? What changes, if any, should be made to current practices regarding the availability of other foods in schools?
3. Should food-related advertising and marketing in schools be restricted in any way? If so, please recommend appropriate changes, being mindful of financial trade-offs.
4. What is the appropriate role of school curricula and extra-curricular activities in combating obesity and nutrition problems?
5. What key messages should children receive about healthy eating and active lifestyles, in order to address the problem of obesity? What strategies would be effective in getting those messages across? Who is in charge of getting the message to the public?
6. What else, if anything, should be done within K-12 schools to help prevent and treat child and adolescent obesity-related problems?
7. What are the most pressing issues over the next ten years and what, in order of priority, should government give incentive or underwrite with its limited research budget?

The Keystone Center is extremely proud of the initiative shown by these students and the resulting product is well-researched, thoughtful, and practical. A full report of recommendations generated by the students can be found at our website, [www.keystone.org](http://www.keystone.org).

understanding on scientific and technical questions pertaining to the potential expansion of nuclear power in the U.S. Going forward with a common information base, expert stakeholders will be better able to discuss the appropriate role of nuclear generation and what policies are needed to ensure that nuclear power is consistent with national energy and environmental goals as well as stakeholder interests and values.

**Keystone Energy Board**

In 2006, the Keystone Energy Board continued to serve as a venue for philosophical discussions and a source for recommendations about the future direction of energy policy in the United States. Members include high-level executives across the energy industry, leaders of environmental groups, state and federal regulators, and Members of Congress.

The Board discussed a wide array of topics in 2006, including the economics of oil; energy impacts of Hurricane Katrina; transportation and renewable fuels; natural gas consumption; wholesale electricity markets; and the role of energy efficiency in today’s economy.

**Carbon Capture and Storage - Education & Outreach**

The CSPP continued its relationship assisting the Department of Energy’s (DOE) Office of Fossil Energy and the National Energy Technology Laboratory (NETL) to develop tools and strategies for educating and engaging the public on the highly technical issue of carbon sequestration. Keystone is also working with the Midwest Regional Carbon Sequestration Partnership (MRCSP), led by Battelle, on region specific outreach related to terrestrial sequestration on farmland, mineland, and marshland. The Keystone Center is working across its divisions on this issue and has developed middle and high school curricula on the subject of climate change. These non-biased, inquiry-based curricula adhere to National Education Standards and span across social studies, language arts, science, and math (for more information, please visit <http://www.keystonecurriculum.org>). The writing and training of curricula on climate change enables educators and students to learn about this subject while providing The Keystone Center with the opportunity to work across its other divisions to educate stakeholders and the public about this issue.



**“I believe the time for politics from the fringe is over, and it is time for all of us to join hands and work together, constructively and with respect, to solve this very critical problem for the United States and the world.”**

—Peter A. Darbee, Chairman, CEO, and President,  
PG&E Corporation,  
on the issue of global climate change



the keystone center for education

Keystone's Center for Education (CfE) programs stimulate critical thinking through hands-on, scientific inquiry. By providing inquiry-based interdisciplinary curriculum following a non-biased scientific framework to middle-level teachers and residential field experiences to students, our future leaders are developing increased awareness and understanding of the natural world—and are better prepared to solve complex issues. CfE's work is accomplished through its two divisions, Keystone Science School and Professional Education and Leadership.

keystone science school

Keystone Science School (KSS) inspires respect for science, the environment, self, and others using scientific frameworks, inquiry, and interdisciplinary academic instruction in the natural world. Through our programs, KSS strives to stimulate and strengthen students' critical thinking skills; recognize and apply relationships between classroom lessons and the natural world; enhance leadership and team-building skills; and demonstrate how collaboration can act as a tool for addressing complex environmental issues.

In 2006, on our 23-acre campus in Keystone, Colorado, KSS provided field science experiences for more than 3,500 participants through its school groups program, *Classroom Access to Science Education (CASE)*, and summer science education programs: *Discovery Camp*; *Counselor Assistant Program*; and *Keystone Mountain Adventures*, for students ages 7 to 17. In conjunction with Keystone Resort, KSS also offered community programs that incorporate natural history lessons to residents, guests, and groups. Scholarship funding from individuals, foundations, and corporations allowed more than 300 students from socio-economically disadvantaged backgrounds to attend KSS programs. Other 2006 highlights included The Keystone Center Youth Policy Summit (see page 8) and our inclusion of a new environmental issues curriculum into the school groups program.

Classroom Access to Science Education - Wolf Management Environmental Issues Curriculum

Since 2004, two wolves have been sited in Colorado. Because of this, wildlife officials say that it is not a matter of whether wolves return to Colorado, but rather a matter of when. Because our current students will be the leaders dealing with this issue in the future, Keystone Science School has developed a wolf management environmental issues curriculum that teaches our visiting school groups about all aspects of this issue. Students attending KSS learn about the biology and ecology of wolves and their interactions within an ecosystem during the day and are given the opportunity to learn more about the management side of this issue during the evenings. Students take part in a mock town meeting that mirrors a process



actually conducted by a working group in Colorado consisting of ranchers, government officials, wildlife biologists, environmental advocates, and sportsmen. Students walk away from the program understanding how to approach the issue of wolf management from all sides and how to apply science to decision-making. In 2006, approximately 250 students participated in this program at KSS.

Summer Programs

Keystone Science School's 2006 summer youth programs had a tremendous year. More than 175 youth had the opportunity to learn about the natural history of the mountains while building new friendships and rekindling old ones. This summer brought a new program to KSS—International Camp. Approximately 20 students joined KSS and staff of the Colorado International School in Denver for ten days of learning about different cultures and languages of the world while experiencing the natural world of the Rocky Mountains.



KSS Capital Improvement Plan

KSS has much to look forward to in the coming years. In 2006, The Keystone Center initiated plans for a multi-phase Capital Improvement Project, which will begin in the summer of 2007. At the present time, the school



is operating at capacity and has to turn away some school groups because of limited lodging and dining facilities. After several years of study and analysis, The Keystone Center's management and Board of Trustees have concluded that the time is right for the campus infrastructure to be expanded so that KSS can meet the demand for youth education and maintain a financially sustainable suite of programs into the future. This \$1 million project is slated for completion in 2010 and will involve improving existing facilities as well as some new construction. The project will be funded by a combination of corporate, foundation, and individual donors and will be completed in three phases, detailed below:

Phase 1: Observatory Center and Campus Beautification

To kick off the project, KSS will erect a new Night Sky Observation facility which will include the installation of a yurt, observatory, and telescope powered solely with renewable energy. This project will provide teaching space adjacent to a dome roofed observatory, with a high-powered telescope. This installation will permit KSS to expand its education offerings to include more astronomy and energy efficiency. Additionally, a variety of campus beautification projects will be involved in this phase, including new entrance signage, improved parking area, landscaping, and pathways with solar lighting and improved drainage.

Phase 2: Dining Hall and Dormitories

Capacity expansion requires augmentation of the current dining, teaching, and bed space. The elements of Phase 2 will include additions to the school's two existing







dormitories as well as its current dining hall. The expansion of these buildings will give KSS more space to house students for our programs and provide each field group of students their own learning space for individual classes in the day and in the evenings.

*Phase 3: Staff Housing*

One of KSS’ most important assets is its dedicated staff. In order to recruit and maintain the current high level of quality in its staff, the employee housing at KSS must be improved. Several of the existing historic cabins will be renovated and upgraded, and additional

structure(s) will be added, utilizing environmentally intelligent design and building solutions while reducing future operating costs.

**professional education and leadership**

The Professional Education and Leadership (PEL) programs of The Keystone Center for Education impact education communities around the globe by developing and disseminating non-biased, hands-on, interdisciplinary curricula to educators through public, private, and corporate partnerships with a view to improving education for all. PEL’s programs and services include teacher training as well as curriculum development and distribution.

“Amazing work. Your efforts are outstanding, but the most important gift you have given is passion. You have revitalized this group of mostly seasoned teachers and saved both them and their classes from the ever-increasing tide of cynicism in our profession.”

—Micah Ellison, Odyssey Charter School, Palm Bay, FL

PEL’s teacher training programs provide teachers a framework in which to lead their students through a non-biased and science-based investigation of environmental issues. By applying our *Key Issues Framework* to project and program development, PEL has created unique interdisciplinary curriculum units and teacher training workshops on issues including green science, aluminum can recycling, space exploration, and global climate change.

In 2006, 306 teachers were sponsored by 47 corporations, government agencies, and foundations to attend PEL’s teacher training institutes. In addition to workshops held at national and regional National Science Teachers Association conferences, PEL staff hosted seven teacher training sessions, including three sessions of *Key Issues: Bringing Environmental Issues to the Classroom*; as well as sessions of *Delaware Watershed Mystery*; NASA’s *Rovers, Reward, Risk & The Red Planet*; *Green Chemistry*; and *CSI: Climate Status Investigations*. Participating teachers brought the PEL-developed curricula back to their classrooms for immediate implementation in their classrooms.

Also in 2006, PEL supported education and stewardship on federal lands in partnership with a consortium of federal land management agencies that comprise Partners in Resource Education. *Hands on the Land* provides a national network of field classrooms that enhance kindergarten through high school student learning.



**Program Impact**

Through its curriculum units and five annual teacher training institutes, PEL programs reach hundreds of teachers and thousands of students each year. To begin to measure the impact and reach of the programs, PEL staff contracted with PRES Associates, Inc., an independent educational research firm, to complete an evaluation of the *CSI: Climate Status Investigations* program. In order to get a firsthand look at PEL’s teaching pedagogy, training focus, and participants, PRES Associates staff attended the third annual *CSI* teacher training institute, which brought 58 middle and high school educators from 21 U.S. states and Canada to Keystone, Colorado in October. The training focused on providing educators with the process, skills, and confidence to introduce the topic of global climate change using The Keystone Center’s non-biased framework. PRES Associates also surveyed past participants to determine implementation rates and student impact. The results are compiled in a full evaluation report (available by contacting The Keystone Center). Some of the highlights are below:



*Excerpts from An Evaluation Report on the CSI: Climate Status Investigations Program*

**Measuring the impact on teacher instruction practices**

Participants noted that the real-world focus and relevant application of the curriculum to everyday life had

a positive effect on the societal awareness of both teachers and students. Further, a majority of teachers

felt that their knowledge of non-biased instruction and inquiry-based learning had improved as a result of

the *CSI* curriculum. In regard to effects on teaching practices, the top three strategies teachers were more

likely to use as a result of the *CSI* curriculum were:

- 1) lead a class of students using investigative strategies;
- 2) make connections for students between science and the real world;
- and 3) use non-biased approaches to instruction. During



“The Key Issues curriculum has provided a high-interest, timely, and relevant course of study to my class. As a result, students are motivated to learn key concepts of state and national standards. Upon completion of the Key Issues unit, 98 percent of my students demonstrated a 30 percent or better increase in comprehension of important Earth Science topics such as topography, hydrology, and human interaction with the environment. Furthermore, students developed valuable communication and cooperative learning skills crucial to working within the scientific community.”  
—Linda Trawick, 8th grade science teacher, Lovinggood Middle School, Marietta, GA



interviews, participants noted that the curriculum caused them to take a much more hands-on approach in their classes and use textbook assignments less often. Teachers also stated that as a result of the CSI curriculum they are much more likely to bring current events into the class and engage in discussion about societal issues relevant to their content area.

Measuring the impact on student learning and ability

Teachers noted much improvement in areas specifically related to topics covered by the CSI curriculum such as: a) science of the greenhouse effect and climate change; and b) economic, environmental and social

factors contributing to climate change. Furthermore, teachers perceived significant improvements in their students' ability to relate what they are learning in science to their daily lives. In addition, more than 90% thought that the CSI program: a) develops students' understanding of science concepts and basic tenets of scientific inquiry; and b) keeps them intellectually

engaged. Approximately 83% indicated that it enhances students' capacity to carry out their own inquiries and 100% indicated that it develops student appreciation for science and its relevance to societal issues. The types of activities that students do in class also shifts after teachers have been exposed to the CSI curriculum. Specifically, students are less likely to be given worksheets and more likely to be actively engaging in independent investigation and problem solving. Teachers also



perceived a significant increase in student ability to: a) carry out and conduct their own research; b) make recommendations based upon data; c) conduct non-biased scientific inquiry; and d) make connections between science and the real world.

Expanding to New Audiences

While PEL's programs have reached middle-level students and teachers for the past 15 years, 2006 was the inaugural year for its high school programs. Because the framework for instruction differs in high schools, PEL staff worked with high school teachers and facilitators to define our unique high school curriculum development and training pedagogy. In order to incorporate the essence of the *Key Issues Framework* and inquiry-based philosophy, PEL's high school program staff employs techniques that encourage open-ended content instruction where the value of questions outweighs answers. The goal is to utilize hands-on inquiry to lead students to innovative thinking across disciplines. Through this non-biased pedagogy, scientific creativity is celebrated and systems thinking in students is reinforced.



To test this newly defined high school approach, PEL staff looked to the October 2006 high school pilot training of *CSI: Climate Status Investigations*. 20 teachers from across North America attended the training and provided valuable insight into the high school methodology and curriculum unit. As teachers implement the lessons and labs, PEL will continue to solicit their feedback in order to enhance the evolution of the curriculum.

Beyond the high school classroom, PEL expanded its reach internationally to the United Kingdom, Ireland, and Spanish-speaking populations. In 2006, The Pfizer Foundation-sponsored unit on Green Chemistry, *Recipe for Sustainable Science*, was translated to Spanish to support its implementation in Spanish-speaking countries and to English language learners, and PEL continues to seek support to translate all its curriculum units to Spanish in 2007. Additional international outreach included Green Chemistry trainings for Pfizer communities in the United Kingdom and Ireland. In the coming year, PEL intends to bring the unit to other international locales.



Outreach and Educational Resources

PEL's outreach extends beyond trainings. In 2006, PEL developed and maintained several websites that highlight curricula and expand the availability of PEL's educational resources. Any educator searching for new hands-on,

“This was one of the best hands-on training opportunities I have experienced. I can’t wait for our team to implement the strategies presented and see the light bulbs of understanding go off in our students’ minds.”  
—Denise Clough, Fassett Middle School, Oregon, OH

“The materials and instruction we received will allow us to return to our schools ready to share our experiences in a manner that provides enjoyment to the teaching of science.”  
—Jaye Wilson, New London, CT





inquiry-based lessons is now able to experience our non-biased pedagogy even if they have never attended one of our trainings. Educators are able to easily download curricula, access a multitude of additional resources, and receive implementation support from PEL staff through our online resources. Educators who have attended our trainings also participate in online forums to receive implementation support from PEL staff as well as their colleagues across the country who also attended the training.

Several curriculum units are available online, including:

- *CSI: Climate Status Investigations* - PEL's middle school and

high school curricula presented in partnership with the Department of Energy and The National Energy Technology Laboratory. ([www.keystonecurriculum.org](http://www.keystonecurriculum.org))

- *Recipe for Sustainable Science: An Introduction to Green Chemistry in the Middle School* - Developed in conjunction with Pfizer Foundation to introduce teachers and students to the topic of Green Chemistry. ([www.pfizer.com/pfizer/subsites/philanthropy/caring/science.education.greenchem.jsp](http://www.pfizer.com/pfizer/subsites/philanthropy/caring/science.education.greenchem.jsp))

- *Talkin' Trash with Aluminum Beverage Cans* - The Can Manufacturers Institute provided support for PEL to complete curricula for elementary and middle school teachers on aluminum can recycling. ([www.cancentral.com](http://www.cancentral.com))

- *Hands on the Land* - A national network of field classrooms linking students, teachers, and parents to their public lands. ([www.handsontheland.org](http://www.handsontheland.org))

## SYNERGY

### keystone science school and professional education and leadership

Center for Education staff are constantly thinking about how best to explore the philosophical and practical links between Keystone Science School's (KSS) and Professional Education and Leadership's (PEL) programs. In 2006, Center for Education staff collaborated on the *Hands on the Land* (HOL) program, a national network of field classrooms on public lands and waterways.

Building on the snow science expertise of KSS staff in conjunction with the programming knowledge of PEL staff, the HOL program provides students and teachers with more options for studying snow science in their classroom and in the field. By logging into a new HOL database, students can now observe winter weather history through the various snowpack layers and the degree of change in snow grains. From these observations, students can calculate the amount of water available for homes, industry, and agriculture. Students studying snow science at KSS are also learning more about avalanche risks through the study of the winter's snowpack.

After spending time studying the snowpack in Keystone, students can return to their classrooms and continue monitoring the snowpack as other students enter data into the HOL website. Learn more about the science involved in snowpack monitoring and its benefits by visiting the HOL website's Environmental Monitoring link at: [www.handsontheland.org](http://www.handsontheland.org). This is an exciting addition to the curricula of Keystone Science School that will enhance our ability to teach science to students in a meaningful way.

Center for Education staff see this connection as just one realized project among many ideas, and continue to explore the possibilities for additional partnerships and programs.





## consolidated statement of financial position

### the keystone center december 31, 2006 (with comparative totals for 2005)

	2006	2005
<b>assets</b>		
Cash	\$ 232,120	\$ 123,663
Investments	65,844	56,740
Receivables	813,476	667,104
Science School store inventory	15,670	14,583
Prepaid expenses	57,191	62,931
Deposits and other	11,260	21,122
Investments, restricted	8,369	51,600
Property and equipment, net	<u>3,424,057</u>	<u>3,550,349</u>
<b>total assets</b>	<b>\$ 4,627,987</b>	<b>\$ 4,548,092</b>
<b>liabilities</b>		
Accounts payable	\$ 196,864	\$ 220,556
Accrued liabilities	107,828	91,844
Deferred revenue	24,783	43,249
Line of credit	-	150,000
Deferred compensation payable	22,342	51,600
Long-term debt	<u>1,878,868</u>	<u>1,908,307</u>
<b>total liabilities</b>	<b>\$ 2,397,302</b>	<b>\$ 2,465,556</b>
<b>net assets</b>		
Unrestricted	\$ 1,485,562	\$ 1,336,459
Temporarily restricted	861,508	694,077
Permanently restricted	<u>52,000</u>	<u>52,000</u>
<b>total net assets</b>	<b>\$ 2,399,070</b>	<b>\$ 2,082,536</b>
<b>total liabilities and net assets</b>	<b>\$ 4,627,987</b>	<b>\$ 4,548,092</b>

consolidated statement of activities

the keystone center  
december 31, 2006  
(with comparative totals for 2005)

	unrestricted	temporarily restricted	permanently restricted	2006 total	2005 total
<b>revenue</b>					
Program revenue	\$ 3,356,522	\$ -	\$ -	\$ 3,356,522	\$ 2,708,184
Contributions	845,484	2,176,828	-	3,022,312	2,254,700
Investment income	11,701	-	-	11,701	6,590
Miscellaneous income	669	-	-	669	157
Released from restrictions	<u>2,009,397</u>	<u>(2,009,397)</u>	-	-	-
<b>total revenue</b>	<b>\$ 6,223,773</b>	<b>\$ 167,431</b>	<b>\$ -</b>	<b>\$ 6,391,204</b>	<b>\$ 4,969,631</b>
<b>expenses</b>					
Program services	\$ 4,830,838	\$ -	\$ -	\$ 4,830,838	\$ 3,712,938
Management and general	686,517	-	-	686,517	633,806
Fundraising	<u>559,083</u>	-	-	<u>559,083</u>	<u>401,261</u>
<b>total expenses</b>	<b>\$ 6,076,438</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 6,076,438</b>	<b>\$ 4,748,005</b>
<b>change in net assets</b>	<b>\$ 147,335</b>	<b>\$ 167,431</b>	<b>\$ -</b>	<b>\$ 314,766</b>	<b>\$ 221,626</b>
<b>net assets - beginning of year</b>	<b>\$ 1,336,459</b>	<b>\$ 694,077</b>	<b>\$ 52,000</b>	<b>\$ 2,082,536</b>	<b>\$ 1,860,910</b>
<b>net assets - end of year</b>	<b>\$ 1,483,794</b>	<b>\$ 861,508</b>	<b>\$ 52,000</b>	<b>\$ 2,397,302</b>	<b>\$ 2,082,536</b>

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