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 synergeia 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 strike 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
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 350 guests from government, the private sector, and the NGO community. Emcees Colbie 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 Wisteome of the International Fund for Animal Welfare. Mr. Adams co-founded NRDC in 1970, serving as Executive Director from 1970-1988 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 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 1990 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 Snow, The Nature Conservancy
1997 Dr. W. Cliett McClain, Citizen for Environmental Justice
1998 Kathleen S. Fuller, World Wildlife Fund
1999 Fred Krupp, Environmental Defense Fund
2000 Dr. George Achtert, International Crane Foundation
2001 Patrick F. Noonan, The Conservation Fund
2002 Russell E. Train, World Wildlife Fund
2003 Teresa Heinz Kerry, Pew Foundation for Philanthropy
2004 Jonathan细ch, World Resources Institute
2005 Anne M. Elrich, Stanford University

**Leadership in Industry Award**

1994 Frank Pophal, Dow Chemical
1995 H. Laurence Pohr, Amoco Corporation
1996 Edgar S. Woolard, DuPont
1997 Bob Rust, FMC Corporation
1998 John F. Smith, Jr., General Motors Corporation
1999 Solovy Taub, Eli Lilly & Company
2000 Responsible Care Initiative of the Chemical Manufacturers Association
2001 Archie Durham, Conoco
2002 Marilyn Ame, American Water Works
2003 Thomas C. Jorling, International Paper
2004 Ralph Peterson, CH2M HILL Companies
2005 James E. Rogers, Energy

**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 Shawoord Basheet
2000 Congressman John D. Dingell
2001 Congressman Henry Waxman
2002 Senator Richard Lugar
2003 Congressman James L. Oberstar
2004 Senator Daniel K. Inouye
2005 Congressman Nancy Johnson

**Spirit of Keystone Award**

1998 Dr. Donald Kennedy, Stanford University
2000 Dr. Bruce Alberts, National Academy of Sciences
2001 Majora传媒, Brown USA
2002 Daniel Ritchie, University of Denver
2003 Jane Nelson, Harvard University

**Leadership in Education Award**

1995 Sir John Browne, BP Amoco Corporation
1996 Mayor Norman Rice (Seattle, WA)
1997 Dr. Stephen Schnitzler, ANDRA Holding AG
1998 Dr. John Brown, BP Amoco Corporation
2001 Edward M. Gable, former Ambassador to Morocco
2002 Paul V. Telve, DuPont
2003 William K. Reilly, Aqua International Partners
2005 Nicholas L. Rieding

**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 Shawoord Basheet
2000 Congressman John D. Dingell
2001 Congressman Henry Waxman
2002 Senator Richard Lugar
2003 Congressman James L. Oberstar
2004 Senator Daniel K. Inouye
2005 Congressman Nancy Johnson

**Leadership in Education Award**

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2000 Dr. Bruce Alberts, National Academy of Sciences
2001 Majora传媒, Brown USA
2002 Daniel Ritchie, University of Denver
2003 Jane Nelson, Harvard University

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 its presence in food and nutrition policy making, continued its 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.

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.

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Natural resource conflicts have always been part of CSPP’s work. In 2006, CSPP was deeply involved 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 these 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).

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 05-242—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.
Adolescent and Childhood Nutrition in America’s K-12 Schools

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 points that 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 targeted 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 in support of the ESA. The full text of the final report, as well as a complete list of working group participants and background information, can be found at www.keystone.org/pprm-esa.html.

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/pprm-esa.html.

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The Keystone Center Youth Policy Summit

The Keystone Center Youth Policy Summit was convened in an effort to explore solutions at the K-12 school level and help counteract the growing commonality of convenience factors contributing to this increasing epidemic. The 2006 Keystone Youth Policy Summit brought together hundreds of stakeholders, including high school students, industry leaders, child advocacy groups, and others, to focus on the problem of obesity. The summit explored solutions, and the students gave us their recommendations on how to ban junk food from schools and require more nutritious options, as well as sustainable solutions that could be implemented at the school and student level to counteract this epidemic. The students were given approximately 45 minutes to answer the following questions:

1. There is considerable debate about the role different energy sources play in climate change as it is experienced within the U.S. school-aged population. What foods or energy sources pose the greatest threat? What changes, if any, should be made to the federally funded school lunch program to combat this threat? Should funds be underwritten with the U.S. Department of Agriculture’s (USDA) Supplemental Nutrition Assistance Program (SNAP)?

2. Are school cafeterias, vending machines, and near-school businesses supportive of healthy eating and active lifestyles, in order to address the problem of obesity? What strategies would be effective in getting these messages across? What is in charge of getting the message to the public?

3. 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 these messages across? What is in charge of getting the message to the public?

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 these messages across? What 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 incentives or underwrite with its limited research budget?

The Keystone Center is extremely proud of the initiative shown by these students and their resulting product is well-researched, thoughtful, and practical. A full report and recommendations generated by the students can be found at our website, 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
Keystone's Center for Education (CIE) 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. CIE’s work is accomplished through 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 students 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 education programs.

Classroom Access to Science Education - Wolf Management Environmental Issues Curriculum

Since 2004, two wolves have been sighted 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 150 students participated in this program at KSS.

Summer Programs

Keystone Science Schools 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 Observatory 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 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 3: Classroom Access to Science Education - Wolf Management Environmental Issues Curriculum

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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

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 Rivers, 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.

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.

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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:

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 most 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

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

...
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, 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 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,
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. 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)*

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assets</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash</td>
<td>$232,120</td>
<td>$123,663</td>
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<tr>
<td>Investments</td>
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<td>56,740</td>
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<td>Receivables</td>
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<td>Science School store inventory</td>
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<tr>
<td>Prepaid expenses</td>
<td>57,191</td>
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<tr>
<td>Deposits and other</td>
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<td>21,122</td>
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<tr>
<td>Investments, restricted</td>
<td>8,369</td>
<td>51,600</td>
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<tr>
<td>Property and equipment, net</td>
<td>3,424,057</td>
<td>3,550,349</td>
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<tr>
<td><strong>Total Assets</strong></td>
<td>$4,627,987</td>
<td>$4,548,092</td>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Liabilities</strong></td>
<td></td>
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<tr>
<td>Accounts payable</td>
<td>$196,864</td>
<td>$220,556</td>
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<td>Accrued liabilities</td>
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<td>Deferred revenue</td>
<td>24,783</td>
<td>43,249</td>
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<tr>
<td>Line of credit</td>
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<td>1,908,307</td>
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<td><strong>Total Liabilities</strong></td>
<td>$2,397,302</td>
<td>$2,465,556</td>
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<table>
<thead>
<tr>
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<tr>
<td><strong>Net Assets</strong></td>
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<tr>
<td>Unrestricted</td>
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<td>Temporarily restricted</td>
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<td>Permanently restricted</td>
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<tr>
<td><strong>Total Net Assets</strong></td>
<td>$2,399,070</td>
<td>$2,082,536</td>
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<table>
<thead>
<tr>
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<th>2005</th>
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<tbody>
<tr>
<td><strong>Total Liabilities and Net Assets</strong></td>
<td>$4,627,987</td>
<td>$4,548,092</td>
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### consolidated statement of activities
**the keystone center**
**december 31, 2006**
(with comparative totals for 2005)

#### revenue

<table>
<thead>
<tr>
<th></th>
<th>unrestricted</th>
<th>temporarily restricted</th>
<th>permanently restricted</th>
<th>2006 total</th>
<th>2005 total</th>
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<tbody>
<tr>
<td>Program revenue</td>
<td>3,356,522</td>
<td></td>
<td></td>
<td>3,356,522</td>
<td>2,708,184</td>
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<td>Contributions</td>
<td>845,484</td>
<td>2,176,828</td>
<td>3,022,312</td>
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<td>Investment income</td>
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<td>11,701</td>
<td>6,590</td>
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<td>Miscellaneous income</td>
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<td>669</td>
<td>157</td>
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<tr>
<td>Released from restrictions</td>
<td>2,009,397</td>
<td>(2,009,397)</td>
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<td><strong>total revenue</strong></td>
<td>6,223,773</td>
<td>167,431</td>
<td></td>
<td>6,391,204</td>
<td>4,969,631</td>
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#### expenses

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<th>permanently restricted</th>
<th>2006 total</th>
<th>2005 total</th>
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<td>Program services</td>
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<td>3,712,938</td>
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<td>Management and general</td>
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<td>686,517</td>
<td>633,806</td>
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<td>Fundraising</td>
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<td>529,085</td>
<td>483,291</td>
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<td><strong>total expenses</strong></td>
<td>6,076,438</td>
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<td>6,076,438</td>
<td>4,748,005</td>
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| **change in net assets** | 147,335 | 167,431 | - | 314,766 | 221,626 |

| **net assets - beginning of year** | 1,336,459 | 694,077 | 52,000 | 2,082,536 | 1,860,910 |
| **net assets - end of year**      | 1,483,794 | 861,508 | 52,000 | 2,397,302 | 2,082,536 |

---

### sources of support 2006

<table>
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<tr>
<th>corporate, foundation, and government donors</th>
<th>consolidated statement of activities</th>
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<td>Crowell &amp; Moring LLP</td>
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<td>Daniels-Houlton Family Foundation</td>
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<td>Defenders of Wildlife</td>
<td>Grocery Manufacturers of America</td>
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<tr>
<td>Deltaote &amp; Touche LLP</td>
<td>Hands on Science Partnership</td>
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<td>The Denver Foundation</td>
<td>David Heil &amp; Associates, Inc.</td>
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<td>Denver Zoological</td>
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<td>American Electric Power</td>
<td>High Country Health Care</td>
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<tr>
<td>American Forest &amp; Paper Association</td>
<td>High Country Processing</td>
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<tr>
<td>The Dow Chemical Company</td>
<td>Hoehl Family Foundation</td>
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<td>The Robert N. and Nancy A. Downey Foundation</td>
<td>International Fund for Animal Welfare</td>
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<td>Dow Corning Foundation</td>
<td>International Transmission Company</td>
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<td>Johnson &amp; Johnson</td>
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<tr>
<td>DuPont</td>
<td>Kendall Hunt Publishing</td>
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<td>Eastern Kestle Foundation</td>
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<td>Emerson</td>
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<td>Electricity Consumers Resource Council</td>
<td>Emerson &amp; Conning Specialty</td>
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<td>Polymers</td>
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<td>Bristol-Myers Squibb Foundation</td>
<td>The Keystone Carousel</td>
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<tr>
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<tr>
<td>Cargill</td>
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<td>CH2M HILL Companies</td>
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<td>Charles River Associates</td>
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<td>The Coca-Cola Company</td>
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<td>Merck Institute for Science</td>
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<td>Conservation International</td>
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</table>
Tennessee Valley Authority
Trustman Sanders LLC
Val Reserves, Inc.
Van Ness Feldman, PC
W.R. Grace & Co.
Western Urban Water Coalition
The Wilderness Society
Xcel Energy Foundation

individual donors
Marcy A. Ackert
Peter S. Adler, Ph.D.
Sarah Stokes Alexander
Edwin W. Baker, Jr.
Cheryl Basford
Larry and Marilyn Bebow
Kathy Bennett
Blanchard Family
George and Kristi Binson
Virginia and Stanley Boucher
John and Ann Boyd
Barry Bradley
Rohn Brewer
John Briggs
David and Barbara Bizzell
Rodger W. Bybee
Lynne Byrne
Arthur L. Caplan, Ph.D.
J. Boyd and Debra Mitchell

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Chuck and Kay Hirt
Karen Holtsog
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Judy Hunt
Michael Hughes
Pete and Maryann Ill
Gerald and Constance Ireland
Kemper Isely
Dottie Jackson
Sue Johns
Sarah and Murd Johnson
Bill and Susan Juergensmeier
Robert and Marjorie Julian
Sally and Dennis Kaiser
Meg Kelly
Tom and Ruth Kimbell
Peter and Judith Kleinman
Karen Koenemann
Kathie Krablos
Carol Stock Krankitz
Jeremy Krankowitz and Jennifer Pleasure
Katherine Lam
Binke Le Breton
Levon Levy and Denise
Barlock-Le Breton
Anton
Robert and Ann Pena
Duane and Marjorie Pearsall

Thomas McCall and Kathleen Tami
Roger and Jose Weir
Mary and Bob McFadden
Andy and Mandy McIntyre
Kelly and Gregory McMurray
A. J. Miller
Kellam and Gary Miller
J. Boyd and Debra Mitchell
Martha and Larry Madsen
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Phyllis and Gary Martinez
Robert and Sharon Martinez
Mary Mayhew

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