1. **EVE Space Weather Program**
   Mark McCaffrey and colleagues are developing their MESA program for the fall. The model is six weeks of space weather/climate studies and six weeks of experience and research with SID monitors. The EVE team is collaborating with the St. Vrain MESA program, which will be run as part of a school course rather than the usual after-school club.

   Mark has picked up the materials developed for the SID project by the Chabot Space and Science Center, as well as an activity developed by Deborah Scherrer of the Solar Center, and will be evaluating them for potential inclusion in their MESA program.

2. **Space Weather Monitors Program** *(jointly funded by HMI, NSF/CISM and NASA/SOHO/MDI)*

   A high school student from New York, Leandra Morola, has completed a research project using her SID monitor data and is submitting her paper to the Intel Science Talent Search, a competition open to high school seniors throughout the nation. Leandra received significant support from her Mentor, Nick Gross, Education Director for NSF’s Center for Integrated Space Weather Modeling, as well as her teacher, Richard Kurtz, and solar researchers Don Rice and Miriam Forman. Her paper was reviewed, and Leandra was given feedback, by 5 colleagues here at Stanford. All felt the paper was quite outstanding, and well above what might be expected from a high school student. This marks the first fully-documented, extensive research project by a high school student using a SID monitor.

   A draft of the curriculum materials developed by Chabot Space and Science Center is now available: [http://www.chabotspace.org/vsc/solar/spaceweather/](http://www.chabotspace.org/vsc/solar/spaceweather/) (click on the “First Draft…” link near the top). These are activities designed to introduce teachers and students to the concepts behind the Sun and space weather. An introductory activity, developed by Deborah Scherrer, to acquaint students with SID data and the ionosphere is also available for evaluation and testing: [http://solar-center.stanford.edu/SID/educators/SunriseActivity.doc](http://solar-center.stanford.edu/SID/educators/SunriseActivity.doc)

   After initial feedback on informal testing (some of which we’ve already received!), we will be arranging to formally assess these materials in the classroom.

   Approximately 80 SID monitors have been shipped to sites in the US and elsewhere. Only 7 of the initial 100 instruments funded remain available (others are being used for test and local purposes). Once those 7 are placed, we have no more funding to provide monitors until/unless we receive a NASA grant for IHY distribution and/or find additional funding.
We have orders for 3 AWESOME monitors from customers who can fund their own (2 in Germany for the IHY and one in the US). We have spent over a month working with Stanford administrators to put in place a mechanism for funding EE to put these together for us. There is no easy way, but we think we have come upon a solution. Once this solution is implemented, we will be able to order and ship the instruments.

3. **IHY & IPY Project (HMI & EVE)**
   We are still waiting for a response from NASA on the proposal we submitted to fund SID and AWESOME distribution for the IHY. We are expecting to also submit a proposal to NASA’s IPY funding call, due 8 January 2007.

4. **Science Fellow Service Learning Program at Stanford (Partnership with Stanford’s Haas Center for Public Service and the Stanford Solar Center) (HMI)**
   Academic year 2006-07 is year 4 of the Science in Service program at the Haas Center for Public Service. This is the first year that student mentor coordinators were in place at the beginning of the quarter, as they were selected at the end of spring quarter last year. The mentor coordinators completed advanced training in community relationships with the student coordinators in the Haas Center’s other schools programs. They then completed three more weeks of in-depth training on science teaching. They completed a workshop on science process skills in teaching science to children, and a workshop on curriculum development and lesson adaptation.

   This is also the first year that the Science in Service program has been able to conduct mentoring at the Boys & Girls Club of the Peninsula during fall quarter. The fall quarter was mutually designed by the Science in Service program coordinator, Kelly Beck, and the Boys & Girls Club staff as an opportunity to explore new mentoring methods/projects and to allow Stanford students to sample the program. Weekly mentoring was offered at the Redwood City clubhouse. A science festival was offered at the Menlo Park and East Palo Alto clubhouses; the science festival evoked a portable science museum experience.

   The mentor coordinators helped program coordinator Kelly Beck recruit volunteer mentors for autumn quarter mentoring at the Boys & Girls Club. Thirty students submitted applications and completed mentor training. Twenty-five students actually participated in the fall quarter Science in Service mentoring at the Boys & Girls Club.

   The Boys & Girls Club staff and administration have praised the Science in Service students and the programming this quarter. They have given very positive feedback and expressed their appreciation via email and directly to the students during their mentoring sessions at the Boys & Girls Club.

   Science in Service has been invited to conduct after-school science classes at the Center for a New Generation (CNG), which is run by the Boys & Girls Club of the Peninsula. CNG is described by the Boys & Girls Club on their website as: “CNG is a highly structured, after-school specialty program located at the Flood School in
Menlo Park. CNG is available to kindergarten to eighth graders living in the Ravenswood City School District. The program offers a variety of programs designed to supplement the education provided by the schools. CNG helps the children meet and sometimes exceed their standard grade level, improves their chances of graduating from high school, and exposes them to artistic and cultural diversity outside of their community.”

http://www.bgcp.org/cng_programs.php

The challenge will be to meet the increasing interest and demand in the program. However, Stanford students are also expressing increasing interest, by requesting that we post schedules in advance so that they can plan their schedules around Science in Service opportunities.

5. Teacher Workshop
John Beck presented a teacher workshop on 6-7 October at the Edward Teller Science & Technology Education Symposium of the Lawrence Livermore National Laboratory. About 20 teachers from K-14 attended, though most were from middle and high school. As usual, they loved the spectroscopes and the “Colors of the Sun” video. This is the most recent in an ongoing series of annual symposia sponsored by LLNL with workshops presented by John Beck.