AIA, EVE, HMI E/PO Report
For period November 2006

By Deborah Scherrer

1. AIA – SAO
The space weather scenario developed with the Christa McAuliffe Challenger Learning Center (CLC) has been fully integrated into the Challenger "Return to the Moon" mission, and will be experienced by upwards of 7,500 middle school students by the end of the academic year. More details are available at http://www.christa.org/main_page.htm. Earlier this fall the CLC-SAO team conducted two day-long workshops for about 100 teachers who will be bringing their classes to the Center for the mission. The primary focus of the workshop was solar phenomena and related space weather. Early in 2007 the SAO team will begin piloting classroom space weather activities designed to complement the CLC experience. Parallel to this effort, the CLC-SAO team will begin to embed a space weather scenario in a second CLC mission ("Voyage to Mars"). Both missions will be available for the 50+ CLCs across the nation and in England and Canada.

2. EVE Space Weather Program
The EVE team is gearing up for their pilot project with the St. Vrain MESA program that will be an actual course during the school day. They will be leveraging existing NASA space weather/climate resources/activities plus the SID monitors and related activities. They are currently developing the pre/post assessment instrument. At the end of the session the students will do a Challenger Center activity on space weather, working with the center in Colorado Springs, LASP, and Fiske Planetarium.

3. Space Weather Monitors Program (jointly funded by HMI, NSF/CISM and NASA/SOHO/MDI)
One of our scientists has found a high school student from Racine, Wisconsin who would like to spend 10 days with the group next spring doing research on the SID monitors. This is part of a high school interim program where students spend up to 2 weeks at a research lab. We will set up the student with a SID monitor beforehand to become accustomed to the instrument and data, then work with him on research with the SID data while he is here.

We have also been contacted by a volunteer considering a masters in electrical engineering or computer science who would like to work with the SID project. This woman, Cristina Rosales, is currently working as a professional engineer and has a strong interest and background in education. She should make a wonderful addition to our team!

We have shipped 76 SID monitors, with 4 more going out this week. We have also received (funded) orders for 3 AWESOME monitors.
4. **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 continue to receive more translator volunteers from the Stanford Alumni -- one for Arabic, who lives in Cairo, and one for French, who lives in the Netherlands. Debbie has set up a website to track translations as they come in. See: http://solar-center.stanford.edu/SID/translations/

   Debbie has made contact with a refugee camp in Thailand that would like a SID monitor. However, their lack of consistent power will be an issue. This will be a frequent problem when trying to place monitors in Developing Nations.

5. **Science Fellow Service Learning Program at Stanford (Partnership with Stanford’s Haas Center for Public Service and the Stanford Solar Center) (HMI)**

   We have 30 Mentor volunteers, so the program is doubling every year, as we had hoped. Our 5 Student Coordinators have blossomed. As we know, they feel they gain "ownership" of the project by creating curricula. However, to do this properly requires a good deal of time and experience. Program director Kelly Beck did a workshop on how challenging it is to create curricula. Now, instead of “starting from scratch,” the students are choosing to adapt existing activities. Their first choice was the Science of Cooking.

   The B&GC has selected the After School Science Plus curriculum by Educational Equity Concepts for use in their after school program. This targets 3rd-5th grades physical science and includes a focus on careers and diversity. Haas will connect solar scientists to these. It appears that the After-School focus is a big win. It is difficult for teachers to accommodate any sort of program into the classroom, and the After School setting frees up groups to adapt to the kids's needs, not having to deal with standards or fitting into existing programs.

   Haas and the Science Fellow students are receiving great feedback from the B&GC! In fact, the director of RWC actually interrupted a session to give a presentation on how much they liked and appreciated the program.