In response, the ASHG and the National Science Resources Center (NSRC) are using genetics incentives:

**Statement on the Importance of Participation of Scientists in K-12 Science Education**

The American Society of Human Genetics (ASHG) and other scientific societies believe that a broader learning community, including outreach by DNA Day Essay Contest and many biological concepts, including genetics (O’Sullivan et al., 2003; Table 1). Moreover, the year study by The American Society of Human Genetics (ASHG) identified widespread interest in genetics among students who are encouraged by genetics outreach efforts. ASHG and others believe that a broader learning community, including outreach by DNA Day Essay Contest and many biological concepts, including genetics, can be achieved through the use of incentives and incentives.

**Goals of the GENA Project**

- **Professional disciplinary impact:** Professional disciplinary impact is defined as the impact of participation in an increasing genetics-based healthcare system on the career trajectories of participating geneticists. The impact of participation in an increasing genetics-based healthcare system on the career trajectories of participating geneticists is highly significant and may indirectly benefit their careers (e.g., letters for dossiers). Such efforts will have a more fundamental change as a result of such efforts.

**Outreach and Sustainability**

- **Nurturing and development:** The simplified diagram below models some of the interactions needed for success.

**Systemic STEM Change:** At the WERTSE meeting, ASHG explored whether professional societies could help strengthen higher education’s commitment to STEM education internally and externally (e.g., pre-service teacher prep, non-major courses, K-12 outreach). There were conversations that change might be possible if professional societies used their membership to influence academic leaders (e.g., governing boards, presidents) and business leaders, perhaps through workshops, white papers, and other resources. This type of effort could be used to reach the normal range of activities of most disciplinary professional societies.

**The simplified diagram below models some of the interactions needed for success.**

**What Would We Like to Learn from Other MSPs?**

- **Sustainability:** The involvement of scientists in professional society-mediated partnerships with high school teaching colleagues can yield many benefits. One possible mechanism for enhancing these benefits is the adoption of similar national programs. The fact that the workshops that initiate these relationships—by offering the professional development and building the rapport needed for the partners to begin substantive collaboration—are quite expensive. What business model can help sustain this type of partnership-building project when funding is limited or exhausted?

**Systemic Change:** The ASHG is considering the adoption of a national-level program to support its members to fundamentally change as a result of such efforts.

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