**Introduction**

[ Just put the introduction to your proposal here ]

**The Current Study**

**Causal model.** xxxx

**Research Questions.** xxxx

**Methods**

**Sample**

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**Experimental Design**

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**Measures**

**Fidelity of implementation.** Xxxxx

**Engagement with the academic task.** Xxxxxx

**Intrinsic task value.** Xxxxx

**Attitude toward work in STEM.** Xxxxx

**Intervention**

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**Results**

**Fidelity of implementation**

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**Research Questions**

**RQ1.** Xxxxx

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| Table 1  Descriptive Statistics of Counts of Academic Behaviors | | | | | |
| Segment | Academic M (SD) |  | Competing M (SD) |  | Management M (SD) |
| A | 8.4 (2.2) |  | 1.6 (2.2) |  | 0.2 (0.1) |
| B | 8.7 (1.4) |  | 1.1 (1.3) |  | 0.1 (0.4) |
| C | 5.9 (3.1) |  | 3.9 (3.2) |  | 0.3 (0.6) |
| Measures are counts of students engaged in a behavior at the moment of sampling | | | | | |

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| *Figure 1*. Distribution of engagement behaviors for each intervention segment |
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**RQ2.** Xxxxx

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| Table 2  Descriptive Statistics of Intrinsic Task Value Measures | | | | |
| Segment | Enjoyment M (SD) |  | Interest M (SD) |  |
| A | 0.9 (2.0) |  | 2.7 (1.9) |  |
| B | 2.6 (1.8) |  | 3.1 (2.5) |  |
| C | 3.4 (2.1) |  | 3.2 (2.0) |  |
| Measures are on a scale of -5 to +5, with zero meaning “no strong feelings”. | | | | |

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| *Figure 2*. Distribution of intrinsic value measures for each intervention segment |
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**RQ3.** Xxxxx

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| Table 4  Descriptive Statistics of Attitudes Toward Work in STEM fields | | | | | | | | | |
| Timing | In High School | | | |  | After High School | | | |
|  | CSCI M (SD) | Math M (SD) | Physics M (SD) | STEM M (SD) |  | CSCI M (SD) | Math M (SD) | Physics M (SD) | STEM M (SD) |
| Pre | 3.1 (0.7) | 3.1 (0.6) | 3.3 (0.5) | 3.0 (0.5) |  | 2.4 (1.1) | 2.7 (0.7) | 2.6 (0.8) | 2.7 (0.7) |
| Post | 2.3 (0.8) | 3.0 (0.6) | 3.3 (0.7) | 2.8 (0.4) |  | 2.3 (0.9) | 2.8 (0.6) | 2.7 (1.0) | 2.6 (0.7) |
| Measures are on a scale of 1 (“Absolutely not”) to 4 (“Absolutely yes”) | | | | | | | | | |

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| *Figure 3*. Mean pre/post attitude toward working in STEM areas |
| For courses in school, csci is “computer programming”, math averages “calculus and trig”, stem averages “calculus”, “trig”, “physics”, “advanced chemistry”, and “computer programming”. For study/work after high school, csci averages “programming” and “computer science”, stem averages “math”, “physics”, “chem”, “programming” and “computer science” |

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| *Figure 4*. Individual pre/post attitude toward taking STEM courses in high school |
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| *Figure 5*. Individual pre/post attitude toward working in STEM areas after high school |
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**Discussion**