**Summary of Findings**

This study explored the extent to which SciLG activities seemed to support diverse students' science outcomes, both concurrently and over time. Findings for RQ1: When examining the study's first cohort of students in the Spring of their 6th grade year, a combined measure of students' motivational processes in SciLG gardening activities was a significant and positive predictor of four hypothesized science outcomes. That is, SciLG activities in the garden appeared to transfer back into the science classroom (via grade, learning, and motivation) and help students' identification with the STEM field at large. Findings for RQ2: The 6th graders' Spring SciLG gardening experiences also significantly predicted their four science outcomes in the Fall as 7th graders. That is, despite adhering for summer vacation and entering new science classrooms, students who experienced SciLG gardening experiences served as a positive foundation for their science motivation and achievement as they began the next school year.

**Discussion**

**Strengths**
- SciLG uses quantitative research to document the outcomes of its hands-on, experiential, NGSS-aligned gardening curriculum; a sample of highly-diverse, largely low-income middle school students followed over a three-year period, from 6th to 8th grade.
- Ongoing studies will follow the cohort into their 7th and 8th grades, with a focus on detecting the processes by which SciLG gardening activities might support science outcomes.

**Limitations and Future Studies**
- Small sample size limits generalizability of findings to other schools and samples.
- This study offered preliminary support for SciLG garden activities promoting STEM equity. Participating in SciLG activities seemed to help diverse students not only garner interest in STEM fields, but also think of themselves as science learners.

**Implications**
- Research questions and measures, as posed in the initial research, continue to be relevant as a means for capturing the "active ingredients" of SciLG activities.

**References**