



# THE IMPACT OF DIGS AGRICULTURAL CURRICULUM ON AGRICULTURAL LITERACY

## Introduction

The DIGS curriculum was designed to last throughout the school year, with monthly agricultural lessons. **This research aimed to explore the impacts of this year-long, formal agricultural curriculum on participants' agricultural literacy.**

## Methods

- Two elementary schools implemented the DIGS (Developing Individuals, Growing Stewards) curriculum over eight months
- Over eight months, students engaged in monthly lessons with supplemental activities to explore various facets of agriculture
- Mixed-methods approach using pre- and post-assessments and booklets to for a content analysis using pre-assigned codes

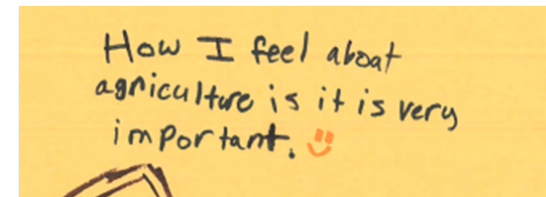
## Results

*Average Pre- and Post-Scores for LMALI, including change and p-value*

Group	Average Pre-Score	Average Post-Score	Change	P-Value	Responses
Yampa, 3rd Grade	7.048	7.778	0.73	0.428	n=16
Yampa, 4th Grade	6.143	9.143	3	0.001*	n=12
Yampa, 5th Grade	6.688	9.368	2.68	0.001*	n=15
Hayden 3rd Grade Class 1	6.714	8.857	2.143	0.027*	n=7
Hayden 3rd Grade Class 2	8	10.4	2.4	0.201	n=5

\*p < 0.05

90% (n=52) booklets indicated agricultural literacy



## Conclusions

- Statistical analysis determined that students saw a significant increase in agricultural knowledge in all but two classes, as demonstrated by the LMALI scores
- The content analysis indicated that students demonstrated agricultural literacy throughout the curriculum through quotes and drawings

## Recommendations

This project demonstrates the importance of agricultural curricula in an elementary school over a yearlong timeframe. Results varied based on the mode of delivery and teacher, but all classes saw an increase in agricultural literacy after completing the quantitative analysis, confirmed by the qualitative analysis. This research project encourages agricultural educators to integrate agricultural literacy curriculums in various settings.