The purpose of the CPB-PBS Ready To Learn PEG+CAT Content Study was to explore, in a controlled environment, to what extent children can learn mathematics from PEG+CAT outside of instructional environments and relationships; how parents perceived the resources; and how well children are able to engage with these resources independently. Participating preschool children showed positive shifts in identifying some geometric shapes on a researcher-developed measure, aligned to the intervention and had higher posttest scores on a standard math learning measure, the Research Based Early Mathematics Assessment (REMA) short form. Below are key findings from the study.

Children’s Learning

• Children’s performance improved significantly from pretest to posttest for a shape identification task on a researcher-developed measure aligned with the PEG+CAT study experience. On additional shape identification and pattern tasks, children showed positive, nonsignificant gains on the same measure.

• Children’s performance on a standardized assessment (REMA) improved from pretest to posttest.

Parent Perspectives

• Nearly all parents reported strong positive impressions of PEG+CAT and viewed the resources as having considerable potential to support children’s mathematical learning.

• Parents reported that children talked about PEG+CAT at home, after and between study sessions, and that interacting with the PEG+CAT materials appeared to influence children’s behavior at home.

• Half the participating parents reported they worked with their children on activities related to PEG+CAT at home.

1 “Parents” refers to all primary caregivers, no matter their relationship to the child.
Children’s Engagement

• Children showed signs of positive engagement, like watching intently, counting along, or “interacting” with characters while watching PEG+CAT videos and playing PEG+CAT games.

• Most children were able to identify and talk about the characters, setting, and other story elements of the videos, and more than half were able to describe the mathematical problem and the solution around which the episode revolved.

• Children were able to engage independently with the games during the majority of sessions.

EDC’s Center for Children and Technology and SRI Education’s Center for Technology in Learning (EDC/SRI) conducted this study as part of the summative evaluation of the CPB-PBS Ready To Learn Initiative.

Interested in more?

For a detailed look at illustrative examples, recommendations, and a detailed description of research methods, the full-length report and executive summary for this study are available:

cct.edc.org/rtl

There you’ll also find other current and past Ready To Learn Initiative summative research studies. To speak with the evaluation research team, please contact:

Shelley Pasnik  Carlin Llorente
212.807.4255  650.859.2381
sp@edc.org  carlin.llorente@sri.com

The contents of this document were developed under a cooperative agreement from the U.S. Department of Education (Award Number U295A1005). However, these contents do not necessarily represent the policy of the U.S. Department of Education and you should not assume endorsement by the Federal Government.