The early years in a child’s life are the most transformative and essential to laying the groundwork for later success in life.

All parents want what’s best for their children and are working hard to help them grow and learn.

To set children on a healthy learning path, parents need resources and supports that are clear and developmentally aligned with young children’s linguistic, conceptual, and mathematical understanding — and early science learning can be a powerful part of this foundation.

Young children are naturally curious about the world around them. They mix water and dirt to create mud, wonder whether plants eat food like people do, follow ants marching along a sidewalk crack, and ask questions about everything they see. With help from adults, these early experiences are key to children developing the important thinking and reasoning skills they will later use to become creative problem solvers.
This report describes results from a national telephone survey of 1,442 parents* with at least one three- to six-year-old child living at home. The survey asked parents about their attitudes, beliefs, and practices related to early learning, science learning, and digital media use: it asked parents about their sense of responsibility and confidence in helping their children learn outside of school, the skills and knowledge they feel are important for their young children to learn, the kinds of learning activities that they do with them, and how the family uses learning-related digital media.

A goal of the survey is to bring attention to the experiences families living with limited financial resources have in helping their young children learn. The survey study oversampled parents living in economically disadvantaged communities; 909 of 1,442 families (63%) had an annual household income of $50,000 or less.

* We use “parents” in a broad sense, as our sample includes guardians and others caring for children.
Parental involvement is essential to young children’s learning. The ways parents and other caring adults talk and interact with children at home and beyond, and the kinds of learning resources parents provide for children are key to helping children develop the knowledge and skills they need to succeed.

85% of parents say their children will not learn everything they need to know in school.

99% of parents want to be involved in their children’s education.
Parents with less than a high school education are more likely than more highly educated parents to feel their children will learn everything they need to know in school.

**Parent Reports Regarding Responsibilities for Teaching Their Child**

**Academic skills, like reading and math**
More than three-quarters of parents said responsibility for helping children learn academic skills is shared equally between themselves and schools. 76% Parent & School Equally Responsible 15% School Most Responsible 9% Parent Most Responsible

**Social skills, like sharing and being patient**
Most parents feel they bear the most responsibility for helping their children learn social skills. 61% Parent Most Responsible 37% Parent & School Equally Responsible 2% School Most Responsible
When parents feel confident about their abilities to support their children’s learning, they are more likely to provide their child with effective supports.

Most parents are **confident** about their ability to teach their young children math, literacy and behavior. Fewer are confident about science.

- Percentage of Parents Who Feel “Very Confident” in Their Ability to Help Their Children Learn Age-Appropriate Skills

<table>
<thead>
<tr>
<th>Skill</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading and writing skills</td>
<td>75%</td>
</tr>
<tr>
<td>Math skills</td>
<td>73%</td>
</tr>
<tr>
<td>Behavioral, social, and emotional needs</td>
<td>71%</td>
</tr>
<tr>
<td>Science skills</td>
<td>54%</td>
</tr>
</tbody>
</table>
94% of parents engage in daily learning activities with their children.

### General Learning Activities

- Read or told stories: 68%
- Worked on reading or writing skills: 50%
- Worked on numbers/shapes/math concepts: 50%
- Sang songs or played musical instruments: 47%
- Watched TV/videos/digital games/apps: 43%
- Played games or completed puzzles: 27%
- Engaged in one or more learning activity: 94%

### Percentage of Parents Who Report Being “Very Confident” in Their Ability to Help Their Child Learn Various Types of Age-Appropriate Skills, by Parent Level of Education

- **Social and behavioral skills**: Less than High school 66%, High school grad 76%, Some college 79%, College grad 57%
- **Mathematics**: Less than High school 67%, High school grad 76%, Some college 79%, College grad 65%
- **Reading and Writing**: Less than High school 67%, High school grad 69%, Some college 78%, College grad 41%
- **Science**: Less than High school 41%, High school grad 43%, Some college 65%

Parents with lower levels of education are less likely to be very confident in their ability to support their child’s mathematics and science learning at home than are parents with higher levels of education.
Parents feel “very confident” in their ability to support their children’s science learning (fewer than other areas, like reading and math).

5 out of 10

Parents can play a critical role in fostering children’s interest in and understanding of science by providing opportunities to talk about and explore the world every day.
Nearly half of parents see other subjects, such as social skills and literacy, as more important than science to learn at home.

Parents’ Perceptions of the Importance of Helping Children Learn Science at Home, Compared to Other Skills and Knowledge

- **Reading and writing**: 44% more important than science, 54% as important as science, 3% less important than science
- **Social skills**: 47% more important than science, 49% as important as science, 3% less important than science
- **Mathematics**: 26% more important than science, 71% as important as science, 3% less important than science

*Moms* are less likely to be very confident about about supporting children’s science learning — but are more likely than *dads* to do science with their children daily.
When parents support their children’s science exploration, they are helping children develop language, literacy, and critical thinking skills necessary for them to become adults who can reason logically and problem-solve creatively.

58% of parents report doing science-related activities with their children daily.

Percentage of Parents Who Report Engaging in Science Learning Activities With Their Child Daily

- 36% Explored science outdoors
- 26% Explored science in everyday activities
- 20% Watched science-related videos/played digital games
- 17% Built something
- 12% Read about nature in science books or magazines
- 5% Played with a science-related puzzle or board game
- 58% Engaged in one or more science learning activity
7 out of 10

Parents say having ideas for doing science with everyday materials would help them do a lot more science at home.

<table>
<thead>
<tr>
<th>Percentage of Parents</th>
<th>Support Would Help “a Lot” in Doing More Science at Home</th>
</tr>
</thead>
<tbody>
<tr>
<td>71%</td>
<td>Ideas for science activities to do with your child</td>
</tr>
<tr>
<td>71%</td>
<td>Ideas for doing science activities with everyday materials</td>
</tr>
<tr>
<td>64%</td>
<td>Information about what your child should learn about science</td>
</tr>
<tr>
<td>64%</td>
<td>Ways to get your child more interested in science</td>
</tr>
<tr>
<td>52%</td>
<td>Ways to get yourself more interested in science</td>
</tr>
<tr>
<td>45%</td>
<td>Better access to technology</td>
</tr>
</tbody>
</table>

More lower-income parents report engaging in science-related activities with their children daily than parents with the highest incomes.
Digital media, because of their widespread availability and influence, can help inspire families to think and talk science.

Many children use science media weekly or more.

Types of Science Media Children Use, by Frequency of Use

- **TV shows/videos about science**: 66% (Weekly or more), 22% (Once or twice this past month), 12% (Did not do this past month)
- **Video games/apps about science**: 45% (Weekly or more), 24% (Once or twice this past month), 31% (Did not do this past month)
- **Websites about science**: 25% (Weekly or more), 20% (Once or twice this past month), 55% (Did not do this past month)
Few parents think these media resources have helped their child learn a lot of science.

- Reading or vocabulary or new words: 47%
- Music or art: 45%
- Healthy habits like healthy eating or hand-washing: 34%
- Behavior: 30%
- Science: 29%
- Math: 24%
- Problem solving or critical thinking: 24%
- Information about people and the community around child: 18%
- Other languages that are not English: 18%

Although parents regularly encourage and monitor their child’s science-related media use, they are less likely to help their child make connections between a show, app, or game and daily life.

- Monitor child’s viewing and playing: 95%
- Compliment or encourage a child: 94%
- Explain or talk about something that you’re watching or playing: 86%
- Watch a show or play a game or app along with child: 75%
- Help your child access and play a show, app, or game: 73%
- Talk about connections between a show, app, or game and things you do in your daily life: 69%
These study highlights are just the beginning. The full report includes rich descriptions of parent experiences in their own words, a full set of findings, survey questions, data tables and much more.

Visit: edc.org/what-parents-talk-about
About EDC

Education Development Center (EDC) is a global nonprofit that advances lasting solutions to improve education, promote health, and expand economic opportunity. Since 1958, we have been a leader in designing, implementing, and evaluating powerful and innovative programs in more than 80 countries around the world.

About SRI

SRI Education, a division of SRI International headquartered in Menlo Park, California, is tackling the most complex issues in education and learning to help students succeed. We work with federal and state agencies, school districts, major foundations, nonprofit organizations, and international and commercial clients to address risk factors that impede learning, assess learning gains, and use technology for educational innovation.

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