

## Parental engagement

High impact for low cost based on extensive evidence

Actively involving parents in supporting their children's learning and development.

### Implementation cost



### Evidence strength



### Impact (months)



### Subject breakdown

maths: 12  
reading: 65  
science: 2  
toolkit: 94

### EY setting breakdown

home: 26  
nursery: 39  
primary: 28  
toolkit: 94

## Technical Appendix

The criteria used to judge the inclusion of studies in the Toolkit are:

- The population sampled involved early years and school age learners from 3-6 learning in their first language.
- The intervention or approach being tested was educational in nature, including named or clearly defined programmes and recognisable approaches classifiable according to the Toolkit strand definitions (e.g. peer tutoring or small group teaching). The intervention or approach is undertaken in a normal educational setting or environment for the learners involved, such as a nursery or school or a typical setting (e.g. an outdoor field centre or museum).
- A valid comparison was made between those receiving the educational intervention or approach and those not receiving it.

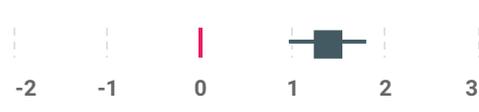
- Outcomes include the assessment of educational or cognitive achievement which reports quantitative results from testing of attainment or learning outcomes, such as by standardised tests or other appropriate curriculum assessments or school examinations or appropriate cognitive measures.
- The study design provided a quantitative estimate of the impact of the intervention or approach on the educational attainment of the sample, calculated or estimated in the form of an effect size (standardised mean difference) based on a counterfactual comparison.

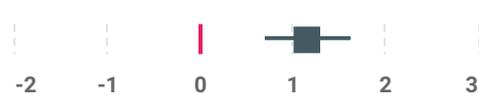
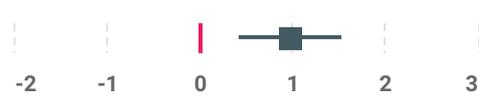
Standardised mean differences and confidence intervals for the most appropriate estimates of the impact of the intervention or approach for the Toolkit were extracted from each included study, along with other study variables. These effect sizes were further synthesised into a single pooled effect using a random effects meta-analysis adopting a restricted maximum likelihood (REML) estimation methods. For the full details of the methodology see the Protocol and Analysis Plan.

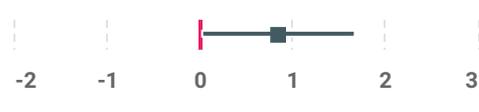
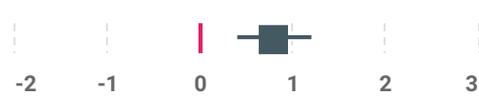
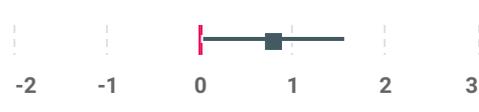
## References (94)

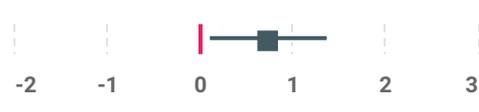
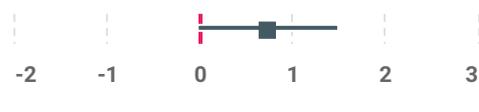
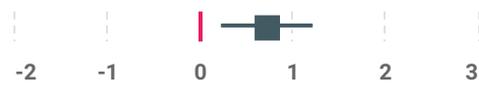
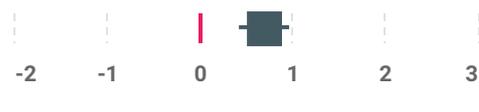
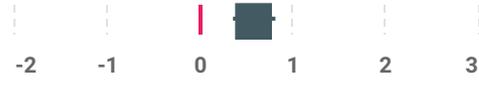
The forest plot below is a graphical representation of the results of all included studies in this Toolkit strand. It shows the effect size and confidence interval of each study, and whether the particular intervention in that study was more or less effective than standard practice or other alternative interventions that the study looked at.

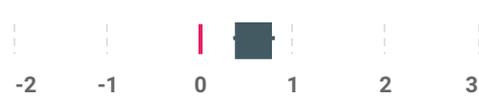
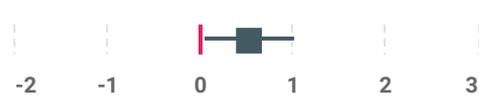
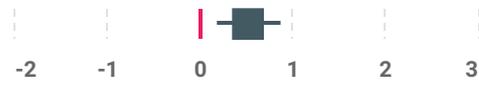
Studies that show an effect size result on the right-hand side of the red vertical red indicate that the particular intervention studied was more effective than standard practice. Studies that show an effect size on the left-hand side of the red vertical indicate that the particular intervention studied was less effective than standard practice.

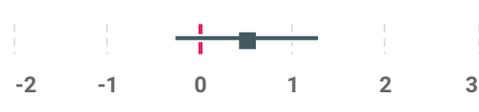
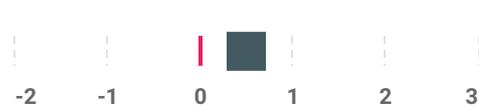
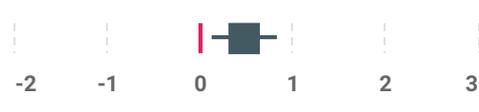
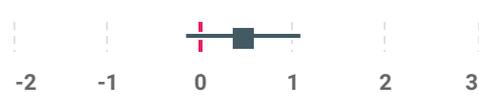
Author	Title	Effect Size	Effect Size (Graph)
Hampton (1998)	Parental involvement in inner-city schools: The project FAST extended family approach to success <i>(Urban Education)</i>	<b>Effect Size:</b> 1.774 <b>LCI:</b> 1.159 <b>UCI:</b> 2.388 <b>Weight:</b> 0.801 <b>Standard error:</b> 0.313	
Hampton (1998) 1_3	Parental involvement in inner-city schools: The project FAST extended family approach to success <i>(Urban Education)</i>	<b>Effect Size:</b> 1.516 <b>LCI:</b> 0.976 <b>UCI:</b> 2.055 <b>Weight:</b> 0.908 <b>Standard error:</b> 0.275	
Niedermeyer (1970)	Parents Teach Kindergarten Reading at Home <i>(Elementary School Journal)</i>	<b>Effect Size:</b> 1.372 <b>LCI:</b> 0.943 <b>UCI:</b> 1.802 <b>Weight:</b> 1.089 <b>Standard error:</b> 0.219	
Korat (2013) PE	Expanding the boundaries of shared book reading: E-books and printed books in parent-child reading as support for children's language <i>(First Language)</i>	<b>Effect Size:</b> 1.242 <b>LCI:</b> 0.766 <b>UCI:</b> 1.718 <b>Weight:</b> 1.01 <b>Standard error:</b> 0.243	
Waksman (1979)	Mother as Teacher: A Home Intervention Program <i>(Interchange on Educational Policy)</i>	<b>Effect Size:</b> 1.22 <b>LCI:</b> 0.612 <b>UCI:</b> 1.828 <b>Weight:</b> 0.81 <b>Standard error:</b> 0.31	
McQueen (1988)	Effect of Intervention on the Language Facility of Poor, Black Adolescent Mothers and their Preschool Children <i>(Early Child Development and Care)</i>	<b>Effect Size:</b> 1.196 <b>LCI:</b> 0.499 <b>UCI:</b> 1.893 <b>Weight:</b> 0.697 <b>Standard error:</b> 0.356	

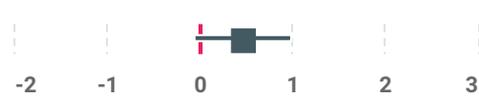
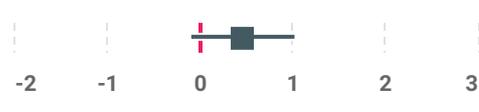
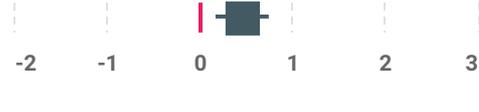
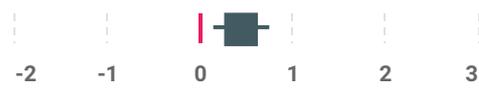
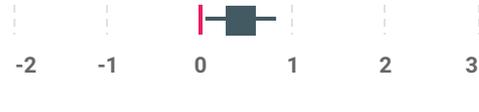
Author	Title	Effect Size	Effect Size (Graph)
Highberger (1973)	Vocabulary growth of Head Start children participating in a mothers' reading program <i>(Home Economics Research Journal)</i>	<b>Effect Size:</b> 1.158 <b>LCI:</b> 0.683 <b>UCI:</b> 1.634 <b>Weight:</b> 1.011 <b>Standard error:</b> 0.242	
Justice (2000)	Enhancing Children's Print and Word Awareness Through Home-Based Parent Intervention <i>(American Journal of Speech-Language Pathology)</i>	<b>Effect Size:</b> 1.058 <b>LCI:</b> 0.26 <b>UCI:</b> 1.857 <b>Weight:</b> 0.59 <b>Standard error:</b> 0.408	
Vaquero (2014) PE	An exploratory study of a shared-book reading intervention involving Spanish-speaking Latino families <i>(NA)</i>	<b>Effect Size:</b> 1.016 <b>LCI:</b> 0.072 <b>UCI:</b> 1.961 <b>Weight:</b> 0.469 <b>Standard error:</b> 0.482	
Morrow (1997)	A collaborative family literacy program: The effects on children's motivation and literacy achievement <i>(Early Child Development And Care)</i>	<b>Effect Size:</b> 0.968 <b>LCI:</b> 0.401 <b>UCI:</b> 1.534 <b>Weight:</b> 0.869 <b>Standard error:</b> 0.289	
Hadeed (2011)	The continued effects of home intervention on child development outcomes in the Kingdom of Bahrain <i>(Early Child Development and Care)</i>	<b>Effect Size:</b> 0.935 <b>LCI:</b> 0.602 <b>UCI:</b> 1.269 <b>Weight:</b> 1.262 <b>Standard error:</b> 0.17	

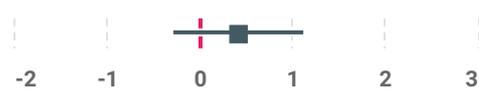
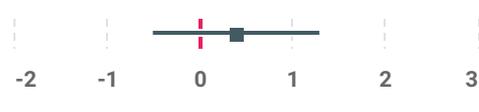
Author	Title	Effect Size	Effect Size (Graph)
Ford (2009)	Parent-delivered compensatory education for children at risk of educational failure: Improving the academic and self-regulatory skills of a Sure Start preschool sample <i>(British Journal of Psychology)</i>	<b>Effect Size:</b> 0.897 <b>LCI:</b> 0.364 <b>UCI:</b> 1.429 <b>Weight:</b> 0.919 <b>Standard error:</b> 0.272	
Swinson (1985)	A parental involvement project in a nursery school. <i>(Educational Psychology in Practice)</i>	<b>Effect Size:</b> 0.842 <b>LCI:</b> 0.018 <b>UCI:</b> 1.667 <b>Weight:</b> 0.565 <b>Standard error:</b> 0.421	
Woods (1974)	The effect of parental involvement programs on reading readiness scores <i>(NA)</i>	<b>Effect Size:</b> 0.803 <b>LCI:</b> 0.338 <b>UCI:</b> 1.268 <b>Weight:</b> 1.028 <b>Standard error:</b> 0.237	
McCormick (1986)	Intervention procedures for increasing preschool children's interest in and knowledge about reading. <i>(Emergent literacy)</i>	<b>Effect Size:</b> 0.798 <b>LCI:</b> 0.386 <b>UCI:</b> 1.21 <b>Weight:</b> 1.12 <b>Standard error:</b> 0.21	
Starkey (2000) PE 1_1	Fostering parental support for children's mathematical development: An intervention with Head Start families <i>(Early Education and Development)</i>	<b>Effect Size:</b> 0.79 <b>LCI:</b> 0.017 <b>UCI:</b> 1.564 <b>Weight:</b> 0.614 <b>Standard error:</b> 0.395	

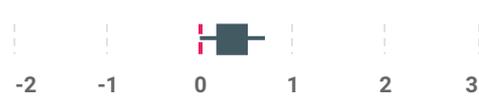
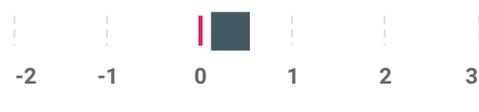
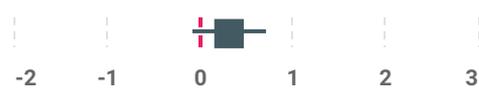
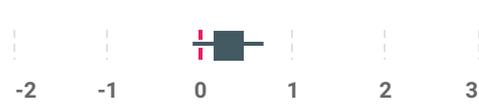
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Kotaman (2020) PE	Impacts of dialogical storybook reading on young children's reading attitudes and vocabulary development <i>(Reading Improvement)</i>	<b>Effect Size:</b> 0.732 <b>LCI:</b> 0.09 <b>UCI:</b> 1.375 <b>Weight:</b> 0.764 <b>Standard error:</b> 0.328	
Vahidi (2017)	The effectiveness of a parent-training program for promoting cognitive performance in preschool children <i>(Europe S Journal Of Psychology)</i>	<b>Effect Size:</b> 0.729 <b>LCI:</b> -0.03 <b>UCI:</b> 1.488 <b>Weight:</b> 0.629 <b>Standard error:</b> 0.387	
Donachy (1976)	Parent participation in pre-school education. <i>(British Journal of Educational Psychology)</i>	<b>Effect Size:</b> 0.717 <b>LCI:</b> 0.21 <b>UCI:</b> 1.223 <b>Weight:</b> 0.96 <b>Standard error:</b> 0.258	
Jordan (2000)	Project EASE: The Effect of a Family Literacy Project on Kindergarten Students' Early Literacy Skills <i>(Reading Research Quarterly)</i>	<b>Effect Size:</b> 0.686 <b>LCI:</b> 0.404 <b>UCI:</b> 0.969 <b>Weight:</b> 1.355 <b>Standard error:</b> 0.144	
Hampton (1998) 1_2	Parental involvement in inner-city schools: The project FAST extended family approach to success <i>(Urban Education)</i>	<b>Effect Size:</b> 0.643 <b>LCI:</b> 0.353 <b>UCI:</b> 0.933 <b>Weight:</b> 1.342 <b>Standard error:</b> 0.148	
Dulay (2019) 1_3	Effects of parent coaching on Filipino children's numeracy, language, and literacy skills <i>(Journal Of Educational Psychology)</i>	<b>Effect Size:</b> 0.58 <b>LCI:</b> 0.34 <b>UCI:</b> 0.82 <b>Weight:</b> 1.428 <b>Standard error:</b> 0.123	

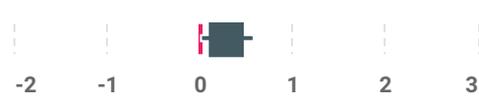
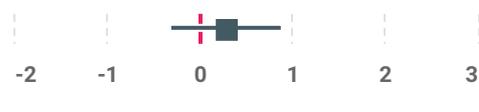
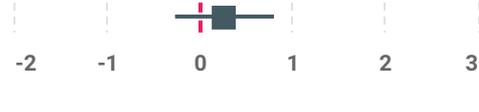
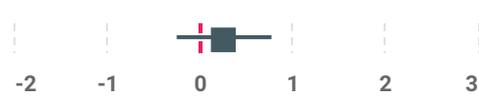
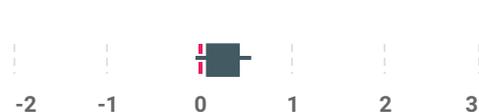
Author	Title	Effect Size	Effect Size (Graph)
Dulay (2019) 1_2	Effects of parent coaching on Filipino children's numeracy, language, and literacy skills <i>(Journal Of Educational Psychology)</i>	<b>Effect Size:</b> 0.578 <b>LCI:</b> 0.342 <b>UCI:</b> 0.814 <b>Weight:</b> 1.435 <b>Standard error:</b> 0.12	
Dulay (2019) 1_1	Effects of parent coaching on Filipino children's numeracy, language, and literacy skills <i>(Journal Of Educational Psychology)</i>	<b>Effect Size:</b> 0.546 <b>LCI:</b> 0.326 <b>UCI:</b> 0.766 <b>Weight:</b> 1.461 <b>Standard error:</b> 0.112	
Sim (2014)	A shared reading intervention with parents to enhance young children's early literacy skills <i>(Early Child Development And Care)</i>	<b>Effect Size:</b> 0.528 <b>LCI:</b> 0.033 <b>UCI:</b> 1.024 <b>Weight:</b> 0.978 <b>Standard error:</b> 0.253	
Evangelou (2007)	The Birth to School Study: evidence on the effectiveness of PEEP, an early intervention for children at risk of educational under-achievement <i>(Oxford Review of Education)</i>	<b>Effect Size:</b> 0.525 <b>LCI:</b> 0.194 <b>UCI:</b> 0.857 <b>Weight:</b> 1.266 <b>Standard error:</b> 0.169	
Chacko (2017) PE	Engaging fathers in effective parenting for preschool children using shared book reading: A randomized controlled trial <i>(Journal of Clinical Child &amp; Adolescent Psychology)</i>	<b>Effect Size:</b> 0.521 <b>LCI:</b> 0.166 <b>UCI:</b> 0.876 <b>Weight:</b> 1.223 <b>Standard error:</b> 0.181	

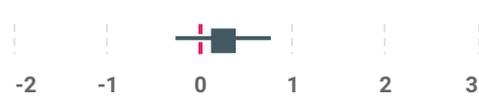
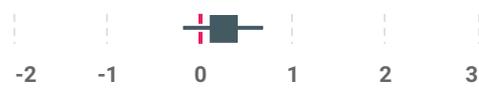
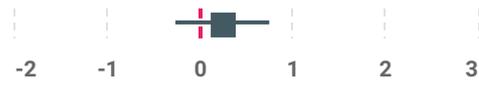
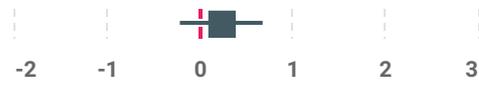
Author	Title	Effect Size	Effect Size (Graph)
Boyle (2006)	The effects of a parent-child early literacy intervention on children's phonemic awareness and preliteracy skills (NA)	<b>Effect Size:</b> 0.5 <b>LCI:</b> -0.281 <b>UCI:</b> 1.281 <b>Weight:</b> 0.607 <b>Standard error:</b> 0.398	
Ihmeideh (2020)	The effect of family literacy programs on the development of children's early literacy in kindergarten settings (Children And Youth Services Review)	<b>Effect Size:</b> 0.496 <b>LCI:</b> 0.32 <b>UCI:</b> 0.672 <b>Weight:</b> 1.528 <b>Standard error:</b> 0.09	
Chao (2006)	Family-centered intervention for young children at-risk for language and behavior problems (Early Childhood Education Journal)	<b>Effect Size:</b> 0.474 <b>LCI:</b> -0.149 <b>UCI:</b> 1.097 <b>Weight:</b> 0.789 <b>Standard error:</b> 0.318	
Zevenbergen (2003)	Effects of a shared-reading intervention on the inclusion of evaluative devices in narratives of children from low-income families (Journal Of Applied Developmental Psychology)	<b>Effect Size:</b> 0.473 <b>LCI:</b> 0.11 <b>UCI:</b> 0.836 <b>Weight:</b> 1.209 <b>Standard error:</b> 0.185	
Beveridge (1981)	Parental Involvement in Language Development: An Evaluation of a School-Based Parental Assistance Plan (British Journal of Educational Psychology)	<b>Effect Size:</b> 0.462 <b>LCI:</b> -0.167 <b>UCI:</b> 1.091 <b>Weight:</b> 0.781 <b>Standard error:</b> 0.321	

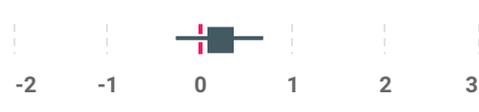
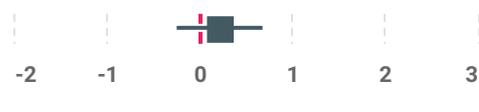
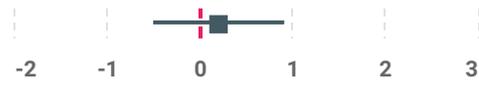
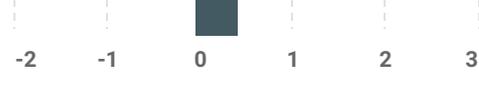
Author	Title	Effect Size	Effect Size (Graph)
Chow (2003)	Promoting Language and Literacy Development through Parent–Child Reading in Hong Kong Preschoolers <i>(Early Education and Development)</i>	<b>Effect Size:</b> 0.458 <b>LCI:</b> -0.064 <b>UCI:</b> 0.98 <b>Weight:</b> 0.936 <b>Standard error:</b> 0.266	
Fielding-Barnsley (2003)	Early intervention in the home for children at risk of reading failure <i>(Support for Learning)</i>	<b>Effect Size:</b> 0.458 <b>LCI:</b> -0.111 <b>UCI:</b> 1.027 <b>Weight:</b> 0.864 <b>Standard error:</b> 0.29	
Bekman (2004)	Early home intervention to promote school readiness: A Turkish experience <i>(Nhsa Dialog A Research To Practice Journal For The Early Intervention Field)</i>	<b>Effect Size:</b> 0.45 <b>LCI:</b> 0.151 <b>UCI:</b> 0.748 <b>Weight:</b> 1.326 <b>Standard error:</b> 0.152	
Whitehurst (1994)	Outcomes of an Emergent Literacy Intervention in Head Start <i>(Journal of Educational Psychology)</i>	<b>Effect Size:</b> 0.441 <b>LCI:</b> 0.127 <b>UCI:</b> 0.754 <b>Weight:</b> 1.299 <b>Standard error:</b> 0.16	
Lam (2013)	Involving parents in paired reading with preschoolers: Results from a randomized controlled trial <i>(Contemporary Educational Psychology)</i>	<b>Effect Size:</b> 0.44 <b>LCI:</b> 0.156 <b>UCI:</b> 0.725 <b>Weight:</b> 1.351 <b>Standard error:</b> 0.145	
Saracho (1997)	Home Literacy Program and Children's Development of Literacy <i>(Perceptual and Motor Skills)</i>	<b>Effect Size:</b> 0.435 <b>LCI:</b> 0.041 <b>UCI:</b> 0.828 <b>Weight:</b> 1.153 <b>Standard error:</b> 0.201	

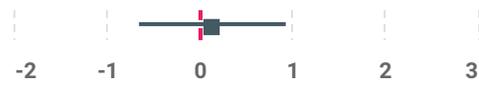
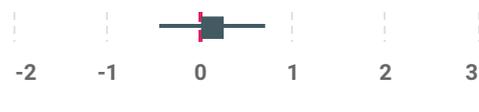
Author	Title	Effect Size	Effect Size (Graph)
Sheridan (2011)	A randomized trial examining the effects of parent engagement on early language and literacy: The Getting Ready intervention ( <i>Journal of School Psychology</i> )	<b>Effect Size:</b> 0.43 <b>LCI:</b> 0.161 <b>UCI:</b> 0.7 <b>Weight:</b> 1.377 <b>Standard error:</b> 0.138	
Beach (2004)	The effects of a school district's kindergarten readiness summer program on phonological awareness skills of at-risk prekindergarten students: A regression discontinuity analysis ( <i>NA</i> )	<b>Effect Size:</b> 0.419 <b>LCI:</b> 0.174 <b>UCI:</b> 0.664 <b>Weight:</b> 1.42 <b>Standard error:</b> 0.125	
Starkey (2000) PE 1_2	Fostering parental support for children's mathematical development: An intervention with Head Start families ( <i>Early Education and Development</i> )	<b>Effect Size:</b> 0.409 <b>LCI:</b> -0.304 <b>UCI:</b> 1.122 <b>Weight:</b> 0.679 <b>Standard error:</b> 0.364	
Sheets (1999) EY_PE	Examining the effects of shared book reading across age-groups ( <i>NA</i> )	<b>Effect Size:</b> 0.403 <b>LCI:</b> -0.127 <b>UCI:</b> 0.933 <b>Weight:</b> 0.923 <b>Standard error:</b> 0.27	
Crain-Thoreson (1999)	Enhancing Linguistic Performance: Parents and Teachers as Book Reading Partners for Children with Language Delays ( <i>Topics in Early Childhood Special Education</i> )	<b>Effect Size:</b> 0.385 <b>LCI:</b> -0.526 <b>UCI:</b> 1.296 <b>Weight:</b> 0.494 <b>Standard error:</b> 0.465	

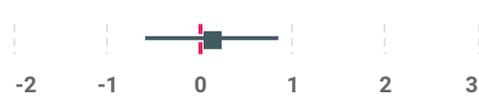
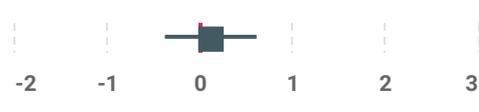
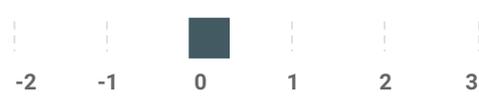
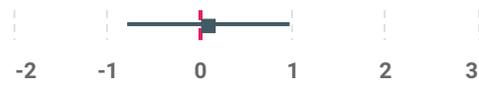
Author	Title	Effect Size	Effect Size (Graph)
Teepe (2019) 1_1	Helping parents enhance vocabulary development in preschool children: Effects of a family literacy program ( <i>Early Childhood Research Quarterly</i> )	<b>Effect Size:</b> 0.345 <b>LCI:</b> -0.018 <b>UCI:</b> 0.707 <b>Weight:</b> 1.21 <b>Standard error:</b> 0.185	
Brickman (2002) PE	Effects of a joint book reading strategy on Even Start (NA)	<b>Effect Size:</b> 0.323 <b>LCI:</b> -0.39 <b>UCI:</b> 1.035 <b>Weight:</b> 0.679 <b>Standard error:</b> 0.364	
Weisberg (1974)	Short term cognitive effects of Head Start programs: A report on the third year of planned variation—1971–72 (NA)	<b>Effect Size:</b> 0.318 <b>LCI:</b> 0.129 <b>UCI:</b> 0.508 <b>Weight:</b> 1.508 <b>Standard error:</b> 0.097	
Levin (2012)	Mother-child joint writing and storybook reading and their effects on kindergartners' literacy: An intervention study ( <i>Reading and Writing</i> )	<b>Effect Size:</b> 0.31 <b>LCI:</b> -0.098 <b>UCI:</b> 0.719 <b>Weight:</b> 1.127 <b>Standard error:</b> 0.208	
St Pierre (2003) PE	Third national Even Start evaluation: Program impacts and implications for improvement (NA)	<b>Effect Size:</b> 0.3 <b>LCI:</b> 0.107 <b>UCI:</b> 0.493 <b>Weight:</b> 1.503 <b>Standard error:</b> 0.099	
Sylva (2008)	Training parents to help their children read: A randomized control trial ( <i>British Journal of Educational Psychology</i> )	<b>Effect Size:</b> 0.298 <b>LCI:</b> -0.096 <b>UCI:</b> 0.692 <b>Weight:</b> 1.153 <b>Standard error:</b> 0.201	

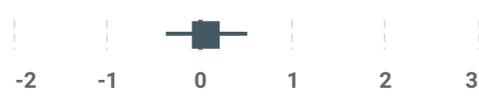
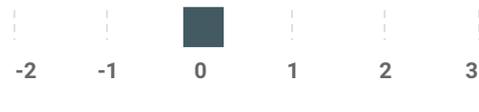
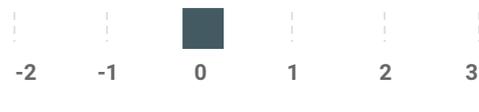
Author	Title	Effect Size	Effect Size (Graph)
Schneider (2018)	A combined dietary and cognitive intervention in 3-5-year-old children in Indonesia: A randomized controlled trial <i>(Nutrients)</i>	<b>Effect Size:</b> 0.289 <b>LCI:</b> 0.005 <b>UCI:</b> 0.574 <b>Weight:</b> 1.351 <b>Standard error:</b> 0.145	
Kraft (2001)	The Association between a Home Reading Program and Young Children's Early Reading Skill <i>(Journal of Direct Instruction)</i>	<b>Effect Size:</b> 0.276 <b>LCI:</b> -0.326 <b>UCI:</b> 0.878 <b>Weight:</b> 0.817 <b>Standard error:</b> 0.307	
Cadieux (2005)	The effects of a parent-child paired reading program on reading abilities, phonological awareness and self-concept of at-risk pupils <i>(Reading Improvement)</i>	<b>Effect Size:</b> 0.259 <b>LCI:</b> -0.286 <b>UCI:</b> 0.805 <b>Weight:</b> 0.9 <b>Standard error:</b> 0.278	
Koh (1982)	An evaluation of the effect of the parent readiness education project on readiness and subsequent performance of preschool children <i>(NA)</i>	<b>Effect Size:</b> 0.255 <b>LCI:</b> -0.268 <b>UCI:</b> 0.778 <b>Weight:</b> 0.934 <b>Standard error:</b> 0.267	
van Tuijl (2001) 1_1	Efficacy of an intensive home-based educational intervention programme for 4- to 6-year-old ethnic minority children in the Netherlands <i>(International Journal of Behavioral Development)</i>	<b>Effect Size:</b> 0.247 <b>LCI:</b> -0.065 <b>UCI:</b> 0.559 <b>Weight:</b> 1.302 <b>Standard error:</b> 0.159	

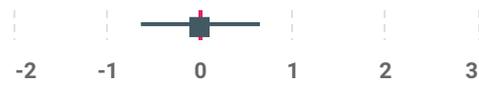
Author	Title	Effect Size	Effect Size (Graph)
Mehran (1988)	Parent Tutoring as a Supplement to Compensatory Education for First-Grade Children ( <i>Remedial and Special Education (RASE)</i> )	<b>Effect Size:</b> 0.245 <b>LCI:</b> -0.281 <b>UCI:</b> 0.771 <b>Weight:</b> 0.93 <b>Standard error:</b> 0.268	
Barkley (2000)	Multi-method psycho-educational intervention for preschool children with disruptive behavior: Preliminary results at post-treatment ( <i>The Journal of Child Psychology and Psychiatry and Allied Disciplines</i> )	<b>Effect Size:</b> 0.244 <b>LCI:</b> -0.2 <b>UCI:</b> 0.688 <b>Weight:</b> 1.065 <b>Standard error:</b> 0.226	
Seward (2009)	Evaluating the effectiveness of a short-duration reading intervention on grade one phonological awareness and word reading ( <i>NA</i> )	<b>Effect Size:</b> 0.236 <b>LCI:</b> -0.282 <b>UCI:</b> 0.754 <b>Weight:</b> 0.942 <b>Standard error:</b> 0.264	
Fryer (2020) 1_1	Introducing CogX: A new preschool education program combining parent and child interventions ( <i>National Bureau Of Economic Research</i> )	<b>Effect Size:</b> 0.234 <b>LCI:</b> 0.081 <b>UCI:</b> 0.387 <b>Weight:</b> 1.559 <b>Standard error:</b> 0.078	
Mears (2007) EY_PE	The effects of the Fast Start Program on the reading achievement of emergent and beginning readers: A replication and extension ( <i>NA</i> )	<b>Effect Size:</b> 0.224 <b>LCI:</b> -0.234 <b>UCI:</b> 0.682 <b>Weight:</b> 1.041 <b>Standard error:</b> 0.234	

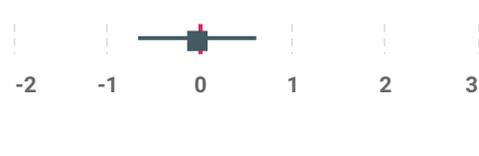
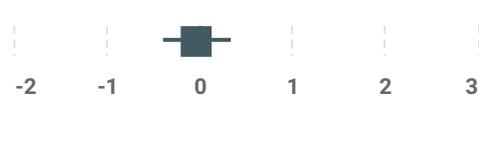
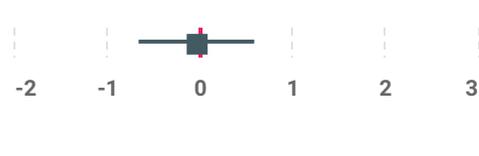
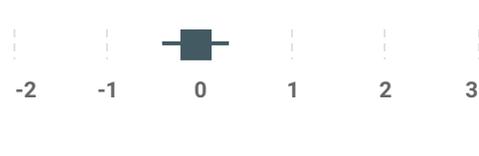
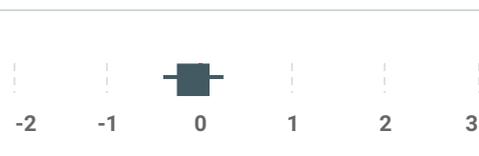
Author	Title	Effect Size	Effect Size (Graph)
Schenke (2020)	Does "Measure Up!" measure up? Evaluation of an iPad app to teach preschoolers measurement concepts <i>(Computers In Education)</i>	<b>Effect Size:</b> 0.206 <b>LCI:</b> -0.278 <b>UCI:</b> 0.689 <b>Weight:</b> 0.997 <b>Standard error:</b> 0.247	
Baker (1998) 1_1	The effects of the Home Instruction Program for Preschool Youngsters (HIPPY) on children's school performance at the end of the program and one year later <i>(Early Childhood Research Quarterly)</i>	<b>Effect Size:</b> 0.206 <b>LCI:</b> -0.268 <b>UCI:</b> 0.681 <b>Weight:</b> 1.013 <b>Standard error:</b> 0.242	
Nedler (1971) PE	Intervention Strategies for Spanish-speaking Preschool Children <i>(Child Development)</i>	<b>Effect Size:</b> 0.197 <b>LCI:</b> -0.522 <b>UCI:</b> 0.916 <b>Weight:</b> 0.672 <b>Standard error:</b> 0.367	
Fryer (2020) 1_2	Introducing CogX: A new preschool education program combining parent and child interventions <i>(National Bureau Of Economic Research)</i>	<b>Effect Size:</b> 0.184 <b>LCI:</b> 0.047 <b>UCI:</b> 0.321 <b>Weight:</b> 1.578 <b>Standard error:</b> 0.07	
Zigler (2008)	The parents as teachers program and school success: A replication and extension <i>(The Journal Of Primary Prevention)</i>	<b>Effect Size:</b> 0.179 <b>LCI:</b> 0.125 <b>UCI:</b> 0.232 <b>Weight:</b> 1.65 <b>Standard error:</b> 0.027	

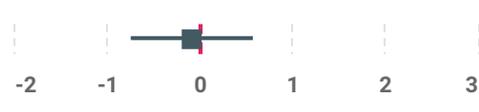
Author	Title	Effect Size	Effect Size (Graph)
Rosemberg (2011)	Educational orientation regarding vocabulary and literacy access: Evaluating the impact of an intervention program designed to promote early learning at home ( <i>Orientación y Sociedad</i> )	<b>Effect Size:</b> 0.167 <b>LCI:</b> -0.104 <b>UCI:</b> 0.439 <b>Weight:</b> 1.374 <b>Standard error:</b> 0.139	
Rolla (2006)	Evaluating the impact of different early literacy interventions on low-income Costa Rican kindergarteners ( <i>International Journal of Educational Research</i> )	<b>Effect Size:</b> 0.154 <b>LCI:</b> -0.291 <b>UCI:</b> 0.6 <b>Weight:</b> 1.062 <b>Standard error:</b> 0.227	
Strouse (2013)	Effective covieving: Preschoolers\' learning from video after a dialogic questioning intervention ( <i>Developmental Psychology</i> )	<b>Effect Size:</b> 0.137 <b>LCI:</b> -0.408 <b>UCI:</b> 0.681 <b>Weight:</b> 0.901 <b>Standard error:</b> 0.278	
Henry (1974)	Father to son reading: Its effects on boys reading achievement ( <i>Dissertation Abstracts International</i> )	<b>Effect Size:</b> 0.128 <b>LCI:</b> -0.676 <b>UCI:</b> 0.932 <b>Weight:</b> 0.585 <b>Standard error:</b> 0.41	
Whitehurst (1994)	A picture book reading intervention in a day-care and home for children from low-income families ( <i>Developmental Psychology</i> )	<b>Effect Size:</b> 0.126 <b>LCI:</b> -0.457 <b>UCI:</b> 0.71 <b>Weight:</b> 0.844 <b>Standard error:</b> 0.298	

Author	Title	Effect Size	Effect Size (Graph)
Reese (2010) PE	Maternal elaborative reminiscing increases low-income children's narrative skills relative to dialogic reading <i>(Early Education and Development)</i>	<b>Effect Size:</b> 0.123 <b>LCI:</b> -0.608 <b>UCI:</b> 0.853 <b>Weight:</b> 0.659 <b>Standard error:</b> 0.373	
Ulutaş (2018)	Effect of the cooperative learning with family involvement based science education on the scientific process skills of 5-6-year-old children <i>(Neuroquantology)</i>	<b>Effect Size:</b> 0.11 <b>LCI:</b> -0.396 <b>UCI:</b> 0.617 <b>Weight:</b> 0.96 <b>Standard error:</b> 0.258	
Whitehurst (1999)	Outcomes of an emergent literacy intervention from head start through second grade <i>(Journal of Educational Psychology)</i>	<b>Effect Size:</b> 0.1 <b>LCI:</b> -0.021 <b>UCI:</b> 0.221 <b>Weight:</b> 1.596 <b>Standard error:</b> 0.062	
Lonigan (1998)	Relative efficacy of parent and teacher involvement in a shared-reading intervention for preschool children from low-income backgrounds <i>(Early Childhood Research Quarterly)</i>	<b>Effect Size:</b> 0.085 <b>LCI:</b> -0.803 <b>UCI:</b> 0.974 <b>Weight:</b> 0.511 <b>Standard error:</b> 0.453	
Goldfeld (2012) PE	Four-year-old outcomes of a universal infant-toddler shared reading intervention: The Let's Read trial <i>(Archives of Pediatrics &amp; Adolescent Medicine)</i>	<b>Effect Size:</b> 0.083 <b>LCI:</b> -0.087 <b>UCI:</b> 0.254 <b>Weight:</b> 1.536 <b>Standard error:</b> 0.087	

Author	Title	Effect Size	Effect Size (Graph)
Baker (1998) 1_2	The effects of the Home Instruction Program for Preschool Youngsters (HIPPY) on children's school performance at the end of the program and one year later <i>(Early Childhood Research Quarterly)</i>	<b>Effect Size:</b> 0.069 <b>LCI:</b> -0.306 <b>UCI:</b> 0.443 <b>Weight:</b> 1.188 <b>Standard error:</b> 0.191	
Chow (2008)	Dialogic reading and morphology training in Chinese children: Effects on language and literacy <i>(Developmental Psychology)</i>	<b>Effect Size:</b> 0.065 <b>LCI:</b> -0.386 <b>UCI:</b> 0.516 <b>Weight:</b> 1.053 <b>Standard error:</b> 0.23	
DeBaryshe (2007)	An experimental validation of a preschool emergent literacy curriculum <i>(Early Education and Development)</i>	<b>Effect Size:</b> 0.059 <b>LCI:</b> -0.392 <b>UCI:</b> 0.51 <b>Weight:</b> 1.052 <b>Standard error:</b> 0.23	
Robinson-Smith (2019)	EasyPeasy: Learning through play - Evaluation report <i>(NA)</i>	<b>Effect Size:</b> 0.04 <b>LCI:</b> -0.1 <b>UCI:</b> 0.18 <b>Weight:</b> 1.575 <b>Standard error:</b> 0.071	
Miller (2020)	Peep Learning Together Programme - Evaluation report <i>(NA)</i>	<b>Effect Size:</b> 0.03 <b>LCI:</b> -0.085 <b>UCI:</b> 0.145 <b>Weight:</b> 1.603 <b>Standard error:</b> 0.059	

Author	Title	Effect Size	Effect Size (Graph)
St Pierre (2005)	Effects of a family literacy program on low-literate children and their parents: Findings from an evaluation of the even start family literacy program <i>(Developmental Psychology)</i>	<b>Effect Size:</b> 0.026 <b>LCI:</b> -0.33 <b>UCI:</b> 0.383 <b>Weight:</b> 1.221 <b>Standard error:</b> 0.182	
Davis (2004)	The impact of parental involvement : a study of the relationship between homework and kindergarten Texas Primary Reading Inventory scores <i>(NA)</i>	<b>Effect Size:</b> 0.008 <b>LCI:</b> -0.215 <b>UCI:</b> 0.231 <b>Weight:</b> 1.457 <b>Standard error:</b> 0.114	
Phillips (1990)	Effect of early literacy intervention on kindergarten achievement. <i>(National Reading Conference)</i>	<b>Effect Size:</b> 0.001 <b>LCI:</b> -0.304 <b>UCI:</b> 0.306 <b>Weight:</b> 1.314 <b>Standard error:</b> 0.156	
Cheung (2017) PE	Effectiveness of parent-child number board game playing in promoting Chinese kindergarteners' numeracy skills and mathematics interest <i>(Early Education and Development)</i>	<b>Effect Size:</b> -0.001 <b>LCI:</b> -0.655 <b>UCI:</b> 0.653 <b>Weight:</b> 0.749 <b>Standard error:</b> 0.334	
Leung (2019)	Healthy start home visiting program—School-based model: Cluster randomized controlled trial <i>(Research On Social Work Practice)</i>	<b>Effect Size:</b> -0.016 <b>LCI:</b> -0.279 <b>UCI:</b> 0.247 <b>Weight:</b> 1.389 <b>Standard error:</b> 0.134	

Author	Title	Effect Size	Effect Size (Graph)
Wasik (1990) PE	A longitudinal study of two early intervention strategies: Project CARE <i>(Child Development)</i>	<b>Effect Size:</b> -0.036 <b>LCI:</b> -0.686 <b>UCI:</b> 0.614 <b>Weight:</b> 0.754 <b>Standard error:</b> 0.332	
Mantzicopoulos (2013)	Science literacy in school and home contexts: Kindergarteners' science achievement and motivation <i>(Cognition And Instruction)</i>	<b>Effect Size:</b> -0.039 <b>LCI:</b> -0.416 <b>UCI:</b> 0.338 <b>Weight:</b> 1.183 <b>Standard error:</b> 0.192	
Fernandez (1995)	Paired reading: An investigation into using parents as tutors in one mainstream high school <i>(NA)</i>	<b>Effect Size:</b> -0.044 <b>LCI:</b> -0.68 <b>UCI:</b> 0.592 <b>Weight:</b> 0.772 <b>Standard error:</b> 0.324	
Teepe (2019) 1_2	Helping parents enhance vocabulary development in preschool children: Effects of a family literacy program <i>(Early Childhood Research Quarterly)</i>	<b>Effect Size:</b> -0.054 <b>LCI:</b> -0.426 <b>UCI:</b> 0.318 <b>Weight:</b> 1.193 <b>Standard error:</b> 0.19	
Aral (2011)	The effects of parent education programs on the development of children aged between 60 and 72 months <i>(Social Behavior and Personality: An International Journal)</i>	<b>Effect Size:</b> -0.077 <b>LCI:</b> -0.413 <b>UCI:</b> 0.259 <b>Weight:</b> 1.257 <b>Standard error:</b> 0.172	
St Pierre (1995)	National evaluation of Even Start Family Literacy Program: Final report <i>(NA)</i>	<b>Effect Size:</b> -0.08 <b>LCI:</b> -0.405 <b>UCI:</b> 0.245 <b>Weight:</b> 1.278 <b>Standard error:</b> 0.166	

Author	Title	Effect Size	Effect Size (Graph)
van Tuijl (2001) 1_2	Efficacy of an intensive home-based educational intervention programme for 4- to 6-year-old ethnic minority children in the Netherlands <i>(International Journal of Behavioral Development)</i>	<b>Effect Size:</b> -0.094 <b>LCI:</b> -0.765 <b>UCI:</b> 0.576 <b>Weight:</b> 0.729 <b>Standard error:</b> 0.342	
Zucker (2021) 1_1	Teaching Together: Pilot study of a tiered language and literacy intervention with Head Start teachers and linguistically diverse families <i>(Early Childhood Research Quarterly)</i>	<b>Effect Size:</b> -0.275 <b>LCI:</b> -0.67 <b>UCI:</b> 0.12 <b>Weight:</b> 1.151 <b>Standard error:</b> 0.201	
Zucker (2021) 1_2	Teaching Together: Pilot study of a tiered language and literacy intervention with Head Start teachers and linguistically diverse families <i>(Early Childhood Research Quarterly)</i>	<b>Effect Size:</b> -0.303 <b>LCI:</b> -0.726 <b>UCI:</b> 0.12 <b>Weight:</b> 1.101 <b>Standard error:</b> 0.216	
Fielding-Barnsley (2002)	Developing pre-literacy skills via shared book reading assessment of a family intervention program for pre-school children at risk of becoming reading disabled <i>(Australian Journal Of Learning Difficulties)</i>	<b>Effect Size:</b> -0.861 <b>LCI:</b> -1.568 <b>UCI:</b> -0.155 <b>Weight:</b> 0.686 <b>Standard error:</b> 0.36	