

### Online Supplementary Material

Table A. *FFT Topics, Activities and Strategies Per Family Session*

Session	Topic	Activities	Strategies
1	Grocery Shopping	a. Make a grocery list with your child b. Go to the pretend store with your child and use the list to buy c. Use the list to check with your child that you bought everything	-encouraging children to write and read (letters and numbers) on their own -dictating and sounding out letters -breaking out a word into units of sound and linking each unit of sound to its corresponding letters -counting, comparing and estimating quantities, writing/reading numerals
2	Cooking	a. Choose one of the child's favorite dishes b. Make a recipe of the dish c. Use the recipe to prepare the dish with pretend food/toy pots d. Mealtime conversation?	-encouraging child's participation in conversations (asking questions) -following the child's lead in conversations -encouraging children to write and read (letters and numbers) on their own -counting, comparing and estimating quantities, writing/reading numerals
3	Eating Out	a. Choose one of the child's favorite restaurants b. Make a menu for the restaurant c. Use the menu to order food at the pretend restaurant; the child is the owner; the parent is the customer	-encouraging child's participation in conversations (asking questions) -following the child's lead in conversations -breaking out a word into units of sound and linking each unit of sound to its corresponding letters -counting, comparing and estimating quantities, adding and subtracting, writing/reading numerals
4	Eating In	a. Choose a special family event coming (e.g., thanksgiving dinner) b. Make a guest list and a menu for the special family event c. Mealtime conversation?	-encouraging child's participation in conversations (asking questions) -following the child's lead in conversations -encouraging children to write and read (letters and numbers) on their own -counting, comparing and estimating quantities, adding and subtracting, writing/reading numerals

Table B. Balance Checks on the Original Randomized ( $n = 17$ ) and Final Sample Schools ( $n = 13$ )

	Treatment ( $n = 8$ )	Control ( $n = 9$ )	Raw Difference	ES	$p$ -value
	Mean (SD)	Mean (SD)			
<b>Original Randomized Schools (<math>n = 17</math>)</b>					
Average Kindergarten class size	19.63 (2.67)	20.33 (2.92)	-0.71	-0.24	0.611
Percent Economically Disadvantaged	58.18 (7.19)	62.33 (10.74)	-4.16	-0.39	0.370
Percent English Language Proficient	15.95 (4.58)	12.98 (12.04)	2.96	0.25	0.523
Percent Special Education	7.66 (3.70)	8.99 (3.06)	-1.32	-0.43	0.432
Percent Hispanic	0.44 (0.19)	0.40 (0.21)	0.03	0.14	0.749
Percent Black	0.41 (0.17)	0.49 (0.19)	-0.08	-0.42	0.384
Percent White	0.09 (0.09)	0.04 (0.03)	0.05	1.67	0.162
Book Titles per Student	12.56 (4.59)	12.95 (4.94)	-0.39	-0.08	0.870
Percent Retained in Third Grade	27.35 (8.41)	31.2 (12.02)	-3.87	-0.32	0.459
Reading School Performance Grade Score	49.25 (7.81)	48.67 (7.40)	0.58	0.08	0.877
Math School Performance Grade Score	55.25 (9.25)	58.89 (10.09)	-3.64	-0.36	0.453
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	Treatment ( $n = 6$ )	Control ( $n = 7$ )	Raw Difference	ES	$p$ -value
	Mean (SD)	Mean (SD)			
<b>Final Sample Schools (<math>n = 13</math>)</b>					
Average Kindergarten class size	19.83 (3.06)	19.86 (2.97)	-0.02	-0.01	0.989
Percent Economically Disadvantaged	57.0 (6.97)	59.77 (9.44)	-2.74	-0.29	0.570
Percent English Language Proficient	15.41 (4.43)	14.43 (13.50)	0.98	0.07	0.868
Percent Special Education	7.98 (3.63)	9.74 (2.40)	-1.76	-0.73	0.318
Percent Hispanic	0.37 (0.17)	0.47 (0.20)	-0.09	-0.45	0.403
Percent Black	0.45 (0.18)	0.43 (0.17)	0.03	0.18	0.792
Percent White	0.11 (0.10)	0.05 (0.30)	0.06	0.20	0.154
Book Titles per Student	13.68 (4.63)	13.41 (5.40)	0.27	0.05	0.926
Percent Retained in Third Grade	26.58 (9.79)	28.14 (8.18)	-1.56	-0.19	0.760
Reading School Performance Grade Score	50.67 (8.61)	49.43 (7.61)	1.24	0.16	0.788
Math School Performance Grade Score	56 (10.35)	61.14 (9.06)	-5.14	-0.57	0.360

Overall F-test (original randomized schools):  $F(11,5) = 0.38, p = 0.38$ .

Overall F-test (final school sample):  $F(11,1) = 0.21, p = 0.95$

Table C.

a) *IDELA Items assessing Child Math Skills*

<b>Math domain assessed</b>	<b>Description</b>	<b>Scores ranged from</b>
one-to-one correspondence	The child was presented with a set of 20 pebbles and was asked to give the assessor a certain number of pebbles (3 trials, each involving a different number)	0-3
number identification	The child was presented with a numbers chart (numerals were not ordered) and asked to identify each numeral	0-20
addition and subtraction	The child was presented with pictures of objects and required to add or subtract; there were 3 questions (2 addition, 1 subtraction)	0-3
size/length comparison	The child was presented with 3 pictures of objects and asked to select the biggest and then the smallest; the shortest and then the longest; there were 4 questions	0-4
sort and classification	The child was presented with a set of cards of stars and circles and asked to: 1) sort pictures together that were similar; and 2) find another/different way to sort them. The child was given a 1 for using 1 criterion (e.g., shape) in the first question and a 1 for using second criterion (e.g., color) in the second question	0-2

*Note.* The sum score of math items ranged from 0-32.

b) *IDELA Items Assessing Overall ATL (Approaches to Learning)*

<b>Description</b>	<b>scores ranged from</b>
7 items requiring the assessor to rate the extent to which the child displayed behaviors such as paying attention, being confident and motivated, not giving up quickly, and staying concentrated during the entire IDELA assessment.	4-point Likert scale, from “almost never” to “almost always”

For a detailed description of IDELA items, please visit <https://idela-network.org/the-idela-tool/>

Table D. *Parent Survey – FFT Dosage Levels*

1. Did you make a grocery list with your child this past week?  
Yes  No  I didn't have time  Prefer not to answer
2. How many grocery lists did you make with your child this past week? \_\_\_\_\_ (number)  
Prefer not to answer
3. Did you use the grocery list you made with your child at the supermarket this past week?  
Yes  No  I forgot to take it  Prefer not to answer
4. How often did you practice with your child this past week to:
  - a. Write with your child?  
Every day  A few days  About a day  Not at all  Prefer not to answer
  - b. Learn letter names and sounds?  
Every day  A few days  About a day  Not at all  Prefer not to answer
  - c. Talk with your child about past or future events or explanations at a mealtime?  
Every day  A few days  About a day  Not at all  Prefer not to answer
  - d. Count, compare, or estimate objects or coins with your child?  
Every day  A few days  About a day  Not at all  Prefer not to answer
  - e. Add and subtract with your child?  
Every day  A few days  About a day  Not at all  Prefer not to answer

Table E1. *Impacts on Child Language and Literacy Skills Using Random Intercepts Models*

	Model 1					Model 2				
	ITT		1st stage	TOT		ITT		1st stage	TOT	
	Estimate	ES	Estimate	Estimate	ES	Estimate	ES	Estimate	Estimate	ES
<i>End of treatment (Both cohorts)</i>										
IDELEA Vocabulary total	0.07*	0.32	0.61***	0.11*	0.51	0.06	0.26	0.57***	0.11	0.49
	(0.03)			(0.05)		(0.04)			(0.07)	
IDELEA Food vocabulary	0.08*	0.33	0.62***	0.13*	0.51	0.08+	0.33	0.57***	0.15+	0.61
	(0.03)			(0.06)		(0.04)			(0.09)	
IDELEA Animal vocabulary	0.05	0.20	0.62***	0.08	0.31	0.03	0.13	0.58***	0.06	0.23
	(0.04)			(0.06)		(0.04)			(0.08)	
WM Picture Vocabulary	0.13	0.03	0.62***	0.14	0.03	-0.32	-0.06	0.57***	-0.62	-0.12
	(0.50)			(0.87)		(0.63)			(1.23)	
WM Letter-word identification	0.61	0.12	0.61***	1.01	0.21	0.37	0.07	0.55***	0.67	0.14
	(0.45)			(0.74)		(0.55)			(1.04)	
WM Dictation	0.15	0.06	0.62***	0.26	0.10	0.04	0.02	0.58***	0.07	0.03
	(0.33)			(0.57)		(0.41)			(0.80)	
<i>5-month Follow up (Cohort 1 only)</i>										
IDELEA Vocabulary total	-0.02	-0.09	0.57***	-0.03	-0.15	0.05	0.23	0.62***	0.08	0.37
	(0.04)			(0.07)		(0.05)			(0.07)	
IDELEA Food vocabulary	0.02	0.09	0.56***	0.06	0.21	0.10	0.36	0.62***	0.17	0.63
	(0.06)			(0.10)		(0.06)			(0.12)	
IDELEA Animal vocabulary	-0.06	-0.21	0.58***	-0.10	-0.37	0.01	0.03	0.62***	0.01	0.04
	(0.05)			(0.08)		(0.06)			(0.09)	
WM Picture Vocabulary	0.17	0.03	0.57***	0.49	0.09	0.93	0.17	0.56***	1.66	0.31
	(0.76)			(1.64)		(0.89)			(1.77)	
WM Letter-word identification	-0.50	-0.06	0.54***	-0.92	-0.11	1.59	0.19	0.54***	2.96	0.35
	(1.55)			(2.98)		(1.85)			(3.78)	
WM Dictation	0.24	0.05	0.56***	0.42	0.10	0.26	0.06	0.59***	0.44	0.10
	(0.63)			(1.17)		(0.85)			(1.57)	

*Note.* \*\*\* $p < 0.001$ , \*\* $p < 0.01$ , \* $p < 0.05$ , + $p < 0.10$ . Standard errors in parentheses. Effect sizes are standardized on the standard deviation using the control group. Model 1 includes controls for pre-test language, post-test language, child age, child gender, and an indicator for cohort (for end-of-treatment outcomes only). Model 2 adds school-level covariates (% Hispanic, % Limited English Proficient, % special education, % economically disadvantaged) and teacher-level covariates (has master's degree, years of experience). We used raw scores with age adjustment for the Woodcock-Munoz outcomes. We defined compliers as parents who attended at least one FFT meeting. Sample sizes range from  $N = 219-229$  on end-of-treatment outcomes and  $N = 99-102$  on the 5-month follow-up outcomes (cohort 1 only).

Table E2. *Impacts on Child Math, Executive Function, and Approaches to Learning Using HLM Models*

	Model 1					Model 2						
	ITT		1st stage		TOT		ITT		1st stage		TOT	
	Estimate	ES	Estimate	Estimate	ES	Estimate	ES	Estimate	Estimate	ES		
<i>End-of-treatment</i>												
Math	0.00 (0.02)	0.03	0.62***	0.01 (0.03)	0.05	0.02 (0.02)	0.11	0.57***	0.03 (0.04)	0.18		
EF	0.01 (0.05)	0.02	0.60***	0.02 (0.08)	0.06	0.04 (0.06)	0.13	0.58***	0.08 (0.11)	0.23		
Math -ATL	-0.08 (0.06)	-0.23	0.65***	-0.12 (0.09)	-0.35	-0.04 (0.07)	-0.11	0.58***	-0.07 (0.13)	-0.20		
EF -ATL	0.04 (0.06)	0.09	0.61***	0.07 (0.10)	0.14	0.05 (0.08)	0.10	0.52***	0.10 (0.16)	0.20		
Overall ATL	0.12 (0.08)	0.18	0.62***	0.20 (0.13)	0.30	0.22* (0.09)	0.33	0.56***	0.39* (0.17)	0.58		
<i>5-month Follow up (Cohort 1 only)</i>												
Math	0.00 (0.02)	0.00	0.56***	0.00 (0.04)	0.00	-0.01 (0.03)	-0.05	0.59***	-0.01 (0.06)	-0.08		
EF	0.12+ (0.06)	0.33	0.57***	0.22+ (0.12)	0.58	0.14 (0.08)	0.37	0.56***	0.23 (0.15)	0.61		
Math -ATL	0.15+ (0.08)	0.30	0.55***	0.27 (0.17)	0.55	0.26* (0.11)	0.53	0.57***	0.47+ (0.25)	0.95		
EF -ATL	0.09 (0.11)	0.16	0.52***	0.18 (0.22)	0.31	0.11 (0.16)	0.18	0.48***	0.22 (0.35)	0.38		
Overall ATL	0.03 (0.11)	0.05	0.55***	0.06 (0.21)	0.09	0.23+ (0.14)	0.36	0.57***	0.41 (0.28)	0.63		

*Note.* \*\*\* $p < 0.001$ , \*\* $p < 0.01$ , \* $p < 0.05$ , + $p < 0.10$ . Standard errors in parentheses. Effect sizes are standardized using the standard deviation of the control group. Model 1 includes controls for pre-test language, post-test language, child age, child gender, and an indicator for cohort (for end-of-treatment outcomes only). Model 2 adds school-level covariates (% Hispanic, % Limited English Proficient, % special education, % economically disadvantaged) and teacher-level covariates (has master's degree, years of experience). We used raw scores with age adjustment for the Woodcock-Munoz outcomes. We defined compliers as parents who attended at least one FFT meeting. Sample sizes range from N = 170-226 on end-of-treatment outcomes and N = 95-101 on the 5-month follow-up outcomes (cohort 1 only).

Table F1. *Impacts on Child Language and Literacy Skills at End-of-Treatment for Cohort 1 Only Versus Pooled Cohorts*

	<u>ITT</u>		<b>Model 1</b>			<u>ITT</u>		<b>Model 2</b>		
	Estimate	ES	1st stage Estimate	<u>TOT</u> Estimate	ES	Estimate	ES	1st stage Estimate	<u>TOT</u> Estimate	ES
<i>End-of-treatment (Cohort 1 only)</i>										
IDELEA Vocabulary total	0.07+	0.30+	0.57***	0.13+	0.54+	0.08*	0.34	0.68***	0.12*	0.50
	(0.04)			(0.07)		(0.04)			(0.06)	
IDELEA Food vocabulary	0.09	0.30	0.56***	0.16	0.54	0.11+	0.38	0.67***	0.17+	0.57
	(0.06)			(0.11)		(0.06)			(0.09)	
IDELEA Animal vocabulary	0.06	0.22	0.59***	0.10	0.37	0.05	0.19	0.68***	0.08	0.28
	(0.05)			(0.08)		(0.04)			(0.06)	
WM Picture Vocabulary	-0.01	0.00	0.57***	-0.02	0.00	-0.02	0.00	0.61***	-0.04	-0.01
	(0.69)			(1.17)		(0.95)			(1.43)	
WM Letter-word identification	1.24+	0.29+	0.56***	2.20+	0.52+	0.00	0.00	0.60***	0.00	0.00
	(0.72)			(1.13)		(0.88)			(1.34)	
WM Dictation	0.52	0.19	0.58***	0.88	0.31	0.32	0.11	0.65***	0.50	0.18
	(0.57)			(0.94)		(0.84)			(1.18)	
<i>End-of-treatment (Pooled Cohorts)</i>										
IDELEA Vocabulary total	0.07*	0.32*	0.61***	0.12*	0.54	0.06+	0.26+	0.56***	0.10+	0.46+
	(0.03)			(0.05)		(0.03)			(0.06)	
IDELEA Food vocabulary	0.08*	0.33*	0.61***	0.13*	0.54	0.08+	0.33+	0.57***	0.14*	0.57*
	(0.03)			(0.06)		(0.04)			(0.07)	
IDELEA Animal vocabulary	0.05	0.20	0.62***	0.09	0.33	0.03	0.13	0.57***	0.06	0.22
	(0.03)			(0.05)		(0.04)			(0.06)	
WM Picture Vocabulary	0.15	0.03	0.62***	0.24	0.05	-0.32	-0.06	0.57***	-0.56	-0.11
	(0.47)			(0.75)		(0.57)			(0.96)	
WM Letter-word identification	0.62	0.13	0.61***	1.01	0.21	0.37	0.07	0.55***	0.67	0.14
	(0.48)			(0.75)		(0.52)			(0.90)	
WM Dictation	0.12	0.05	0.62***	0.18	0.07	0.04	0.02	0.57***	0.07	0.03
	(0.32)			(0.51)		(0.42)			(0.71)	

Note. \*\*\* $p < 0.001$ , \*\* $p < 0.01$ , \* $p < 0.05$ , + $p < 0.10$ . Standard errors in parentheses. Effect sizes are standardized using the standard deviation of the control group. Model 1 includes controls for pre-test language, post-test language, child age, and child gender. Model 2 adds school-level covariates (% Hispanic, % Limited English Proficient, % special education, % economically disadvantaged) and teacher-level covariates (has master's degree, years of experience). We used raw scores with age adjustment for the Woodcock-Munoz outcomes. We defined compliers as parents who attended at least one FFT meeting. Sample sizes range from  $N = 216-229$  on pooled cohort outcomes and  $N = 100-106$  on cohort 1 only outcomes.

Table F2. *Impacts on Child Math, Executive Function and ATL at End-of-Treatment for Cohort 1 Only Compared with Pooled Cohorts*

	<b>Model 1</b>					<b>Model 2</b>				
	<u>ITT</u>		1st stage Estimate	<u>TOT</u>		<u>ITT</u>		1st stage Estimate	<u>TOT</u>	
	Estimate	ES		Estimate	ES	Estimate	ES		Estimate	ES
<i>End-of-treatment (Cohort 1 only)</i>										
Math	0.00 (0.02)	0.01	0.58***	0.00 (0.04)	0.02	0.00 (0.03)	0.00	0.63***	0.00 (0.04)	0.01
EF	0.05 (0.07)	0.15	0.58***	0.09 (0.12)	0.25	0.08 (0.09)	0.23	0.64***	0.13 (0.13)	0.35
Math -ATL	-0.12 (0.10)	-0.50	0.59***	-0.20 (0.16)	-0.84	-0.12 (0.12)	-0.52	0.64***	-0.19 (0.16)	-0.81
EF -ATL	0.03 (0.09)	0.08	0.55***	0.06 (0.15)	0.14	0.03 (0.10)	0.06	0.60***	0.04 (0.15)	0.10
Overall ATL	0.15 (0.13)	0.19	0.59***	0.24 (0.21)	0.31	0.35+ (0.18)	0.45	0.67***	0.51* (0.24)	0.66
<i>End-of-treatment (Pooled Cohorts)</i>										
Math	0.01 (0.02)	0.03	0.62***	0.01 (0.03)	0.04	0.02 (0.02)	0.10	0.57***	0.03 (0.04)	0.18
EF	0.03 (0.05)	0.08	0.60***	0.04 (0.09)	0.13	0.05 (0.06)	0.15	0.57***	0.09 (0.10)	0.27
Math -ATL	-0.08 (0.06)	-0.23	0.65***	-0.12 (0.09)	-0.35	-0.04 (0.07)	-0.11	0.60***	-0.07 (0.11)	-0.20
EF -ATL	0.04 (0.07)	0.09	0.61***	0.07 (0.11)	0.14	0.05 (0.09)	0.10	0.54***	0.10 (0.16)	0.20
Overall ATL	0.13 (0.08)	0.20	0.62***	0.22+ (0.13)	0.32+	0.22* (0.10)	0.33*	0.58***	0.39* (0.17)	0.58*

*Note.* \*\*\* $p < 0.001$ , \*\* $p < 0.01$ , \* $p < 0.05$ , + $p < 0.10$ . Standard errors in parentheses. Effect sizes are standardized using the standard deviation of the control group mean. Model 1 includes controls for pre-test language, post-test language, child age, and child gender. Model 2 adds school-level covariates (% Hispanic, % Limited English Proficient, % special education, % economically disadvantaged) and teacher-level covariates (has master's degree, years of experience). We used raw scores with age adjustment for the Woodcock-Munoz outcomes. We defined compliers as parents who attended at least one FFT meeting. Sample sizes range from N = 216-229 on pooled cohort outcomes and N = 100-106 on cohort 1 only outcomes.



Table G. *Woodcock-Muñoz outcomes by scoring type (total score -conceptual v. monolingual scores) and score type (raw scores v. W scores)*  
 Panel 1: *Impacts on child language and literacy, total scores (conceptual scoring)*

	<b>Model 1</b>					<b>Model 2</b>				
	<u>ITT</u>		1st stage	<u>TOT</u>		<u>ITT</u>		1st stage	<u>TOT</u>	
	Estimate	ES	Estimate	Estimate	ES	Estimate	ES	Estimate	Estimate	ES
<i>End-of-treatment</i>										
WM Picture Vocabulary - W scores	0.66 (1.55)	0.04	0.62***	1.08 (2.45)	0.06	0.36 (1.93)	0.02	0.59***	0.61 (3.18)	0.04
WM Picture Vocabulary - Raw scores	0.15 (0.47)	0.03	0.62***	0.24 (0.75)	0.05	-0.32 (0.57)	-0.06	0.57***	-0.56 (0.96)	-0.11
WM Letter-Word Id - W Scores	2.64 (2.22)	0.10	0.61***	4.30 (3.44)	0.16	1.69 (2.46)	0.06	0.57***	2.98 (4.08)	0.11
WM Letter-Word Id -Raw scores	0.58 (0.47)	0.12	0.61***	1.01 (0.75)	0.21	0.25 (0.53)	0.05	0.55***	0.67 (0.90)	0.14
<i>5-month Follow up</i>										
WM Picture Vocabulary - W scores	1.17 (2.56)	0.07	0.56***	2.07 (4.28)	0.13	4.76+ (2.46)	0.30	0.59***	8.09* (3.85)	0.51
WM Picture Vocabulary - Raw scores	0.17 (0.72)	0.03	0.56***	0.30 (1.23)	0.06	0.93 (0.93)	0.17	0.56***	1.66 (1.50)	0.31
WM Letter-Word Id - W Scores	0.32 (5.95)	0.01	0.54***	0.60 (10.57)	0.02	7.12 (6.25)	0.20	0.57***	12.44 (10.52)	0.35
WM Letter-Word Id- Raw scores	-0.16 (1.32)	-0.02	0.53***	-0.66 (2.34)	-0.08	1.05 (1.70)	0.12	0.53***	3.18 (2.85)	0.37

Panel 2: *Impacts on child language and literacy, W scores, Monolingual scoring*

	<u>ITT</u>		<b>Model 1</b>			<u>ITT</u>		<b>Model 2</b>		
	Estimate	ES	1st stage Estimate	<u>TOT</u> Estimate	ES	Estimate	ES	1st stage Estimate	<u>TOT</u> Estimate	ES
<i>End-of-treatment</i>										
WM Picture Vocabulary - W scores	-1.74 (2.29)	-0.10	0.62***	-2.82 (3.64)	-0.16	-0.89 (2.62)	-0.05	0.58***	-1.52 (4.31)	-0.08
WM Picture Vocabulary - Raw scores	-0.57 (0.68)	-0.11	0.62***	-0.92 (1.09)	-0.17	-0.67 (0.76)	-0.12	0.57***	-1.17 (1.28)	-0.22
WM Letter-Word Id - W Scores	2.91 (2.19)	0.12	0.61***	4.73 (3.42)	0.19	2.29 (2.36)	0.09	0.57***	4.02 (3.94)	0.16
WM Letter-Word Id -Raw scores	0.63 (0.45)	0.13	0.61***	1.09 (0.70)	0.23	0.37 (0.50)	0.08	0.55***	0.84 (0.84)	0.18
<i>5-month Follow up</i>										
WM Picture Vocabulary - W scores	0.73 (3.06)	0.04	0.56***	1.31 (5.24)	0.07	3.65 (3.51)	0.21	0.58***	6.36 (5.68)	0.36
WM Picture Vocabulary - Raw scores	-0.41 (1.03)	-0.07	0.56***	-0.74 (1.80)	-0.13	0.28 (1.39)	0.05	0.55***	0.52 (2.33)	0.09
WM Letter-Word Id - W Scores	-0.12 (5.94)	0.00	0.54***	-0.21 (10.54)	-0.01	6.72 (6.28)	0.22	0.57***	11.77 (10.56)	0.39
WM Letter-Word Id -Raw scores	-0.33 (1.32)	-0.05	0.53***	-0.86 (2.36)	-0.12	0.69 (1.75)	0.10	0.53***	2.89 (2.89)	0.41

*Note.* \*\*\* $p < 0.001$ , \*\* $p < 0.01$ , \* $p < 0.05$ , + $p < 0.10$ . Standard errors in parentheses. Effect sizes are standardized using the standard deviation of the control group mean. Model 1 includes controls for pre-test language, post-test language, child age, child gender, and an indicator for cohort (for end-of-treatment outcomes only). Model 2 adds school-level covariates (% Hispanic, % Limited English Proficient, % special education, % economically disadvantaged) and teacher-level covariates (has master's degree, years of experience). We used raw scores with age adjustment for the Woodcock-Munoz outcomes. We defined compliers as parents who attended at least one FFT meeting. Sample sizes range from  $N=230-235$  on end-of-treatment outcomes and  $N=103-106$  on 5-month follow-up outcomes (cohort 1 only).