

**Table 1. Associations between observed teacher-child relationship quality and teacher-reported child outcomes**

CLASS	Responsive caregiving: Infant <sup>a</sup>			Emotional and behavioral support: Toddler <sup>b</sup>		
	English CDI IRT scores	BITSEA competence	BITSEA problem	English CDI IRT scores	BITSEA competence	BITSEA problem
<b>CLASS</b>	<b>0.057 (0.05)</b>	<b>0.081 (0.07)</b>	<b>-0.025 (0.07)</b>	<b>-0.035 (0.02)</b>	<b>0.011 (0.03)</b>	<b>-0.071* (0.03)</b>
<b>Covariate</b>						
Age	1.074*** (0.07)	0.482*** (0.09)	-0.034 (0.08)	0.706*** (0.02)	0.332*** (0.03)	0.027 (0.03)
Male	-0.133 (0.08)	-0.372** (0.11)	0.183 (0.11)	-0.116** (0.04)	-0.292*** (0.05)	0.163*** (0.05)
Race/ethnicity						
Hispanic	0.006 (0.15)	0.130 (0.21)	0.084 (0.19)	-0.166* (0.07)	0.009 (0.09)	-0.201* (0.10)
Non-Hispanic African American	0.095 (0.14)	0.172 (0.18)	0.181 (0.16)	-0.006 (0.06)	0.030 (0.08)	-0.166 (0.09)
Other	0.139 (0.18)	0.312 (0.24)	0.178 (0.21)	-0.079 (0.08)	-0.036 (0.11)	-0.096 (0.11)
Dual language learner	-0.053 (0.12)	0.071 (0.15)	-0.026 (0.14)	0.030 (0.05)	0.019 (0.07)	0.060 (0.07)
Family poverty ratio	-0.021 (0.04)	-0.034 (0.04)	0.038 (0.04)	0.015 (0.01)	0.005 (0.02)	-0.021 (0.02)
Family demographic risks						
Medium risk	0.012 (0.10)	0.103 (0.13)	0.063 (0.13)	-0.079 (0.04)	-0.035 (0.06)	0.001 (0.06)
High risk	0.060 (0.15)	-0.136 (0.19)	0.347 (0.18)	-0.034 (0.06)	-0.111 (0.09)	-0.047 (0.09)
<b>Q-CCIIT</b>	<b>Infant classrooms</b>			<b>Toddler classrooms</b>		
<b>Support for social-emotional development</b>	<b>English CDI IRT scores</b>	<b>BITSEA competence</b>	<b>BITSEA problem</b>	<b>English CDI IRT scores</b>	<b>BITSEA competence</b>	<b>BITSEA problem</b>
<b>Q-CCIIT</b>	<b>-0.010 (0.06)</b>	<b>-0.070 (0.07)</b>	<b>0.057 (0.07)</b>	<b>-0.040 (0.02)</b>	<b>0.006 (0.03)</b>	<b>-0.040 (0.03)</b>
<b>Covariate</b>						
Age	1.067*** (0.07)	0.458*** (0.10)	-0.021 (0.08)	0.708*** (0.02)	0.332*** (0.03)	0.027 (0.03)
Male	-0.134 (0.08)	-0.375*** (0.11)	0.186 (0.11)	-0.117** (0.04)	-0.292*** (0.05)	0.162** (0.05)
Race/ethnicity						
Hispanic	0.012 (0.15)	0.150 (0.21)	0.075 (0.19)	-0.165* (0.07)	0.008 (0.09)	-0.196* (0.10)
Non-Hispanic African American	0.101 (0.14)	0.188 (0.18)	0.173 (0.16)	-0.004 (0.06)	0.028 (0.08)	-0.157 (0.09)
Other	0.149 (0.18)	0.339 (0.24)	0.170 (0.21)	-0.079 (0.08)	-0.036 (0.11)	-0.091 (0.11)
Dual language learner	-0.050 (0.12)	0.084 (0.15)	-0.033 (0.15)	0.031 (0.05)	0.019 (0.07)	0.061 (0.07)
Family poverty ratio	-0.021 (0.04)	-0.032 (0.04)	0.038 (0.04)	0.015 (0.01)	0.005 (0.02)	-0.021 (0.02)
Family demographic risks						
Medium risk	0.009 (0.10)	0.096 (0.13)	0.066 (0.13)	-0.079 (0.04)	-0.035 (0.06)	0.001 (0.06)
High risk	0.070 (0.15)	-0.099 (0.19)	0.331 (0.18)	-0.034 (0.06)	-0.110 (0.09)	-0.048 (0.09)

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Table.1 (continued)

CLASS - toddler	Infant classrooms			Toddler classrooms		
	English CDI IRT scores	BITSEA competence	BITSEA problem	English CDI IRT scores	BITSEA competence	BITSEA problem
<b>Engaged support for learning</b>	n.a.	n.a.	n.a.	<b>-0.025 (0.02)</b>	<b>0.008 (0.03)</b>	<b>-0.027 (0.03)</b>
<b>Covariate</b>						
Age	n.a.	n.a.	n.a.	0.706*** (0.02)	0.331*** (0.03)	0.026 (0.03)
Sex	n.a.	n.a.	n.a.	-0.117** (0.04)	-0.292*** (0.05)	0.163** (0.05)
Race/ethnicity						
Hispanic	n.a.	n.a.	n.a.	-0.167* (0.07)	0.009 (0.09)	-0.198* (0.10)
Non-Hispanic African American	n.a.	n.a.	n.a.	-0.003 (0.06)	0.028 (0.08)	-0.156 (0.09)
Other	n.a.	n.a.	n.a.	-0.079 (0.08)	-0.036 (0.11)	-0.090 (0.11)
Dual language learner	n.a.	n.a.	n.a.	0.030 (0.05)	0.019 (0.07)	0.060 (0.07)
Family poverty ratio	n.a.	n.a.	n.a.	0.015 (0.01)	0.005 (0.02)	-0.021 (0.02)
Family demographic risks						
Medium risk	n.a.	n.a.	n.a.	-0.079 (0.04)	-0.035 (0.06)	0.001 (0.06)
High risk	n.a.	n.a.	n.a.	-0.034 (0.06)	-0.111 (0.09)	-0.048 (0.09)
Q-CCIIT	Infant classrooms			Toddler classrooms		
	English CDI IRT scores	BITSEA competence	BITSEA problem	English CDI IRT scores	BITSEA competence	BITSEA problem
<b>Support for language and literacy</b>	<b>-0.029 (0.06)</b>	<b>-0.069 (0.08)</b>	<b>0.044 (0.07)</b>	<b>-0.017 (0.02)</b>	<b>-0.001 (0.03)</b>	<b>-0.064* (0.03)</b>
<b>Covariate</b>						
Age	1.067*** (0.07)	0.469*** (0.09)	-0.029 (0.08)	0.707*** (0.02)	0.332*** (0.03)	0.035 (0.03)
Male	-0.135 (0.08)	-0.378*** (0.11)	0.187 (0.11)	-0.117** (0.04)	-0.292*** (0.05)	0.161** (0.05)
Race/ethnicity						
Hispanic	0.012 (0.15)	0.142 (0.21)	0.081 (0.19)	-0.163* (0.07)	0.008 (0.09)	-0.197* (0.10)
Non-Hispanic African American	0.101 (0.14)	0.183 (0.18)	0.177 (0.16)	-0.002 (0.06)	0.028 (0.08)	-0.160 (0.08)
Other	0.150 (0.18)	0.336 (0.24)	0.172 (0.21)	-0.076 (0.08)	-0.037 (0.11)	-0.088 (0.11)
Dual language learner	-0.048 (0.12)	0.083 (0.15)	-0.031 (0.14)	0.030 (0.05)	0.019 (0.07)	0.059 (0.07)
Family poverty ratio	-0.020 (0.04)	-0.031 (0.04)	0.037 (0.04)	0.015 (0.01)	0.005 (0.02)	-0.020 (0.02)
Family demographic risks						
Medium risk	0.009 (0.10)	0.098 (0.13)	0.065 (0.13)	-0.079 (0.04)	-0.035 (0.06)	0.002 (0.06)
High risk	0.071 (0.15)	-0.109 (0.19)	0.338 (0.18)	-0.034 (0.06)	-0.110 (0.09)	-0.046 (0.09)

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Table.1 (continued)

CLASS	Infant classrooms			Toddler classrooms		
	English CDI IRT scores	BITSEA competence	BITSEA problem	English CDI IRT scores	BITSEA competence	BITSEA problem
<b>Engaged support for learning</b>	n.a.	n.a.	n.a.	<b>-0.025 (0.02)</b>	<b>0.008 (0.03)</b>	<b>-0.027 (0.03)</b>
<b>Covariate</b>						
Age	n.a.	n.a.	n.a.	0.706*** (0.02)	0.331*** (0.03)	0.026 (0.03)
Male	n.a.	n.a.	n.a.	-0.117** (0.04)	-0.292*** (0.05)	0.163** (0.05)
Race/ethnicity						
Hispanic	n.a.	n.a.	n.a.	-0.167* (0.07)	0.009 (0.09)	-0.198* (0.10)
Non-Hispanic African American	n.a.	n.a.	n.a.	-0.003 (0.06)	0.028 (0.08)	-0.156 (0.09)
Other	n.a.	n.a.	n.a.	-0.079 (0.08)	-0.036 (0.11)	-0.090 (0.11)
Dual language learner	n.a.	n.a.	n.a.	0.030 (0.05)	0.019 (0.07)	0.060 (0.07)
Family poverty ratio	n.a.	n.a.	n.a.	0.015 (0.01)	0.005 (0.02)	-0.021 (0.02)
Family demographic risks						
Medium risk	n.a.	n.a.	n.a.	-0.079 (0.04)	-0.035 (0.06)	0.001 (0.06)
High risk	n.a.	n.a.	n.a.	-0.034 (0.06)	-0.111 (0.09)	-0.048 (0.09)
QCCIT	Infant classrooms			Toddler classrooms		
	English CDI IRT scores	BITSEA competence	BITSEA problem	English CDI IRT scores	BITSEA competence	BITSEA problem
<b>Support for cognitive development</b>	<b>-0.016 (0.06)</b>	<b>0.011 (0.08)</b>	<b>0.010 (0.08)</b>	<b>-0.031 (0.02)</b>	<b>-0.034 (0.03)</b>	<b>-0.024 (0.03)</b>
<b>Covariate</b>						
Age	1.067*** (0.07)	0.475*** (0.09)	-0.031 (0.08)	0.708*** (0.02)	0.338*** (0.03)	0.027 (0.03)
Male	-0.134 (0.08)	-0.373** (0.11)	0.184 (0.11)	-0.117** (0.04)	-0.294*** (0.05)	0.163** (0.05)
Race/ethnicity						
Hispanic	0.012 (0.15)	0.137 (0.21)	0.081 (0.19)	-0.163* (0.07)	0.007 (0.09)	-0.194 (0.10)
Non-Hispanic African American	0.102 (0.14)	0.180 (0.18)	0.177 (0.16)	-0.002 (0.06)	0.024 (0.08)	-0.156 (0.09)
Other	0.149 (0.18)	0.328 (0.24)	0.174 (0.21)	-0.077 (0.08)	-0.040 (0.11)	-0.088 (0.11)
Dual language learner	-0.049 (0.12)	0.074 (0.15)	-0.028 (0.14)	0.031 (0.05)	0.020 (0.07)	0.061 (0.07)
Family poverty ratio	-0.020 (0.04)	-0.033 (0.04)	0.038 (0.04)	0.015 (0.01)	0.005 (0.02)	-0.021 (0.02)
Family demographic risks						
Medium risk	0.010 (0.10)	0.099 (0.13)	0.063 (0.13)	-0.078 (0.04)	-0.033 (0.06)	0.001 (0.06)
High risk	0.069 (0.15)	-0.118 (0.19)	0.341 (0.18)	-0.034 (0.06)	-0.109 (0.09)	-0.048 (0.09)

Source: Spring 2018 Baby FACES Classroom Observation, Parent Survey, and Staff Child Report.

Notes: Statistics are weighted to represent all Early Head Start classrooms and children in center-based care. The referent for ethnicity is non-Hispanic White and for family demographic risks, the referent is low risk.

\* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$ .

<sup>a</sup> Infant classrooms have a majority of children who are newborns to 15 months old.

<sup>b</sup> Toddler classrooms have a majority of children who are between the ages of 16 months and 36 months.

BITSEA = Brief Infant-Toddler Social and Emotional Assessment; CDI = MacArthur-Bates Communicative Development Inventories.