**Abstract**

Amid COVID-19 global pandemic, professionals and families in the early childhood system are finding ways to are finding ways to continue providing high quality learning opportunities in the rapidly changing Quality Rating Improvement System (QRIS). Researchers (ACF, 2017; BSC, 2018; Paulsell et al., 2013; Tout et al., 2020) have demonstrated understanding how activities associated with change management (i.e. Continuous quality improvement (CQI)) would be considered essential components for maintaining a QRIS. Despite research studies (Conroy et al., 2018; Donegan-Ritter & Van Meeteren, 2018; Mason et al., 2019; Snyder et al., 2018) have shown certain CQI activities such as evidence-based coaching practices yield positive individual and program level outcomes, it is still unclear these activities take into effect in a large-scale statewide QRIS system and how those activities are associated with the system level goals.

The proposed study will focus on inquiring how do Washington early learning coaches and coachees’ CQI activity data recorded on a statewide database (i.e. Web-based QRIS Data System (WELS)) help to explain the results of QRIS level for recommending next steps for states implementing QRIS via a convergent mixed methods design. As a sub-study of Partnership for Pre-K Improvement: Washington Research Practice Partnership (Joseph et al., 2019), the work will inform the following research question from the original study: Using data for Continuous Quality Improvement – To what extent are contractors, coaches, teachers, and instructional leaders using data for improvement plans and goals?