**Abstract**

As the early childhood field is rapidly changing amid COVID-19, it is projected that coaching (specifically virtual coaching and professional development) will be implemented as the primary activities for supporting early childhood providers in the state of Washington. Continuous quality improvement (CQI) is considered one of the essential components for designing a Quality Rating Improvement System (QRIS) in the early childhood system (Paulsell, Tout, & Maxwell, 2013; Wiggins & Mathias, 2013). Despite 66 precents of the 44 fully implemented QRIS states incorporate CQI activities in the quality improvement process (ACF, 2017), it is still unclear how certain modes of CQI activities, such as Practice-based Coaching or Plan-Do-Study-Act framework, works in a large-scale system such as a statewide QRIS and how it’s associated with the QRIS outcomes.

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 study: Using data for Continuous Quality Improvement – To what extent are contractors, coaches, teachers, and instructional leaders using data for improvement plans and goals?