**Abstract**

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). Amid COVID-19 global pandemic, as researchers, professionals, and families are finding ways to accelerate ways to ss, coaching and other CQI activities (i.e. professional development) are much needed in the rapidly changing system. Despite researchers have demonstrated positive individual level outcomes (i.e. child, teacher, or teacher support level) of CQI activities (cite here), it is still unclear how certain modes of CQI activities, such as Practice-based Coaching (cite) or Plan-Do-Study-Act framework (cite), take effect in a large-scale system such as a statewide QRIS and how those activities are 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 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?