# 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?

# Overview

The following document was prepared to share how the proposed study (Hwangbo et al., 2021) will be contributing to the Partnerships for Pre-K Improvement Research Practice Partnership (PPI RP | 2019-039 WA Research Partners Appendix H and G).

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| **Item** | **PPI RP (2019-039)** | **Hwangbo et al. (2021) dissertation** |
| Project Title | Partnerships for Pre-k Improvement (PPI): Washington Research Practice Partnership | Inquiry of Continuous Quality Improvement and Coaching Activities in WA Early Childhood Education system |
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| ***Investigator Section*** Research Question(s) | RQ2: Improving Data Use and Continuous Quality Improvement - To what extent are contractors, coaches, teachers and instructional leaders using data for improvement plans and goals? | Exploring how qualitative coaching activities (WELS Notes) are differ among licensed care programs v. state funded programs in the state of Washington QRIS (i.e. frequency/dosage of coaching activities by Notes objective).  Exploring whether the capacity, funding, and/or other factors are considered impacting the CQI activities in the state of Washington QRIS. |
| Key tasks/activities | Descriptive data analysis via survey, monitoring reviews, and drafts of documents shared by DCYF  Work with DCYF to plan supports for contractors to increase data use for improvement plans and goals. Test these plans through additional study/data collection.  Review of existing DCYF data including information related to full site monitoring reviews and customer satisfaction survey that focuses on contractor training and support provided by DCYF. | Descriptive data analysis of DCYF data including information related to full site monitoring reviews, coach demographics, and coach focused trainings.  Work with DCYF to review existing DCYF data including information related to Early Achievers monitoring and data around quality improvement plans, coaching notes, and coaching activities identified from DCYF database(s). |
| Identified data sources for requests | Early Learning records, to include MERIT, ELMS, WELS, ECEAP database(s). Records from July 1, 2012 to December 31, 2023 | Early learning records, to include WELS. Records from July 1, 2014 to December 31, 2020. |
| Additional/Other data sources | Survey(s) and documents shared by DCYF team. | Survey(s), database access, and documents shared by DCYF and if needed, Child Care Aware of Washington for coach demographics. |
| Project duration | July 1, 2019 – May 30, 2021 | January 1, 2021 – May 30, 2021 |

# Appendix I. Concept map of theory of change (Hwangbo, 2020)Diagram, engineering drawing Description automatically generated