



State Benchmarks of Quality: Implementing the Pyramid Model Statewide

Version 3.0

ChallengingBehavior.org



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Pub: 07/2025

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Purpose

The *State Benchmarks of Quality (SBoQ) 3.0* is used by a cross-sector State Leadership Team (SLT) to assess progress and plan future actions for Pyramid Model statewide implementation in early childhood systems working with young children and families.

Directions

The *State Benchmarks of Quality (SBoQ)* is a self-assessment tool that can be completed by the SLT as a whole or in small groups with the results from each group compiled into one consensus document to ensure all SLT members are in agreement. The SBoQ is organized by the four essential structures for implementation: (1) State Leadership Team, (2) Professional Development Network of Trainers and Program Implementation Coaches, (3) Implementation Programs and Community-Wide Implementation, and (4) Data and Evaluation. The SLT should use the data for planning future work and tracking progress. ([ST BoQ spreadsheet](#)).

Form Instructions

For each of the benchmarks, rate the current status of implementation. In the notes section, provide evidence for the rating or comments about activities that need to be addressed related to ensuring the benchmark is met. The priority column can be used to note the benchmarks that are a priority for the team or to indicate that the benchmark is not a priority. Another option for the use of the priority column is for each SLT member to indicate their highest priorities for the state work (e.g., “Rank your top 5 priorities for next year”). The data from individual team members can provide a starting point for SLT planning.

Abbreviations:

BoQ = Benchmarks of Quality

PDN = Professional Development Network

PIC = Program Implementation Coach

PM = Pyramid Model

SBoQ = State Benchmarks of Quality

SLT = State Leadership Team

SPLIT = Sector Planning and Implementation Team

1 http://www.challengingbehavior.org/wp-content/uploads/2025/12/boq_stateteam_v3.0_blank.xlsx

Critical Elements	Benchmarks of Quality	Score 0=not in place 1=emerging 2=in place	Priority?	Notes
State Leadership Team (SLT)				
SLT Membership and Logistics	1. The SLT has written criteria for membership which ensures cross-sector representation from a range of constituents, programs, and agencies (e.g., early childhood special education, early intervention, higher education, Head Start, child care, mental health, family advocacy group) while limiting the size of the SLT to ensure efficiency and relationship building.			
	2. The SLT establishes a clear, written mission and vision.			
	3. The SLT identifies a state coordinator or co-coordinators to represent the SLT, work with staff to facilitate the work of the SLT, and coordinate the activities of the professional development network of program coaches and trainers.			
	4. The SLT includes adequate and clearly defined administrative support for team logistics.			
	5. The Pyramid Model (PM) initiative and the activities of the SLT are supported by funded individuals or entities to participate in the work.			
	6. SLT members can communicate the mission and vision of the SLT.			
	7. The SLT adopts written ground rules and team meeting logistics.			
	8. The SLT records decisions and minutes from each SLT meeting.			
	9. The SLT evaluates each meeting and uses the data to improve meetings.			
	10. The SLT achieves consistent attendance at SLT meetings (i.e., 75% average attendance over the year).			
	11. The SLT meets monthly during installation and initial implementation stages and at least quarterly during sustainability and scale-up.			
	12. The SLT has a process in place for membership succession that commits to diverse representation.			
	13. The SLT has a process in place for orienting new members.			

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SLT Action Planning	14. SLT develops an action plan that includes goals and objectives related to all critical elements of these benchmarks. The action plan guides the work of the SLT and the work groups.			
	15. The SLT reviews the action plan and updates its progress regularly.			
SLT Sustainability and Scale up Planning	16. The SLT develops a written statewide sustainability and scale-up plan based on the four essential structures.			
	17. The SLT action and sustainability plans include strategies for integrating the PM into state early childhood infrastructures or processes (e.g., Quality Rating Systems, Early Learning Guidelines, higher education).			
	18. The SLT reviews its SBoQ, SLT Checklist of Sustainability Features, and Sustainability and Scale-up Plan annually. Other documents can be reviewed and updated annually depending on SLT priorities and action plans. These can include the mission and vision statement, SLT membership, ground rules, and logistics.			
	19. The SLT and implementing sectors identify funding sources to cover activities that adhere to the sustainability and scale-up plan.			
SLT Communication and Visibility	20. The SLT develops an annual evaluation report of the progress and outcome data and distributes it to all implementing sectors, professional development network, programs, funders, families, and policymakers.			
	21. The SLT identifies and implements dissemination strategies to ensure that constituents are aware of activities and accomplishments (e.g., website, newsletter, conferences).			
	22. The SLT develops a written awareness and communication plan that includes presentations based on annual evaluation report. The presentations are shared with policymakers and potential funders and support recruiting programs and individuals to participate in the PM initiative.			

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SLT Authority, Priority, and Communication Linkages	23. Each SLT representative is authorized to make decisions for their agency related to the PM initiative or is able to return a decision to the SLT within a reasonable timeframe agreed upon by the SLT.			
	24. SLT members are responsible for sharing the SLT activities with their agency to support the PM initiative (e.g., training opportunities, presenting annual reports, orientation presentations).			
	25. SLT members are responsible for communicating their agency initiatives and sector implementation progress, challenges, and successes to the SLT.			
	26. The SLT develops written communication protocols for regular feedback and data sharing from Program Implementation Coaches (PICs), trainers, implementation sites, and communities.			
Family Participation and Communication	27. The SLT includes representation from family organizations.			
	28. The SLT identifies and supports sectors to make PM family training opportunities available to families.			
	29. The SLT coordinates with member agencies to develop mechanisms for family members to provide feedback at least annually on the quality of PM implementation experienced by their children and their family. SLT uses responses to support local implementation.			
	30. The SLT coordinates with member agencies to make family-related training materials and communications available in the home languages of the families supported by implementation programs.			
Additional SLT Coordination	31. Cross-sector agencies of the SLT contribute resources for the work of the action plan (e.g., staffing, materials, training, cultural adaptations, language translations) and statewide implementation.			
	32. The SLT serves as a coordinating body across sectors, with each sector reporting its progress to the SLT. Each implementing sector can develop its own Sector Planning and Implementation Team (SPLIT) to guide sector-specific action plans.			

Critical Elements	Benchmarks of Quality	Score 0=not in place 1=emerging 2=in place	Priority?	Notes
Professional Development Network (PDN) of Trainers and Program Implementation Coaches (PICs)				
Professional Development Network (PDN) of Trainers and Program Implementation Coaches (PICs)	33. The SLT clearly defines and develops roles and responsibilities for trainers and PICs.			
	34. The SLT develops and implements a quality assurance mechanism to maintain up-to-date and effective training and technical assistance in PM implementation.			
	35. The SLT implements and monitors a plan ensuring that programs and communities statewide can access PM training and coaching.			
Professional Development Network (PDN) of Trainers				
PDN of Trainers	36. The SLT establishes and coordinates a statewide network of high-quality PM trainers to build and sustain implementation.			
	37. The SLT establishes written procedures for the recruitment and identification (including acceptance criteria) of Trainers. Trainers sign written agreements that specify their training activities and commitments.			
	38. The SLT develops and coordinates a statewide PM training sequence that includes providing ongoing training and support to trainers.			
Professional Development Network (PDN) of Program Implementation Coaches (PICs)				
PDN of Program Implementation Coaches (PICs)	39. The SLT establishes and coordinates a statewide network of high-quality PICs to build and sustain PM implementation.			
	40. The SLT establishes written procedures for the recruitment and identification (including acceptance criteria) of PICs. PICs sign written agreements that specify their activities and commitments.			
	41. The SLT develops and coordinates a statewide PM training sequence that includes providing ongoing training and support to PICs.			
	42. The SLT develops a plan and monitors the availability of a PIC to meet with Program Leadership Teams and Community Leadership Teams face to face or virtually, according to each program's implementation stage.			

Critical Elements	Benchmarks of Quality	Score 0=not in place 1=emerging 2=in place	Priority?	Notes
	43. The SLT serves as a coordinating body across sectors, with each sector reporting its PDN progress to the SLT. Each implementing sector can work with its own Sector Planning and Implementation Team (SPLIT) to recruit, onboard, and provide ongoing support to PICs and trainers.			
Implementation Programs and Community-Wide Implementation				
Implementation Programs	44. The SLT develops and coordinates a recruitment and selection process that considers the diversity of programs participating in the initiative.			
	45. Implementation Programs have written agreements for participating in the initiative with a program-wide leadership team and agree to complete the applicable Program-Wide BoQ, Family Child Care BoQ, or the Early Intervention (Part C) BoQ and share the data with the SLT.			
	46. The SLT has a written sustainability plan to build capacity and expand future Implementation Programs.			
Community-Wide Implementation	47. The SLT develops and coordinates a recruitment and selection process that considers the diversity of the communities participating in the initiative through community-wide implementation.			
	48. Community-wide implementation programs have a written agreement to participate in the initiative. All participating communities agree to have a Community Leadership Team, complete the Community BoQ, and share the data with the SLT.			
	49. The SLT has a written sustainability plan that builds capacity and expansion of future community-wide implementation localities.			
Additional Implementation Coordination	50. The SLT provides protocols for recruitment and onboarding procedures for sectors to participate in the initiative. Each implementing sector can work with its own Sector Planning and Implementation Team (SPLIT) to recruit, on-board, and provide ongoing implementation support programs.			
	51. In consultation with the SLT, each sector can identify and coordinate where and how programs access prevention, promotion, and intervention services.			

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Data and Evaluation				
Data-Informed Decision Making	52. A data system is in place for sectors, programs, communities, trainers, and PICs to enter and summarize the data elements.			
	53. The SLT develops data sharing and interagency data agreements to support the use of aggregate statistics by the SLT.			
	54. All sectors, programs, communities, trainers, and PICs submit the agreed-upon data in their respective written agreements.			
	55. Training on data tools, and technical assistance are available to sectors, programs, communities, trainers, and PICs. Training consists of what data to collect, why, and how to use the data for making decisions for improving outcomes for children, providers, sectors, programs, and communities.			
	56. A process is in place for the SLT to access the implementation data or summaries.			
	57. The SLT has a process in place using data for ongoing continuous improvement and evaluation of statewide implementation.			
	58. The SLT provides an annual public celebration of outcomes and accomplishments.			
	59. Each sector implementing the PM establishes a system to track its data and conduct evaluation activities. The Sector Planning and Implementation Team (SPLIT) will report its progress to the SLT. The SLT serves as a coordinating body across all sectors/agencies.			

Acknowledgements

This document was adapted from:

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