

# CBE Ignited! Business Plan



Five-Year Plan to Success

**Spring 2023**

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# Executive Summary

CBE Ignited is a call to action. We are confident in providing hope to districts by shifting the traditional time-bound system to a competency-based model, in which students progress at their own pace based on mastery of competencies. CBE creates a new vision for schools and classrooms to respond to the educational goals and aptitudes of each student. Competency based education is student-center. It creates focus on continual progress toward demonstration of clearly articulated competencies for each student.

## Mission:

CBE Ignited provides each student the environment to unleash the learning experience at their own pace; anytime; anywhere. Students enjoy the opportunity to design their educational goals and develop a personal style of building value and success with a commitment to a lifetime of learning opportunities.

## Vision:

Restructuring the learning experience to focus effort and success on the individual students' goals and interests.



## The Product

Individualized services to match tools and training needed for your organization / state / country.

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## The Leadership

Based on Baldrige criteria, leadership processes ensure sustainability.

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## The Overall Industry

Education reform is complicated, and getting started can be daunting. Today's issues provide an opportunity for change to happen that is research-based and proven.

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## The Competitors

CBE schools are only in the beginning stages of implementation currently, there is currently no other organization that provides a one-stop delivery system that embraces CBE.

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## The Financial Status

CBE Ignited is targeting a start-up of \$10 million within the first five years, to refine the digital platform and create more user-friendly tools to help organizations begin and sustain this journey.

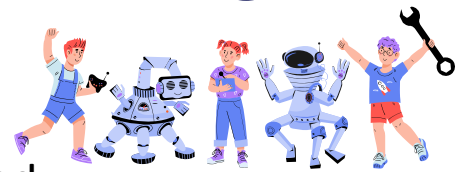
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## Future Plans

Reach 1,000 districts in America and impact one-million children or more worldwide within five years.

# Values & Beliefs Around Learning

CBE Ignited believes that...



- All children can learn.
- All decisions should be student-centered.
- Every child needs to learn in an environment that is safe and supportive.
- Every child is unique, they need to understand themselves and how they relate with peers and adults.
- Learning is about developing the wellness of each child, including the academics, physical, and emotional dimension of a child.
- Every child learns in a different way and at a different rate.
- Commitment to mastery of content verses time covering the material which supports a growth mindset.
- Every child needs to be deeply engaged in their learning and understand the purpose of what they are learning.
- Learning needs to be future-focused embracing technology and innovations.
- Learning needs to be transparent in that it can happen anywhere, any place and anytime.
- Learning needs to allow students to accelerate both in the amount of content and the depth of understanding.
- When ready, every child should be in control of their learning to create ambitious goals to maximize their potential and hopefully make a contribution to mankind.



# Future Plans & Milestones

CBE Ignited envisions starting with an idea that has been proven successful to reach out globally.



# The Organization

CBE Ignited consists of partners with shared moral purpose of reaching all students.



**Richard DeLorenzo**  
Founder

Richard's passion for students is obvious as he guides districts, state commissioners and corporate leaders to embrace the vision of what their organization could become, given the right tools and processes. With more than 20 years' experience in leadership roles, Richard was instrumental in earning the first Malcolm Baldrige Award and enabling others to reach excellence.



**Roxanne Mourant**  
C.E.O.

As a teacher, principal and administrator in Alaska for more than 20 years, Roxy brings the drive for making a difference and not allowing status-quo to the detriment of students. Always ready to explore partnerships and efficiency, she manages the day-to-day operations and partnership with the E4L 501(c)3 non-profit that administers CBE Ignited.



**Jessica Enderson**  
Chief Operations Officer

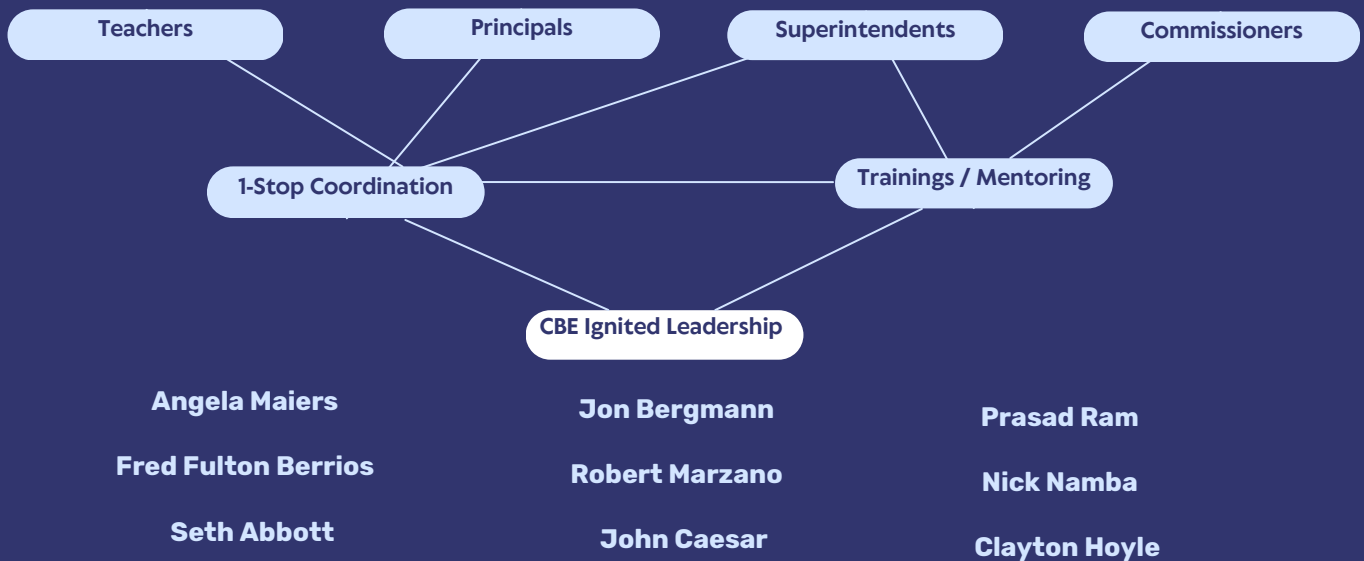
In her current business of Learner-Centered Leadership, Jessica has district, school and classroom experience in guiding others through the education practices. She has created numerous tools, online instruction and mentors several districts in their journey towards CBE.



**Mary Rubadeau**  
E4L Board Liason

As a board member of Educating for Leadership, Inc. the 501(c)3 non-profit that houses CBE Ignited, Mary provides support and guidance. Her 20+ years in education includes special education, curriculum development, superintendent and a guide for others striving towards excellence.

## Organizational Map



# Creating a New Vision for Student-Centered Schools

CBE Ignited is a call to action for shifting the traditional time-based system to a personalized learning model, in which students progress at their own pace based on their mastery of competencies. CBE Ignited creates a new vision for schools and classrooms to respond to the educational goals and aptitudes of each student. Competency based education is student-centered, and creates a focus on continual progress towards demonstration of clearly articulated competencies for each student.

Educational reform initiatives over the past three decades have primarily worked within the current structure of the public education system, which is characterized by grade levels, time schedules, and academic calendars. If students do not meet the expectations for achievement within a set timeframe, they often experience failure.

Schools and entire districts have launched multiple initiatives to increase opportunities for student success, including adopting new curricula, technologies, and instructional strategies. However, despite extensive professional development to support strategies to increase literacy, coupled with the fierce commitment of highly qualified educators, significant gaps in achievement between student demographic populations persists. Simply stated, our traditional education system builds in failure for large percentages of students.

Transforming the current system to a competency-based system requires a collective vision for serving the educational needs of all students, and courageous stakeholders, including educators, parents, students, policy makers, and business leaders to roll up their sleeves and create pathways for students to demonstrate the knowledge, skills and aptitudes required for success in their future.

CBE Ignited is designed to be a roadmap for all educators, but especially courageous leaders who are frustrated with the current system and need help in reimagining their schools. CBE Ignited believes using the 1-stop shop approach to help teachers and schools who want to change by collaborating with partners who do this well. CBE Ignited's strength is working with whole systems to revolutionize learning that is student-centered.



## CBE Ignited!

Individualized service coordination, starting with a 'readiness' assessment for change, and matching or providing a roadmap for your journey towards quality CBE systems.



# Our Products

**CBE Ignited reaches organizations through:**

## Books by Solution Tree

• *Competency-Based Learning Ignited: What leaders need to know to begin, sustain and impact the children in your schools: 3 decades of lessons learned (1990's through post-COVID) (2024)*

• *Delivering on the Promise: The Educational Revolution (2009)*

## Keynotes

**Keynote Presenters:**  
Certified by CBE Ignited on several criteria, knowledge, experience, success, and passion for specific areas.

1. Local and regional presenters
2. National presenters
3. International presenters

## Trainings

**Training Sessions:** Are certified by CBE Ignited depending on several criteria, knowledge, experience, success, and desire to work at this level

1. **One-day introduction to all stakeholder groups (teachers, administrators, parents, students, community etc)**
2. **Five days deep dive for educators (teachers and administrators)**
3. **Multi-year to five-year contracts to provide guides to support an organization that is committed to pursue CBE as a system**

## Coordinated Resources

CBE Ignited collaborates with others to give you a place to find personalized on-line tools, courses, resources for teachers, principals and superintendents

**Online Platform and Mobile App Access**





# Competitor Analysis

In most industries, competition provides healthy marketing to drive down prices and produce quality. In education, learners are complicated and issues are global. CBE Ignited strives to find common ground and collaborate whenever possible. It is through these relationships that progress can be made and we can learn from each other. The **S.W.O.T.** analysis below describes how we can help.

## CBE Ignited Strengths

- Years' experience with success and challenges
- Proof of concept in both the USA and Russia
- Tools and processes to identify readiness, gaps and vision
- Global crisis provides opportunity for change.

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## Education Change Weaknesses (challenges)

- No systems-approach exists today to help organizations create the vision, leadership, tools and processes walk side-by-side through the journey
- Many organizations and individuals are not ready to change.
- It's easier to do status quo.

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## Opportunities that ready the stage for CBE

- There are courageous leaders already asking about the journey.
- Technology has caught up to the needs of the personalized learning system.
- Social media can provide avenues for sharing success and encouragement.

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## Threats to implement CBE systemwide

- Leaders are overwhelmed with the current demand of today's education system.
- Changing the system that has been in place for 150 years.
- Changing from a traditional system is uncomfortable.
- Many systems are unfamiliar with best practices.



# Market Analysis

Through our relationships we see the huge need for a system approach. Robert Marzano, the leading expert in educational research in the USA and other educational leaders are endorsing the effort.

## Our Target Market

CBE Ignited targets educational leaders in charge of whole systems who are ready to embrace CBE on a long- term journey.

## Deliverables

### CBE Ignited will provide tools for:

- How to establish values and beliefs around learning
- Comparing traditional with CBE systems
- Determining the level of collaboration needed
- Defining common terms
- Understanding and implementing tools and processes
- to help facilitate your journey
- Developing personal/organizational road maps toward adopting CBE
- Validating the proof of concept in CBE
- Developing needs assessments to monitor the progress
- Developing a systemic leadership system to sustain CBE
- Developing a clear curriculum with scales, delivery system, assessments and reporting documents
- Developing the Human Resource support system that includes recruiting, hiring, training, evaluating and promoting key stakeholders
- Developing the policies and procedures that will need to be addressed
- Developing the marketing and communication strategies
- Developing a sustainability plan
- Developing a replication and scaling plan
- Adopting a digital platform



### CBE responsibilities to associates:

- Train and certify personnel based on experience, training, evaluations, and success over time in improving systems.
- Guide in the journey to adopt CBE.
- Provide personalized training and support from the beginning through refining stages.
- Ensure all steps on the journey are measured with quality implementation.
- Determine a fair structuring price to be sustainable.

# Financial Plan

CBE Ignited is a start-up of more than 30 years' experience in educational reform. Now, with proof of concept in both the USA and Russia, the launch will take some capital to get the momentum going.

## Capital Requirements

Most of the initial capital will go towards updating tools and resources including interactive online programming support. Marketing will be done mostly by Solution Tree, the publisher for the CBE Ignited book. The following is for a 5-year projection.

	Value	Percentage
Digital Platform One-stop Shopping Interface	\$8,000,000	80%
Marketing and Advertising	\$500,000	5%
Daily Operations 5 years	\$1,500,000	15%
TOTAL	\$10,000,000	100%

## Financial Outlook

Below is a projection of CBE Ignited's projected financial performance in the next 5 years. If successful, CBE Ignited will demonstrate systems change, documenting success and impact. Eventually, CBE Ignited hopes to facilitate free education globally.



# Sample Tools



Each tool is customized for individual organizations. Many of the processes and tools are similar, but each community is unique, just like our learners. We model what we talk about.

- 1 **Readiness**  
I must be ready for change and open to new ideas of what education looks like. Tools like and such like...  
  - What isn't working in my class right now?
  - Do my classes have wide gaps in ability and/or motivation?
  - Is there a strategy that can address what is broken in my class?
  - Do I have the strategies to meet the varied needs of my students?
  - What do I know about CBE / Traditional?
  - What are my current strategies to support good teaching and learning?
  - Do I have adequate strategies to meet the needs of my students?
  - What are the differences between traditional teaching and CBE?
  - Where are my gaps in implementing CBE?
  - Where should I begin?
- 2 **Shared Vision**  
I envision a common understanding with my students, parents, providers and others of what my education looks like. Tools like and such like...  
  - Do I believe all kids can learn?
  - Why does my classroom need to change?
  - How effective are my teaching practices?
  - Are all my students engaged in learning?
  - Do my students learn at different rates?
  - Are all of my students' needs being met? (delayed or accelerated in learning)
- 3 **Leadership**  
I need to learn the tools and how to successfully implement them in my classroom, and begin looking for student leaders.  
  - What are my current strategies to support good teaching and learning?
  - Do I have adequate strategies to meet the needs of my students?
  - What are the differences between traditional teaching and CBE?
  - Where are my gaps in implementing CBE?
  - Where should I begin?
- 4 **Standards**  
I need to quantify what my students need to know and be able to do so that they can meet the standards and be successful in their learning.

## Traditional vs. CBE System

	Traditional System	CBE System
<b>Instruction</b> (Project-based learning)	<p>"One size fits all" textbook sets the pace. Students move on even if they are not ready for next steps. Whole group instruction is predominant.</p> <p>Application of skills is minimal.</p> <p>Prescribed programs and textbooks drive instruction.</p>	<p>Instruction is balanced. Students must understand information and apply it in situations where they are not.</p> <p>Instruction is differentiated to meet individual student's interest.</p> <p>Textbooks are secondary. Standards drive instruction.</p>
<b>Student Engagement</b>  Voice & Choice	<p>"Sit and Get." Students are passive learners and are rarely engaged. Students cannot navigate their own learning.</p>	<p>Because of the high expectations, students take more ownership of their learning. They are more engaged in their own learning.</p>
<b>Monitoring Progress</b>  Digital Platform  Acceleration	<p>Students move to the next grade level regardless if the student has acquired the necessary skills.</p>	<p>Students must demonstrate proficiency to move to the next level. Student success is measured.</p> <p>"A, B, or C"</p>

### Self-Asmt Writing Rubric


		
<b>1</b>	<b>2</b>	<b>3</b>
Date / Name	Date / Name	Date / Name
Sentence - No pencil - Few words	Sentence - Missing spaces	Sentence - Capitals - Space

### I can keep my hands to myself

Ayani									
Debbie									
Hazel									
Jordan									
Levi									
Roven									
Ryan									
Sean									
Susan									
Wyatt									
Zyaria									



**I need help!**



**I can almost do it.**



**I can do it!**

# Road Map

## Common steps to consider in your journey

Initiation of CBE				
The critical questions that need to be answered				
<p>What is the current state of learning in our school?</p> <p>How will our students' performance over time look like?</p> <p>What changes could we make? What can we do? How are we headed?</p>	<p>What are the tools and strategies needed to transition to CBE? (parking lot, SOP, flow charts, PDCA, plus-delta, power voting, root cause analysis, staff collaboration scale, think-pair-share, pareto chart, goal setting, commit-o-gram)</p>	<p>What are the critical components of CBE and what does this look like in the school and classroom? (Time-based vs competency-based advancement, growth mindset, effective traditional teaching, shared vision, code of collaboration, learning targets with scales, project-based learning, instructional delivery, assessments and reporting of progress, digital platform)</p>	<p>What changes will the school need to make to adopt CBE? (guaranteed and viable curriculum, scheduling, promotion of students, report card, honor roll, graduation requirements, situational grouping, grading, acceleration of students, eligibility requirements etc.)</p>	<p>What is a realistic timeline to implement CBE in our school? <b>10% of the staff</b> <b>80% of the staff</b> <b>100% of the staff</b></p> <p>What are the key deliverables for this phase?</p>
Initial elements that need to be in place before moving forward Principal needs to be committed for a school to move forward				
<p>What is the current culture in our school? How will the culture of our schools change? How will my role change? How will our school change? How will our CBE system meet our needs? How will our teachers be ready to move forward?</p>	<p>Principal needs to understand 1st and 2nd order change.</p> <p>How to use tools effectively to move toward more effective schools (PDCA, gap analysis, shared vision, code of collaboration, decision making process, SOPs etc.)</p>	<p>Principal needs to understand the difference between traditional schools and CBE schools.</p> <p>Leadership team needs to implement a CBE readiness report to determine their next steps to implement CBE.</p> <p>Leadership team needs to complete a gap analysis between current practices and CBE.</p>	<p>Principal needs to create a leadership team to help support CBE.</p> <p>Principal needs to understand current status of district and school's vision</p> <p>Leadership team needs to implement a readiness report from staff feedback to determine their next steps</p> <p>Leadership team needs to create, deploy and support training to support CBE.</p>	<p>Principal needs to communicate effectively to help them understand CBE including (Staff, Parents, Students, and Community)</p> <p>Leadership team needs 10% of staff to be willing to learn more.</p> <p>Deliverables: • Readiness Survey results • Training schedule • Communication Plan</p>
Icon Effect This where some classrooms shifts to CBE Leadership team is led by the principal				
<p>What is the current shared vision and code of collaboration? How will we tell our story? Who will be trained? How will we show improvement?</p>	<p>School administrators need to attend and participate in all CBE training</p> <p>Leadership team needs to be using effective tools (parking lot, SOP, flow charts, PDCA, plus-delta, power voting, root cause analysis, staff collaboration scale, think-pair-share, pareto chart, goal setting, commit-o-gram)</p> <p>Leadership team creates a process to communicate effectively with all stakeholders to help them understand CBE. (Staff, Parents, Students, and Community)</p>	<p>Leadership team needs to create, deploy and share the road map and timelines for CBE deployment.</p> <p>Leadership team needs to understand and deploy a PDCA (Plan-Do-Check-Adjust) cycle to support CBE.</p>	<p>School administrators need to support the early adopters by deploying classroom walkthroughs.</p> <p>When ready, school administrators need to administer a commitment-o-gram to determine staff commitment. 80% of the staff needs to be committed</p> <p>Schools need a shared vision and code of collaboration visible.</p>	<p>Leadership team needs to communicate effectively on the progress.</p> <p>Leadership team needs &gt;80% of staff to be willing to learn more.</p> <p>Deliverables: • CBE road map • Shared vision and code of collaboration • 10% of staff trained</p>
Deploying CBE effectively				
<p>What do we need to deploy? How will we monitor our CBE roadmap? How will we communicate school and classroom vision and growth?</p>	<p>Leadership team needs to communicate the road map and timelines for CBE with staff.</p> <p>Leadership team needs to adopt or create a school toolkit to support CBE.</p> <p>Leadership team needs to adopt quality guidelines (eg.TQM) to ensure that the vision, code of collaboration, and implementation of CBE is being deployed with fidelity.</p>	<p>80% of teachers need to understand and deploy a PDCA cycle that supports the road map.</p> <p>Positive results in critical areas of the shared vision</p>	<p>Leadership team needs to build staff capacity to do classroom walkthroughs</p> <p>Leadership team needs to revisit and re-energize shared vision and code of collaboration.</p>	<p>Leadership team needs 80% of staff to be willing to learn more.</p> <p>Leadership team needs to regularly communicate and re-energize shared vision and code of collaboration.</p> <p>Proof of concept has been attained in all parties.</p> <p>Deliverables: • CBE road map updated with data • Shared vision and code of collaboration • Classroom and school walkthroughs • 80% of staff trained</p>
Proof of Concept for the entire school (+ 2 year ongoing) 100% of teachers				
<p>How will we fully get better in reaching our goals? How will we organize our shared vision? How will we communicate our processes to tell our story?</p>	<p>School administrators identify the best facilitators to help support with training and classroom walkthroughs.</p> <p>Leadership team is committed to improving the results</p>	<p>100% of teachers are trained and some showing positive trend data related to the school/class vision</p> <p>Teachers are working collaboratively to</p>	<p>Leadership team should collect policies, schedules, tools and processes used.</p> <p>School administrators should collect and verify positive trend data that support learner</p>	<p>Leadership team needs 100% of staff to be willing to learn more.</p> <p>Leadership team needs to refine the process to attract new educators.</p>

is up into 1st order change, 2nd order change, 3rd order change!

1st Order Change	2nd Order Change	3rd Order Change
<p>Visible improvement</p> <p>Can administer (1-time)</p> <p>Can implement</p> <p>Mental growth</p> <p>Break-through</p> <p>Examples: - Changing the bell schedule - Implementing a new literacy - Reducing recess time</p>	<p>- not reversible</p> <p>- new paradigm</p> <p>- dramatic system changes</p> <p>- can lead to break-through results</p> <p>Examples: - time vs. competency based - time vs performance based pay - CB performance evaluations for teachers and administrators</p>	<p>- not reversible</p> <p>- scaled systemic change</p> <p>- new culture</p> <p>- the way we do business that is accepted by everyone</p> <p>Examples: - Whole, systemic paradigm shift that is systemic - Sustainable, replicable and <u>scalable</u> - Huge impact on the culture of the school</p>

# Contact Us

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