



Colorado State Board of Education

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TRANSCRIPT OF PROCEEDINGS  
BEFORE THE  
COLORADO DEPARTMENT OF EDUCATION COMMISSION  
DENVER, COLORADO  
February 10, 2016, Part 2

BE IT REMEMBERED THAT on February 10, 2016,  
the above-entitled meeting was conducted at the Colorado  
Department of Education, before the following Board  
Members:

Steven Durham (R), Chairman  
Angelika Schroeder (D), Vice Chairman  
Valentina (Val) Flores (D)  
Jane Goff (D)  
Pam Mazanec (R)  
Joyce Rankin (R)  
Debora Scheffel (R)



1                   CHAIRMAN DURHAM: We're going to proceed out  
2 of order on a lot of things this afternoon. I apologize  
3 for being behind the wheel. We'll certainly try to do  
4 better in the future. So we're going to start with the  
5 recognition of Dr. Elliott Asp for his service as -- as  
6 Interim Commissioner. He's right there. He's hiding in  
7 plain sight. Now. Let me -- I'll -- I'll try to read  
8 through this resolution and then we have a presentation and  
9 we'll go from there. Okay.

10                   Dr. Elliott Asp for there were 40 years of  
11 education experience came to the Department of Education in  
12 2013 as a Special Assistant to the Commissioner of  
13 Education. And whereas Dr. Asp was appointed as the  
14 Interim Commissioner on June 10th, 2015 while the State  
15 Board of Education conducted a national search for a new  
16 Commissioner and whereas, during his time as Interim  
17 Commissioner, he was charged with maintaining the integrity  
18 of the department while bringing stability experience and  
19 expertise during a critical time in education, and whereas,  
20 Dr. Asp made major contributions in the area of data  
21 privacy, assessment transitions, new accountability ideas,  
22 and the transformation from NCLB to ESSA and whereas Dr.  
23 Asp led -- led the department with grace and expertise in  
24 the Joint Education Committee hearing -- hearings, Joint  
25 Budget Committee hearings and State Board meetings and



1 whereas Dr. Asp led the staff at CDE through the transition  
2 period with care, humor, high expectations, and finesse.

3                   And whereas Dr. Asp was a Nationally  
4 Recognized Educator, Assessment Expert, and School District  
5 Administrator and whereas Dr. Asp is deeply respected in  
6 the state across districts and across the nation for his  
7 commitment to students and educators, and whereas prior to  
8 his time at CDE, Dr. Asp was the super -- Assistant  
9 Superintendent in the Douglas County and Cherry Creek  
10 School Districts and has held central office positions in  
11 Littleton and Aurora Public Schools. He has also been a  
12 classroom teacher in traditional and alternative settings,  
13 curriculum developer, and a University Professor, and  
14 whereas Dr. Asp has served on a variety of State Advisory  
15 Boards and committees including the Standards and  
16 Assessment Committee, the Implementation Council, the  
17 Technical Advisory Committee of the Colorado Student  
18 Assessment Program, the Technical Advisory Group for  
19 Longitudinal Growth, the Governor's P-20 Education Advisory  
20 Council, and facilitated the work of the accountability  
21 group.

22                   Now therefore, be it resolved that the  
23 Colorado State Board of Education formally commends Dr. Asp  
24 for his outstanding service as Colorado's Interim  
25 Commissioner of Education. His commitment to continually



1 improve education for the children of Colorado and his  
2 enduring dedication to increasing academic achievement  
3 nationally. So Dr. Asp we very much appreciate what you  
4 did for all of us.

5 MR. ASP: Thank you very much. I -- I can't  
6 tell how much I appreciate the -- the respect and  
7 admiration from these folks. I thought I was just fine and  
8 now you had to go do all of these. First of all I just  
9 wanna thank the Board for the opportunity to serve Colorado  
10 in this way. I can't tell you how much it meant to me, how  
11 much this recognition means to me more than, you know. I  
12 also wanna thank a couple of other folks that feel and  
13 don't think for a minute. I wanna thank educators and  
14 School Board members and Community Members across the  
15 state, that includes not only teachers and administrators  
16 but folks in the (inaudible) communities and the  
17 professional communities who called me and offered their  
18 encouragement and support and asked, "How can I help you?"

19 When it was my job to help them I thought  
20 that was really an ironic twist and they stepped up all the  
21 time. I also wanna thank the incredible staff here at CDE.  
22 They stepped up as a group, increased their focus on  
23 customer service, focused on those strategic priorities we  
24 had to keep going during this time and really it was  
25 amazing to work with them. I have to take a -- make a --



1 a special thank you I guess to also our cabinet members  
2 many of whom are here who put up with our changes to  
3 cabinet and participating fully in our transition work, and  
4 -- and I took it very seriously with their staff. And I  
5 just wanna also thank the exec team members. These folks  
6 not only took on extra duties, but they took on two jobs in  
7 variety of circumstances. Leanne Emm, Alyssa Pearson, Dana  
8 Smith, Gretchen Morgan, and Katy Anthes. I'll never forget  
9 the opportunity to work with you.

10                   The last piece I'd say is to thank my  
11 family, my two daughters, Hillary and Kelsey are out  
12 changing the world in their own way, making it better.  
13 Every now and then they call and ask for money but they're  
14 still making the world better. And my wife who's today  
15 working with middle school kids and teachers in her role as  
16 an instructional coach Kathy Montague. Kathy and I have  
17 lots of discussions about educational policy in the  
18 evening, and she helps me to stay grounded with that in the  
19 last six months particular and I always know it's gonna be  
20 an interesting evening when the conversation in dinner  
21 starts with "Who the heck thought this up?" I'm  
22 paraphrasing here because we're in polite company. So and  
23 -- and -- and it's really hard when the answer is me or we.  
24 But I can't tell you how much I appreciate her support.



1                   The last thing I'd share with you in -- in  
2 the Board, this will seem a little funny to you but these  
3 folks will get it. There is a country Western singer  
4 songwriter. This is an inside joke. (Inaudible) He has a  
5 wonderful song called The Cape. He keeps the metaphor for  
6 what holds you up. What you believe in, helps you fly.  
7 The song is about working -- is following this man's life  
8 over time and the first time he climbs up in the garage  
9 with his cape he crashes. And the next time he starts to  
10 get a little better at it and the last verse goes like  
11 this. But I'd say it for all these people here. "He's old  
12 and gray with a flour sack cape tied all around his head.  
13 He keep climbing up on the garage and he will be 'til he's  
14 dead. So all these years the people said he's acting like  
15 a kid. He did not know he could not fly, so he did."  
16 Thank you.

17                   CHAIRMAN DURHAM: Thank you Dr. Asp. All  
18 right. We'll move on, I'm gonna do a couple of agenda  
19 adjustments now. So when I lay 1302 resolution spill  
20 supported by literacy over till tomorrow. Now, reason for  
21 that is I was contacted by some people, there is going to  
22 be a bill introduced in that time on that topic at the  
23 General Assembly. I'd like find out a little more about  
24 that before we proceed with this resolution. Let's see.  
25 Then, let's see, also I would say I'm going to leave early



1 today I apologize and I'll be leaving about 2:30. So I  
2 would say any of the remaining items that are on the agenda  
3 if we -- if we have a 5:00 dead hard stop today. So  
4 anything we don't get to will be still laid over till  
5 tomorrow. Any member wants something laid over till  
6 tomorrow, just request it. Dr. Schroeder, I'm -- I'm sure  
7 we'll be as accommodating as possible. So let's see how  
8 much of this we can get through. But I do think it's  
9 important that we hear from -- from Mr. Crandall, from  
10 Commissioner Crandall about his first three weeks and three  
11 weeks today here and -- and provide his report to -- to the  
12 Board. Mr. Crandall. Okay.

13 MR. CRANDALL: Okay. Members, I'd like to  
14 sit right here.

15 (Overlapping)

16 MR. CRANDALL: I wanna know who has my back?  
17 Mr. Chairman, Members of the Board, it is -- it is an honor  
18 to stand before you and I'll -- I'll -- I'll keep this  
19 first one a short one. We're a little bit behind on time  
20 but also it's only been three weeks. I literary could talk  
21 for two and a half hours of all the great things that have  
22 been happening just in that short time period, but I've had  
23 my eyes open and the big thing I've had -- have -- had them  
24 open to are possibilities. I'll -- I'll speak to that in  
25 just a little bit but, I do wanna have a -- a very quick



1 brief conversation about PARCC. Just to clarify a little  
2 bit of confusion yesterday. Very interesting and I don't  
3 know who the genius was that came up with this five years  
4 ago that said, "Let's create two entities and let's give  
5 them the exact same name. We'll call this one PARCC Inc.  
6 and let's call this one PARCC." And PARCC Inc. is the --  
7 that's the group that manages, facilitates the contract.

8                   Laura Slover runs that organization. Laura  
9 is a UC Boulder grad, taught here up in Eagle County. She  
10 runs a PARCC on behalf of the states. Colorado and all the  
11 other states have a contract with PARCC Inc. and we have a  
12 separate contract with Pearson. So Pearson is the  
13 administrator of the test but PARCC Inc.'s the facilitator.  
14 I belong to a group called PARCC and this is comprised  
15 solely of the chiefs of the states who are in PARCC. And  
16 this group is the governing body to -- to PARCC Inc.  
17 They're -- they're a governing body but PARCC Inc. won the  
18 contract for five years to facilitate this and that  
19 contracts up next year, will go out to bid again. PARCC  
20 Inc. hopes that they won it again. But it could be another  
21 entity. Well, one thing that PARCC, the governing Board,  
22 the Chiefs have learned is it is a very bad idea to have  
23 Chief spear governing body. And let me tell you why. So  
24 Friday Joyce and I went out to PARCC for just transition  
25 meetings. Talked about what's next.





1 I'm sitting next to -- I think his name was  
2 Jack Smith, the Superintendent of Maryland who announces,  
3 "Hey guys, last night I became the Superintendent of  
4 Montgomery County Schools." He's out. I -- I'm there on  
5 day 14. I'm sitting across from the Rhode Island State  
6 School Chief who's been there for 11 months as he took over  
7 for his predecessor who left to go run Tulsa County  
8 Schools. You see where I'm getting, I'm sitting next to  
9 DC's Chief who's been there for seven months. The -- the  
10 governing model doesn't work because it is constantly  
11 churning like a Cub Scout pancake breakfast fundraiser,  
12 always slipping over. So here's -- as -- as the -- as  
13 PARCC voted this they said this model is not going to work  
14 on the governing side.

15 We're not talking at all about PARCC Inc.,  
16 we're not talking about the assessment, we're not talking  
17 about Pearson, anything we're just saying, "Hey, moving  
18 forward, we've gotta have a better model of how this  
19 works." So the states still have a say for not constantly  
20 dealing with the turnover of chiefs. And so they came up  
21 with the idea. They worked with some consultants they  
22 said, "You know what? We don't even know what this model  
23 looks like because it's a little different. Let's do a  
24 request for information. Next Tuesday, let's have a phone  
25 call and just talk with the general public, anybody who



1 wants to call in and as -- and say, hey if -- here's --  
2 here's our five values, our five or six core values around  
3 the assessment system. If you were to run this  
4 organization, what would it look like?" And they're  
5 creating an RFI that will hit the streets to get feedback  
6 from people. When that RFI comes back over the next couple  
7 of months, they will then determine do we do an RFP? Do we  
8 go out and bid -- and have somebody bid on taking over the  
9 governance piece in such a way that the states still have  
10 control and their input, but you don't have the charge?

11                   So yesterday was the press conference  
12 announcing this idea to put an RFI out. A couple of people  
13 misunderstood and thought that PARCC Inc. and the tests and  
14 everything were dissolving. That's as far from the truth  
15 as -- as can be, and luckily some people that put out that  
16 e-mail responded very, very professionally, actually very  
17 much impressed by how quickly they took ownership about  
18 their mistake, corrected it quickly. It was one other  
19 reason that -- Elliott you sucker. This is the greatest  
20 job on earth. And it's funny to see Elliott leave. He put  
21 this card on my -- my chair up there says, "Sucker," oh no  
22 -- no -- no. I wouldn't say this. Just say -- you know,  
23 just by doing, do a common thing in an uncommon way. I  
24 worked with the greatest people on earth, and it's been an  
25 amazing three weeks. Let me -- let me try -- to clear up



1 the party thing. Let me tell you about last week. Monday,  
2 Tuesday, get to go out to DC and I'm with let's see,  
3 Alyssa, Gretchen, who else was with us?

4 UNIDENTIFIED VOICE: Joyce.

5 MR. CRANDALL: No, Joyce was a separate  
6 trip. That -- that's -- that was -- you're absolutely  
7 right, sorry about that, Joyce time. Anyway, it was fun,  
8 it was with CCSSO, the innovate -- Innovation Lab Network  
9 that we belong to. I wish you could have heard what I  
10 heard and to see how highly thought of Colorado is by US  
11 DOE, CCSSO, all of these groups. And that's what I mean  
12 when I say my eyes have been opened to opportunities and  
13 possibilities. We were thought very highly of in the way  
14 we operate, our expectations for students, our past  
15 performance. And so when US DOE says, "Hey we're looking  
16 for seven states around ESSA to grant some flexibility to."  
17 Colorado is in that conversation. We have to do our part.  
18 We're gonna put forward a very, very good application. But  
19 we're in play to be one of those states. And I -- I  
20 commend the Board for playing a major role in that. Same  
21 thing, JP Morgan Chase has put out this \$2 million CTE  
22 grant for 10 states to expand CTE because we know that  
23 works. Colorado ride and play. On the career of  
24 technical education side, the stem, the hands-on relevant  
25 education, it -- it -- it works. So anyway, it was -- it



1 was a very -- it made this job even better to hear of how  
2 much support and how highly we're thought of in Washington  
3 DC.

4 I'm gonna go through a few things very  
5 quickly because there have been a few changes and I wanna  
6 make you aware of those. A couple of the exciting ones,  
7 communications. So Dana is the Chief of Communications  
8 now, and she's starting to build up some capacity. Jeremy  
9 are you in the room? Oh, you are. Jeremy started with us  
10 on Monday, came up from the Denver Post. In fact, Chairman  
11 Durham and I got a chance to meet Jeremy on my very first  
12 day here, which was exciting. We then cherry picked and  
13 stole him over here. And what was nice is that Board  
14 Member Schroeder and I were at CASE. Was it? Yeah, you  
15 and I were at CASE when the principal of the school where  
16 his daughter goes came up to brag to us about what an  
17 incredible couple he and his wife are for promoting  
18 education. So we got a twofer, a great communicator and a  
19 -- a great parent advocate for education.

20 And so with that, Dana has some big ideas  
21 about communications where we're going. One of the neatest  
22 ones that we launched last Monday, the ESSA blog. Every  
23 student succeeds at blog. And here's why it's a blog.  
24 There are about 11 or 12 key subjects under ESSA. You  
25 don't want us sending out a press release every time we



1 talk about one of these 12 categories. Instead, what we  
2 did is, with Marcus's help and just to that credit was --  
3 who else besides Marcus helped on this? We -- we have an  
4 incredible staff that designed and built this blog almost  
5 overnight. And here's the way it works, you can go to  
6 that. You can subscribe to those 12 topics, the ones you  
7 want to know about. I don't care about these 11, but every  
8 time there's a blog posted, an article or anything around  
9 assessment, I want that sent to my cell phone so I can  
10 click on it.

11                               That launched last Monday, and that's the  
12 tool we're gonna use to communicate with all the schools  
13 around ESSA so they constantly know what this entire crowd  
14 is doing around such a huge area. It -- it doesn't make  
15 sense for us to be sending press releases every time we do  
16 something, so that's how we'll do that piece and sort of  
17 building capacity. In human -- in HR, we have a -- we're  
18 on a temporary position because Laura is kind of on leave  
19 for two months, she comes back April 4th. She is touring  
20 Vietnam and Malaysia and the -- that whole part of the --  
21 of the world. She was actually retiring, and she and I hit  
22 it off. We talked about big ideas and also like I got a  
23 call one day and she says, "Hey wait, I -- I don't wanna  
24 leave." I said, "Perfect, I don't want you to leave." So  
25 Laura, the head of HR is coming back on April 4th. In the



1 meantime, we have Janet, who I think is in the room, she  
2 was earlier. There. Okay, Janet, Jennifer Okes and then a  
3 gentleman who's helping us from across the street, Dwayne.  
4 Those three are doing HR for the next 60 days until Laura  
5 returns.

6                   Jumping to finance, it's been a good -- good  
7 opportunity to meet significantly with Leanne and Jeff. As  
8 many of you may know, as the state of Colorado switched,  
9 converted to a new accounting system, it was much -- much  
10 more difficult than anybody in the State of Colorado  
11 anticipated. Such to the point where I ended up calling  
12 the State Auditor of Arizona, is very good friends with the  
13 State Auditor of Colorado, then they are both ASU  
14 graduates. I called the -- the State Auditor of Colorado  
15 and said, "Okay. Here's what I'm being told about the  
16 accounting system, and you know, this -- this can't be  
17 true." She says, "Everything you're being told 100 percent  
18 is true."

19                   So Leanne and Jeff have found a way to get  
20 financial data and information down to the lowest levels of  
21 decision making so that we can empower the people at CDE.  
22 No longer will people have to come to finance and say, "Can  
23 I afford to do this?" Or "Can I do?" You'll have that  
24 off, you'll know your budget and you'll know the -- the --  
25 the decisions that you can make. It's gonna take us about



1 four months though to get to that spot. I've told them by  
2 May 1st, let's try and have that in place, especially  
3 starting the new budget year. We would love to report back  
4 to the Board every month on where we are financially as  
5 departments. So that we'll have flexibility we have with  
6 dollars as we listen to your key goals and initiatives.

7                   Assessment's doing well, I'm very pleased  
8 Joyce and Dana working together closely on communication.  
9 That's probably the most important thing we're doing right  
10 now, is communication about the -- the third through ninth  
11 grade. PARCC Assessments, the PSAT, and then the ECT.  
12 Lots and lots of communications going about around that.  
13 Was pleased to see College Board step up with a  
14 communication strategy on the PSAT explaining the -- the  
15 value, how to prepare for it. So we're almost running some  
16 parallel but closely tied connected communication  
17 strategies around this. We're also talking about the value  
18 of assessments. This is not just something we do because  
19 of state law. There's a value behind the assessment.  
20 We're trying to share that with everyone. I'm gonna come  
21 back to that topic in just a second.

22                   There are three new employees that are  
23 coming with me, two have very deep Colorado ties. Let me  
24 tell you that these three are really fast, and -- and it's  
25 all public right now. There's a -- a lady named Angela



1 Denning who used to be the Head of Special Education for  
2 Arizona. Her family lives in Cherry Creek and one other  
3 Colorado City that I can't remember. Her brother's a  
4 Special Ed Director of Cheyenne, Wyoming, the largest  
5 district in Wyoming. And when I had some problems with my  
6 Special Education Department of Wyoming, I called the  
7 National Board and said "Okay, who's the expert that you  
8 can have fly in and help deal with these things in  
9 Wyoming?" They gave me Angela's name. She's -- she was  
10 raised in Cheyenne, she knew everybody. She came in and  
11 proved her -- her expertise. In the beginning of this, she  
12 also sat on the National Board of State, oh, it is a  
13 (inaudible)? Sits on National Committee. She'll be here  
14 next week. She starts in a couple of months, but we've got  
15 -- we've got ourselves a rock start to lead a great  
16 department over in ESSU. Toby King will be the deck --  
17 Angela will be the Executive Director of ESSU. Toby King  
18 will be the Deputy Executive Director. He has really done  
19 a very, very good job keeping things together while we  
20 transition into this period with a very, very positive  
21 attitude. It's fun to be with him.

22 MS. FLORES: And this is all in -- in  
23 Special Ed?

24 MR. CRANDALL: Exactly, exactly thereof.

25 Which ends up because of the federal dollars tied, it's a





1 very huge department. They walked me through it, and I  
2 will not remember those names for -- it'll take me a year  
3 to learn that whole department.

4 MS. FLORES: Thank you.

5 MR. CRANDALL: One of the other people,  
6 CASE, as you know CASE is doing a national search for a new  
7 director to take when Bruce Coy resigns -- retires in June  
8 they're doing a national search. They have narrowed that  
9 search down to about three or four people and they were  
10 interviewed last Saturday. Here's why I know that because  
11 normally you would -- you wouldn't know that. One of the  
12 top superintendents in Arizona who has been trying to get  
13 to Colorado for three years was a finalist for that  
14 position. I found this out about two or three weeks ago  
15 and I said I had no idea that you were interested in  
16 coming to Colorado. I was semi joking and semi serious I  
17 said I need you at the Department of Education, not at --  
18 not at one of our stakeholders.

19 You know, I love CASE but you know, this  
20 lady is the Superintendent of Flagstaff, Arizona, has the  
21 highest Native American Achievement rate in the United  
22 States. Anyway, she's a finalist but I called her last  
23 Sunday during the Super Bowl and said I need you at the  
24 Colorado Department of Ed with your talent. And so she  
25 pulled her name out of the CASE competition, gave her Board



1 notice last night and she'll be joining us part time that  
2 we could mark someone to takeover Katy's position and we'd  
3 change the name to Instructional Quality and Leadership but  
4 it was Educator Effectiveness, that -- that's one of our  
5 key areas, it's Instructional Quality. So her name is Barb  
6 Hickman and years of experience as a Superintendent, she'll  
7 be starting that position.

8                   Final last one is a -- a local Colorado  
9 Principal, she was one of the top principals around College  
10 and Career Readiness in Arizona, but is a Colorado girl.  
11 Ran track in Arvada. Her mother was a JeffCo teacher for a  
12 year -- for decades. She's coming home. Her name is  
13 Roseyn Hood. And her expertise -- Roseyn Hood happens to  
14 be African-American. Her expertise is getting minorities,  
15 blacks and Hispanics especially on that College and Career  
16 ready track. And so she brings that enthusiasm and  
17 passion, those three ladies we're pretty much -- we're  
18 pretty much full, there might be one more position, we're  
19 looking at someone locally around accountability assessment  
20 trying to determine that. But those are our new people,  
21 you're up to speed.

22                   Finally last conversation, I've given to at  
23 least four of you or five of you, I apologize, (inaudible)  
24 the nine building blocks. When I talk about possibilities,  
25 it's a very serious conversation. If Colorado were to



1 benchmark itself against somebody, who would that be? What  
2 states would we benchmark ourselves? But more importantly,  
3 why would we settle for states when we can benchmark  
4 ourselves against the best in the world? We have the  
5 legacy, we have the talent, we have the support of the  
6 legislature, the community to benchmark against the very  
7 best. So as the top two or three states and then it should  
8 also be the top five or six countries in education. I've  
9 given four or five of you this article and I brought a  
10 couple of copies for those who don't have it yet. The nine  
11 building blocks for a World Class State Education System.  
12 The National Center for Education, the economy, they've  
13 researched the top five six, seven, 10 countries around the  
14 world for education performance they've been able to narrow  
15 down to about nine traits that they have in common.  
16 They're very clear to say that not one of these countries  
17 has all nine of these traits, but -- but they -- they --  
18 they've distilled it to these nine things. None of them  
19 would surprise you. High quality teachers that are chosen  
20 from the top academically performing students not from the  
21 bottom. Treating teachers as professionals. Aligning  
22 standards with curriculum, with content, with assessments.  
23                               So like I said, things that would --  
24 wouldn't really surprise you. Strong preschools, not  
25 preschool but strong early learning initiative. So the



1 kids are ready when school starts. These are the nine. I  
2 had called the governor's office up in Wyoming, you've  
3 heard me kind of say this that Wyoming has -- does the best  
4 job of governmental strategic planning of any state I've  
5 ever met. This is their energy plan. Inside this are  
6 their goals and objectives and all the dots are connected  
7 with all the energy players in Wyoming, very, very  
8 professionally done. Our job is to -- our goal what we're  
9 gonna be doing in the next few months is to connect those  
10 nine traits with a document similar to this. This is not  
11 CDE's vision for Colorado, this is Colorado's vision. We  
12 have about 80 stakeholders who have -- who are passionate  
13 about K12, we will be involving them in this. Our goal is  
14 to deliver to you a document like this that says here's our  
15 key objectives. Here is what we're going to work on. Like  
16 for example, these nine traits you don't work on all nine  
17 at one time. You may pick four of them and then you'll add  
18 a fifth over a couple of years. This is a long term  
19 process. You don't compete against the world, the world's  
20 best, be world class in 12 months or 24 months. It's a  
21 long term process.

22 I love that you have six year terms. That's  
23 very good. In -- if -- in theory it's supposed to  
24 eliminate turnover. I plan on being here for many, many  
25 years. These folks have better plan on being here for



1 many, many years. With that kind of stability, you can do  
2 great things. So just a brief update of where we're going,  
3 we'll be giving this out to you over the next few months.  
4 We'll be asking for your input very heavily because you'll  
5 drive the policy around where we want to go. I thank you  
6 for this opportunity. I am much, much more comfortable  
7 sitting here today than the last time I had to sit down  
8 with all seven of you. So I -- I appreciate the --  
9 (inaudible)

10 UNIDENTIFIED VOICE: Thank you. I have a  
11 couple of questions. You said that Dana and sorry, I've  
12 lost the other name.

13 MR. CRANDALL: Jeremy?

14 UNIDENTIFIED VOICE: Yeah are working on  
15 communicating.

16 MR. CRANDALL: Dana and Joyce, Joyce and  
17 Dana.

18 UNIDENTIFIED VOICE: Communicating to the  
19 districts about testing assessment. What does that look  
20 like?

21 MR. CRANDALL: Okay. And I'm happy to have  
22 -- have Dana or Joyce speak to that because we had a long  
23 meeting about it yesterday with the specifics in our  
24 meeting.



1 UNIDENTIFIED VOICE: You know I'm just --  
2 I'm curious about what message is being communicated.

3 MS. SMITH: Thank you for asking. We're  
4 working really hard. This is a high priority for the  
5 Communications Office to do a good job with communications  
6 both for the transition to PSAT and SAT and also for  
7 communications around our assessments in general. So we're  
8 -- we're doing a lot of different things. Some things that  
9 we've done in the past and then some new and more exciting  
10 things. We will be creating our toolkit of resources that  
11 schools can use to communicate with teachers, with parents,  
12 with students. We'll be doing a social media campaign to  
13 reach out to families in particular and students around the  
14 transition from PSAT to SAT. Working closely with College  
15 Board, they have some resources that we don't have for  
16 direct mail and things like that to teachers and to schools  
17 and to let them know about some of the PSAT's (inaudible)  
18 as well.

19 MR. CRANDALL: What's our -- what's our  
20 message though to these families when it comes to  
21 assessment? What are we -- what are we telling them?

22 MS. SMITH: Around their assessments in  
23 general or?

24 MR. CRANDALL: Kind of in general.



1 MS. SMITH: We want them to know the purpose  
2 of the assessments and that this is really the only common  
3 measuring tool that we have in the state of Colorado to see  
4 how students are doing and mastering the Colorado Academic  
5 Standards and compared to each other. And that -- also the  
6 role in assessments and helping parents understand how  
7 their school is doing and how their district is doing  
8 across the state.

9 MS. SCHROEDER: The College Board is  
10 offering all kinds of help to the department and  
11 communicating that message?

12 MS. SMITH: Not that message. College Board  
13 is helping with that PSAT communication. So we kind of  
14 have two plans going --

15 MS. SCHROEDER: The College Board owns the  
16 PSAT too, right?

17 MS. SMITH: Yes.

18 MR. CRANDALL: So SAT is helping with that  
19 messaging PS -- College Board is helping PSAT. And then  
20 we're very, very much responsible and part from 339.

21 MS. SCHROEDER: Okay. My next question is,  
22 who are the 80 stakeholders that you are -- say are --

23 MR. CRANDALL: Have you had a chat -- CASE  
24 has done the -- the best job they -- we call the -- the  
25 periodic chart. We have the chance to see that on their



1 website. They have taken every Colorado K12 organization.  
2 Anybody who plays in the Colorado K12 space and they built  
3 this periodic chart, and it's about 80 of these small  
4 squares, and you click on it, takes you to the website, and  
5 shows you what they're doing in Colorado K12. You name it,  
6 they're on that list. So CEI -- CEA, CASE, CASB, people  
7 you'll love, people you'll hate -- you hate are on that --  
8 that periodic table.

9 UNIDENTIFIED VOICE: (Inaudible).

10 MR. CRANDALL: It is. It is there. And --  
11 and people are very, very specific objectors. And -- and  
12 keep in mind everybody on there, all 80 have an agenda,  
13 everybody does. Our job, literally our job in this room is  
14 to connect the dots in a way that accomplishes the big  
15 picture as we move forward. Everybody is still gonna be  
16 doing their individual agendas. But for example, I think I  
17 just met this gentleman from CEA, my apologies (inaudible)?

18 MR. PETERSON: Randall Peterson.

19 MR. CRANDALL: Randall Peterson from CEA.  
20 His mission is quality classroom instruction. Okay. Why  
21 would we not engage CEA with that piece? CEI has the  
22 quality classroom instruction component also. Probably  
23 about six other of those 80 groups want quality classroom  
24 instruction. Okay what -- how do we -- how do we loosely  
25 group those together to move forward on that initiative?





1 MS. SCHROEDER: Then I hope State Board of  
2 Education --

3 MR. CRANDALL: They were the big --

4 MS. SCHROEDER: -- elected by their  
5 representatives in seven districts. I hope we're on that  
6 list. Thank you.

7 CHAIRMAN DURHAM: (Inaudible) question. Dr.  
8 Scheffel?

9 MS. SCHEFFEL: There have been a lot of  
10 feedback from the field to get someone in the cabinet  
11 representing rural districts. I don't know if anybody you  
12 mentioned has -- has that assignment, but I think would be  
13 great to be hiring someone that represents the roles and  
14 can discuss their unique needs.

15 MR. CRANDALL: Can I speak to that, Mr.  
16 Chair? Because you -- you, I've told everybody that during  
17 my interview, rural was pretty much the second highest  
18 initiative. Colorado is unique, we have -- Dana has -- I'm  
19 sorry Katy has the exact numbers, but about a -- you know,  
20 75 districts with fewer than 500 students, 100 with fewer  
21 than 950 students. It's a very interesting we've got some  
22 big dubs, and then of a tad of a very small world. And  
23 we've got a preponderance of these, very small rurals, 200  
24 kids, 250. Superintendent is the principal teaches a  
25 class, does the snow, and drives the bus. So, I've -- I've



1 met with 20 of those superintendents, and we had a very,  
2 very friendly, heated conversation last week because I grew  
3 up in rural Arizona, this is my passion. I read in this  
4 book, Why Rural Schools Matter Right Now.

5 My dissertation is on rural school  
6 achievement, and so, I said, "Guys, I'm happy to have you  
7 know, an associate commissioner over rules, but to be  
8 honest that actually causes me a lot more work because  
9 instead of me working directly on rural issues with you, it  
10 has to now go through a second person and then they have to  
11 come explain to me why it's a priority, and then I have to  
12 pull the trigger." Said, "If you need that person, we'll  
13 make it happen." However, I would love that role because  
14 it's such a passion of mine. And so we're -- we're in the  
15 process on that. Dr. Scheffel.

16 MS. SCHEFFEL: And just a follow-up. When  
17 you look at the 80 stakeholders, how many of them are  
18 representing parents and grassroots individuals that  
19 receive the policies and procedures that are spawned by the  
20 legislation?

21 MR. CRANDALL: (Inaudible) I can't give you  
22 an exact number right now but there were several on this  
23 list because we have stake -- we have a pair of  
24 stakeholders around Special Ed, they have pair of  
25 stakeholders around, there's data privacy. There's, you



1 know, quite a few groups in Colorado of parents around --  
2 Colorado parents for online education. I'm just trying to  
3 get some of the ones that were on this chart.

4 MS. SCHEFFEL: So I look forward to you  
5 know, as a Board thinking through those stakeholders and  
6 ensuring that we have predominant representation from  
7 grassroots people whose kids go to our schools.

8 CHAIRMAN DURHAM: Yeah. Thank you. Dr.  
9 Flores?

10 MS. FLORES: I'd like to ask you, if --  
11 well, first, I think about 45 or 50 percent of the state is  
12 minority, and you heard the conversation this morning  
13 dealing with the second language and -- and assessment. So  
14 I was wondering, if you are considering having a -- a  
15 Latino, another person who is minority on your staff, at  
16 least a high level person?

17 MR. CRANDALL: And -- and to that point, the  
18 answer is definitely we need to have -- we need to have  
19 greater diversity within the department to reflect the  
20 population of Colorado. I do have Roysen Hood coming in --

21 MS. FLORES: It's not just reflection.

22 MR. CRANDALL: Correct.

23 MS. FLORES: But it's also a -- a knowledge  
24 base. People who actually know what we are talking about,



1 about bilingual and such. So that, what are your thoughts  
2 on that?

3 MR. CRANDALL: My thoughts are very positive  
4 to that, we need to have an empathy and understanding that  
5 is deep to deal with -- with issues that -- that I'm not  
6 familiar with and -- and the culture I was raised in. I  
7 know it didn't help coming from Arizona that has a very,  
8 very high Hispanic population also. So it's always been at  
9 the forefront as I mentioned Roysen Hood who's coming is  
10 African-American. I did make an offer, I got outbid by a  
11 large school district to a -- a rock star -- must be  
12 public. His name is Fidel Montero. He's the Chief of  
13 Staff at Utah Valley University and he was a -- a fantastic  
14 principal. Now -- now as -- as Chief of Staff for the  
15 largest University in Utah. And came very close in  
16 negotiations to give Fidel and his family move over here,  
17 and then a dang large District Superintendent position came  
18 open. And he -- he took that instead. But a great  
19 gentleman. So not only am I open to it, I've already  
20 tried, and we will continue, like I said, this is a long-  
21 term play here, but -- but definitely open to that.

22 MS. FLORES: Thank you.

23 CHAIRMAN DURHAM: Yes, Ms. Rankin?

24 MS. RANKIN: So you have these challenges  
25 ahead of you. How do you --



1 MR. CRANDALL: No, I was leading.

2 MS. RANKIN: So you still have these. Tell  
3 me how you see the position of the Board within this  
4 vision?

5 MR. CRANDALL: What we would like to do is  
6 we'd like to have a common vision and that vision starts  
7 with the elected officials for -- for the State of  
8 Colorado. Except for local School Boards, there is no one  
9 elected with this -- with the sole responsibility of  
10 leading education. Now -- now a number of states have  
11 appointed state boards, very, very different, when you're  
12 appointed versus when you're elected by a constituency.  
13 Your constituents expect you to reflect that vision for  
14 Colorado education. Our vision is that you would lead  
15 this, and -- and -- and I'mma be so blunt as to say, I  
16 would love when we came to State Board that 80 percent of  
17 our agenda is around the vision from where you want to go  
18 with Colorado, and 20 percent is around the -- the other  
19 things. When I had a chance to interview with -- when --  
20 well, to -- to -- Chairman Durham's comment. There are  
21 some things that have been floating out there for one or  
22 two years that are critical and important, but they're --  
23 they're almost distracting us a little bit from this --  
24 this grand vision of what we are to become as a state. So  
25 I -- I loved the -- the difference of opinion on the Board.



1 I -- I know some people may not appreciate  
2 that, but I loved it. We have a -- we have a strong  
3 differences of opinion that can only strengthen our plans  
4 as we move forward. So how do we come to you? We would  
5 love to report back on -- well, first of all, we have to  
6 decide on a common vision. Where we want to go, what are  
7 the three or four areas we're gonna work on most next year,  
8 over the next two years. And then we want to -- I want  
9 this team to come and report back on some specifics, I  
10 would love it if you would grill us about this. Hey, we --  
11 we said originally that we want to go here over the next  
12 two to three years. I'm not sure we are on course, is this  
13 part of it? Or hey, whatever -- whatever it may be. I'd  
14 love to be -- I'd love for you to grill these people on a  
15 common vision for that. I just threw everybody under the  
16 bus, but you're the elected official.

17 CHAIRMAN DURHAM: Yes, Dr. Schroeder?

18 MS. SCHROEDER: So you enjoy being grilled?

19 MR. CRANDALL: If I know the answers, and if  
20 I --

21 MS. SCHROEDER: I think you know the answer  
22 to this one. There are folks who are quite pretty nervous  
23 now, knowing that Katy Anthes' position has been replaced.  
24 So could you please tell us where Katy is going?

25 UNIDENTIFIED VOICE: You're right.



1 MS. SCHROEDER: Or the rest of the story.

2 MR. CRANDALL: You're talking about some of  
3 those problems and challenges between Elliott and Katy,  
4 that's just 90 percent of them. It -- it did not take long  
5 being here, and thank you so much for bringing that up. I  
6 just totally left you hanging out there.

7 MS. SCHROEDER: Right, I thought that was  
8 (inaudible) . I thought we weren't supposed to know.

9 MR. CRANDALL: There is -- there is a little  
10 letter that she's getting it out. Within the first two  
11 days of being here and -- and what you don't know is, Katy  
12 and I had a chance to attend the Western seminars over the  
13 last four years together. We didn't -- we never realized  
14 that we'll be working together, but she always sat at the  
15 Colorado table and I was at the Arizona table. And I knew  
16 of her, I knew her for talent. So two days into the job  
17 instantly realized, oh my God, this gal, (inaudible) this -  
18 - this lady knows everybody at the department, their  
19 strengths and as very, very optimistic and proactive. So I  
20 asked her if she would be chief of staff and help run the -  
21 - the show. Originally, I was looking at deputy  
22 commissioner and they just said, "No, I -- I don't want a  
23 deputy commissioner. I want a -- a chief of staff who can  
24 make things happen. Well, let's be about action. When you



1 have a group like this that has this much talent, it has to  
2 be about action." So thank you.

3 UNIDENTIFIED VOICE: Question.

4 MR. CRANDALL: Thank you.

5 MS. SCHROEDER: That's the end of your  
6 grilling for today. More to come.

7 MR. CRANDALL: (Inaudible).

8 CHAIRMAN DURHAM: (Inaudible) Further --  
9 further questions from the Board? Thank -- oh, yes?

10 UNIDENTIFIED VOICE: So what is the -- and  
11 maybe this is a question for the Board, but what is the  
12 mechanism for us to sit down and begin to write that plan  
13 as Board Members? Are we -- have study sessions over the  
14 next month or so that --

15 MR. CRANDALL: Powerful question.

16 UNIDENTIFIED VOICE: -- put together major  
17 points that we can agree on or not? And what is the  
18 mechanism, maybe we can talk about that another time, but I  
19 think that would be good next time.

20 MR. CRANDALL: That would be in fact I'd --  
21 I'd prefer that we -- maybe not right now, but I don't  
22 wanna wait till next Board meeting either. I would love to  
23 have that conversation by Ms. Schroeder -- through you.

24 MS. FLORES: Doctor of the University Club  
25 again.





1 MR. CRANDALL: Yeah, a couple of good  
2 lunches, but we'd like to bring ideas to you about what we  
3 -- what we see as consistent patterns among these 80.  
4 Here's themes that there are appear to be a great overlap.  
5 And I will be real blunt with you, that group that went to  
6 Zurich, Switzerland with Gretchen. CTE stand internships  
7 apprenticeships. That's an -- an interesting one.

8 MS. FLORES: Thank you.

9 MR. CRANDALL: What's powerful is, one of  
10 the nine traits is that the top performing countries, over  
11 70 percent of students, not your low instant, your high end  
12 ones do some kind of engaged apprenticeship, internship  
13 program, reading professional, teacher quality, early  
14 learning. I -- I'm not sure we're gonna be that far off,  
15 it's more of the objectives underneath them that I want  
16 your feedback, how do we achieve readiness for school?  
17 Things like that.

18 MS. FLORES: Thank you.

19 MR. CRANDALL: Okay.

20 CHAIRMAN DURHAM: Further discussion. Thank  
21 you, Commissioner Crandall.

22 MR. ASP: Sir, I know this is highly  
23 unusual.

24 CHAIRMAN DURHAM: Yes, go right ahead.  
25 We're having an unusual day, so it's okay.



1 MR. ASP: I forgot to acknowledge one of the  
2 most important people I needed to thank. And I'm deeply  
3 embarrassed and I wanna make sure she's listening.  
4 Somebody who made a huge difference, I'm assuming, for --  
5 for Commissioner Crandall too, as the Executive Assistant  
6 to the Commissioner, Jane Schold. Jane made all these  
7 transition happen. She kept these pieces together, and  
8 she's making this one happen too. And I'll go up and tell  
9 her that I hope she's listening, but thank you for letting  
10 me say how much I appreciated her work as well. Thank you  
11 so much. Can we just thank her?

12 CHAIRMAN DURHAM: Thank you, Dr. Asp, that's  
13 -- yeah, let's do that, skip that.

14 MS. FLORES: Katy. We were up here  
15 thinking.

16 CHAIRMAN DURHAM: Well, that's it. Okay.

17 UNIDENTIFIED VOICE: (Inaudible).

18 CHAIRMAN DURHAM: I'm sorry, we're gonna  
19 proceed out of order for Item 12. Item 12 is to improve  
20 the hiring of Elizabeth Burdsall as the Director of State  
21 Board Relations. Which is the one of the two employees of  
22 the Board that we have directly. So do I have a motion to  
23 approve her employment? Yes. Dr. Schroeder.

24 MS. SCHROEDER: I move to approve Elizabeth  
25 "Bizy" Burdsall as Director of Board Relations.



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1 MS. FLORES: I second it.

2 CHAIRMAN DURHAM: It's been moved and  
3 seconded, that Ms. Burdsall be --

4 UNIDENTIFIED VOICE: I'll third it.

5 CHAIRMAN DURHAM: -- named to the position  
6 of Director of State Board Relations. Sounds  
7 controversial, but let's forego the roll call. Is there  
8 objection to the adoption of that motion? Seeing none,  
9 that of motion is adopted by a vote of seven to nothing.  
10 Thank you.

11 (Meeting adjourned)



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C E R T I F I C A T E

I, Kimberly C. McCright, Certified Vendor and Notary, do hereby certify that the above-mentioned matter occurred as hereinbefore set out.

I FURTHER CERTIFY THAT the proceedings of such were reported by me or under my supervision, later reduced to typewritten form under my supervision and control and that the foregoing pages are a full, true and correct transcription of the original notes.

IN WITNESS WHEREOF, I have hereunto set my hand and seal this 25th day of October, 2018.

/s/ Kimberly C. McCright  
Kimberly C. McCright  
Certified Vendor and Notary Public  
  
Verbatim Reporting & Transcription, LLC  
1322 Space Park Drive, Suite C165  
Houston, Texas 77058  
281.724.8600