

Enedelia Schofield -

interviewed LOH 2007-
by Emilee 49.5.49
Langbehn

What is your relation to our topic?

I've been the principal here for 3 years. This is my third year and then I've lived in the Washington County/Forest Grove/Hillsboro area since 1964. My children, we've got three children, Joey Schofield, Jessica Schofield, and Zack Schofield and they've gone through the Hillsboro School District.

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Did you go to Hillsboro as a child?

Nope, I went to Forest Grove.

As a Parent what do you think of HSD's programs for Hispanic students?

As a parent I think Hillsboro has great programs for all kids. With Hispanic students I think, you know again having my children being Hispanic going through, I think it was just that early identification of what kind of programs are there. I think as a nation we continue to work on how are we more inclusive in our curriculum, in our staff. You know do we have enough Spanish speaking staff members? Do we have enough people who are of different color for diversity.

In your own words could you explain the Dual-Immersion program?

Oh you bet! Oh Emilee, that's my baby! The way I got involved is 15-20 years ago it was seen more as a magnet program and you heard about two-way immersion programs and I'm trying to think of the first city I went to. Anyway in California I went to visit some of the schools that had two-way immersion and really it during the TAG and enrichment programs and the two way programs were seen as children who didn't have a second language could learn a second language. So they had Japanese and Spanish, the two biggies were Japanese and Spanish. The goal is that you acquire a second language from a very early age. That's the goal. It's a natural learning approach to learning. It's Krashen's theory of you learn just like you're learning English: the first two years you're hearing it, you're listening to it, you can't speak it but you start understanding it. Then after two years you start mimicking and getting words like "me go" and "I go" and then pretty soon the language starts developing just like when you learned English. So that's the approach. It's different than when you go to Junior High or High School where it's all grammar and then you learn the grammar and a lot of people do really well on the grammar tests but then they can't speak the language. That's the way two-way immersion program got started. What I noticed is that we have the two-way immersion programs and then we have the bilingual education. So then you have the Spanish speaking kids that were in a pullout program or they would half their instruction in English but the goal was for them to learn English, it wasn't for them to maintain their Spanish, it was to transfer them over. So when I first got involved I was a teacher at Ainsworth Elementary School and they were the first Spanish two way immersion and it was 95, 96, 99.9 percent dominant English speaking, you didn't have the Spanish speaking. And as I lived in Forest Grove and saw the programs here I would say, That doesn't make sense, we're pulling out our Spanish-speaking kids to learn English and

then they're forgetting their Spanish by the time they get to sixth grade, and then we're having drop outs and on and on and on." I'd go to the school where these kids were being enriched with culture and they were being enriched with language. And across the nation people started going "Wait a minute, we really should have two way immersion even for our Spanish speaking kids." When you talk about bilingual education and two-way immersion I always say be careful of the labels, look to see what the program offers and what's the goal of the program.

The goal of our two-way immersion is for children to have the opportunity to learn a second language while maintaining your first. So, with that as the goal, if you're an English dominant student you come in, our goal is for you to learn Spanish but keep your English. For Spanish speaking students our goal is for them is to maintain their Spanish but to learn English and they do it together and so you start right from the beginning. The models are a little bit different in the sense that generally it's a 50/50 model. Personally I would have loved to see a 90/10 model where it was 90 percent Spanish speaking and the reason why is our Spanish speakers are immersed in English when they leave our school but our English students aren't immersed in Spanish and so the more Spanish you can give them the quicker they'll learn the Spanish and be bilingual. That's the goal. In that 50/50 model, 50 percent of the instruction in the second language, teachers have that option and districts have the option, some districts go math and science is what they teach in the second language or in Spanish and then the language arts is in English and so they take those classes all the way through. We've chosen to scaffold, that means, let's say for example if you and I are doing a bird unit and we would do an introduction on the bird unit and then we'd read about a bunch of birds and we'd research the birds and maybe one of the goals also is to write about it and we're going to write an informative or a narrative on it. And so what we would do is work as a team and say, okay we're going to introduce it, but you're going to introduce it in English and I'm going to introduce it in Spanish. Then the kids flip flop and then the next part was to read about it. So now my kids who initially heard about it in Spanish are now going to read about it in Spanish, and you're kids are in English. You keep adding but you don't translate. The goal is not to translate but to keep adding on to what they've already learned. That's the quick; well I don't know if it was quick, that's the two-way immersion program.

Do you believe the program has been successful in the past year?

I think that if success is... what is the definition of success? I think the definition of success is are the kids still learning in their first language and are they learning, actually for the Spanish speakers in English our goal is that they must learn English. We're just getting their scores and what they're reporting back to me is that the kids are doing well. So, yes, it's successful because we're not losing any academic and again defining what success is, are they learning the second language? Yes, when you go out there and you listen to the Spanish speakers, like this morning they were doing a test and I walked in and the testing was being done in English and one of the English-speaking students said to me "Mrs. Schofield why are we speaking English? This is our Spanish class." You have a kindergartener that already recognizes that this is his Spanish class, why are they speaking English to him. Yeah, that's success to me. The other thing is that we have other programs in the area that have proven themselves already. We've got the Forest

Grove School District that has two-way immersion programs and Beaverton has two-way immersion programs. And Forest Grove, their students have met or exceeded state benchmarks. To me that's evidence that the programs are working and that our program will be there to.

How have parents of English speaking students reacted to the program?

It's a parent's choice program. I think there's always a parent that will go "I can't believe it. My child will never be there." And then you've got another parent who says, "My gosh, I want my child there." I think it has been a wonderful acceptance. Our primary goal is for our kids in our neighborhood they're the first ones that get preference. However most of our kids that are English dominant, we're in a Spanish dominant community, that's another plus about our two-way immersion, I think it brings diversity into our building. The English speaking parents, boy Emilee, I can't give you the exact number probably at least 1/3 of them are transfers, that means they're from outside our school boundaries, yet they want the program. So they're bringing they're children here. They're making sure they're transportation because they don't get transportation. So to me that's success of the parents. Our Spanish side because we have so many Spanish-speaking students at our school that fills up. As a matter of fact, I was looking at count today and we're pretty much filled up and it's May 17th.

So Hispanic parents are very happy this program has been put into place?

Oh definitely. I think our Spanish-speaking parents are very excited because again, many of their kids are losing their Spanish by the time they get to sixth grade. Yet, if you look at the work force if you're bilingual there are more opportunities. Parents are seeing that and I think kids are starting to look at that as a possibility.

How has the community reacted to the program?

I haven't really had any response from the community, except, for example we had the Chamber, they shadowed me, there was shadow day during the Back to School week and he, the person who came to our school, talked real positive about the program and how cool it was and how neat it was and the opportunities. And again we're not saying it's for all kids, all parents, it an option. I think that again shows that Hillsboro is trying to give parents options because not one shoe fits all, Emilee, but here is something we can offer and if you're interested you can participate.

With the program are Hispanic children doing better academically?

* It's too soon to see, but yet the research shows that kids who maintain both languages, there's a graph, that if children maintain their bilingualism and they continue at a high level they out perform their peers in more advance grades in fifth grade, seventh grade, tenth grade. *

What about English speaking students? Are they achieving more?

* I think all of them are achieving more. Not only are they learning their ABC's and how to count and all that stuff that we're supposed to teach, they're also learning a second language on top of that. * Everyone has strengths, but I go back to everyone can learn a second language. It may be harder for some but it is possible. You and I learned English. There's no one I know of that doesn't know English, except that they may know it at a different level. High need students they still can communicate somewhat but it's at a different level. So again, I think academically they're right where they're at. Again, as we continue to collect data I believe I'll be able to answer that question.

Is there any way you can improve upon the program now that you've been through the first year?

* I think that there's always room for improvement. The day that you and I look at each other and say everything's perfect you and I need to another job. We should always be able to improve. * We're looking at improvement in the registration process. One of the things was, with the first year it was pretty quiet, we still had openings when school started. This year we were getting calls already in October saying, "Can I register?" "Can I register?" Next year we're going to have a date. It's going to be the day after Presidents' Day, I think it is, whatever that day is in February. That's going to be the date we open up for registration and we won't take any phone calls, you have to bring in the packet and get it stamped and it's by order. See, that's already been a difference. Now we didn't start that right away because we didn't see a need for it. I think that you always improve based on a need. And with the program itself the teachers, it's their first year doing it. I think it's different when you hire teachers who have been two way immersion teachers, but there have been very few. And so what happens is we're creating those teachers.

Are there any other schools in the district that will open up as dual immersion?

I believe that the district is looking at other schools for possibilities and I know they are assisting other schools to look into researching it and seeing if that's something they want to offer.

What do you think of the other programs in the district aimed at helping the Hispanic community?

I don't know of other programs in elementary. I think Jr. High and high school have more programs. The only program I'm aware of is the ESL class. I think it would be wonderful to look at more classes on like Spanish for the Spanish speaker. I believe maybe they've had it but again, how many kids take the class, because that's so different. When you understand it and so forth but you don't speak it then that's different than the person who comes in and doesn't understand it and is learning by grammar. There are programs like for the migrant students. I'm not sure they're programs for Hispanics as much as they're for English speaking students. Like the Hispanic Liaison that is for Hispanic parents. I think again those parents that access that support are still our dominant Spanish-speaking parents. So it's a way to access the school. Like myself for

example, I see myself as part of the community and I just advocate for my child regardless of what color I am. We have parents like that too. I think one of the things we need to be careful with is not every Hispanic is the same. It's kind of like saying what are the different English programs. I was just listening last night, I think it was CNN but don't quote me, it might have been something else, but they were talking about a school in Georgia where they have, because today is the Brown v. the Board of Education 50 year anniversary, so it was part of that and they were talking about segregation and desegregation, and how many of the states, like in Portland it took ten years more to finally get to that point in 1964. They were talking about a place in Georgia where they have a prom for only Hispanic kids and a prom only for African American kids and a prom for the Caucasian kids and they were saying "Isn't that wrong? Should we not be doing this?" And the school was saying, "Well we do it because we have different needs and we have different music." And one student was saying that it shouldn't be that we should all be inclusive that if you like salsa we should have some salsa at the prom, if some body else like hip-hop we should have some hip hop, if somebody like country western we should have country western. Music should just be a mixture. I thought that was an interesting discussion.

As a class we interviewed Olga Acuna and she talked with us about one of the big problems facing districts is Hispanic parent involvement. They don't feel they can get involved because the district's different than in Hispanic countries. Do you think this program is making the parents feel more involved, the parents are more willing to come in and talk to teachers and help out in the school?

You bet, because one of the things is somebody it's their main objective to connect with our parents and the other thing is she speaks Spanish and language is such a barrier and such a challenge. We were actually just talking, my office manager is not Spanish speaking and my secretary is Spanish speaking and our office manager has been here for years and she said the number of people that now come in to talk to you and see you have increased just because that access of someone who speaks Spanish. It's not that they don't want to be involved. It always say to people if you've ever been to another country that's the first thing that stops you, "Oh, I don't want that Diet Coke cause I don't know how to ask for it," "Gee maybe I don't really want to buy that cause I don't know how to ask for it." Language is such a barrier. I think the other thing is the cultural difference in how schools are seen. You probably don't know this but about three years ago there was an article that the Oregonian put out that talked about the different generations and it was the older generation and our baby boomers and then it was the X generation and then the Y generation. We have parents that are in the baby boomers that grew up really kind of a little spoiled bit because the parents grew up in a very poor depression time and they gave everything to the baby boomers. I think focusing on the needs is the same with our Hispanic parents, there are different people that grew up in different times in our history that have a different relationship with the school. My parents, which are the WWII veterans, the older people, the school says, "Jump!" and you say "How high?" and that's just the way life is. Then you get into the baby boomer and the baby boomers are a little bit more questionable, they're the hippie age that's having kids and there's more of a distrust. And then you get into the X generation and the Y generation it's a whole

different, the way you look at schools is a whole lot different than my parents. I think our Hispanic population is there too. I almost see them at the WWII veteran type era. They're proud of the schools. They think very highly of the schools. They think the school can do no wrong. They support the teachers. If the teacher says, "You didn't do your homework," kids get in trouble. With many of our dominant English speaking I think it's a different relationship because of how they've grown up and where we are in history. Remember all Hispanics are not the same, so you have the first generation or a new comer right from Mexico they probably won't say "Boo" but if you're a second or third generation you're probably coming in with a whole different attitude and but if you ended up dropping out then you have even a different attitude. I think again, everyone has different experiences.

How are you involved with Hispanic concerns and programs outside of Hillsboro?

I'm on the national committee, the commission for national excellence or educational excellence for Hispanic Americans. That has been the most exciting. We created a research book that talked about what are the problems are and what are the solutions. Many of the solutions are obviously education, making sure we have Spanish-speaking teachers; making sure teachers are sensitive about cultural awareness. What was it the other day? We had a student who wasn't coming so we went to his house, and I told the teacher, "You need to call and find out." Well, the student didn't have any shoes so he wasn't coming to school. But the bigger issue was that doesn't have to be Hispanic, that's also a poverty issue. I think those are the kind of things we're running into also. There are lots of kids in the poverty issue right now that may not want to go to school because they don't have the right things. Being on the national committee really allowed me to see that the issues are the same whether you're in Florida, whether you're in Wisconsin, whether you're in Atlanta, Georgia. The parents want the best for their child and they want them to learn English and they want them to be able to read. I think sometimes we get off on social thongs of trying to help them when they want us to do our job and make sure their child is learning because many of them don't read or they don't speak English.

Is there anything else about your involvement on the presidential committee that you would want to tell us about?

Oh gosh Emilee, I could spend hours on that one. It was a committee where there were people across the nation who were put together and you're talking about Jose Poncholo, whose one of the owners of the Arizona Diamondbacks and _____ who was the one they made the movie "Stand and Deliver." So you know to be around them at the level they are was really powerful and humbling for me because here I was selected to be on this team and I'm thinking, "I want to take pictures with them and I want to get their autographs and I think that they're the coolest." Even John Secada was on the committee and he's a singer and yet all of us, it was interesting cause when we talked about our stories to get to where we are at, all of us started with no bilingual education, we had sink or swim English. One of the things we talked about it was our English skills and our high academic skills that really allowed us to move forward and to really instill that in our

children. I tell our parents all the time, "Make sure that they're reading, make sure that they're learning English, and yes, keep the Spanish." It's wonderful for me to say I grew up in Forest Grove and I still speak Spanish as perfectly as I speak English. That is a real plus, but it wasn't the school who taught me Spanish it was my parents.

What about your personal experience? I know you didn't grow up in Hillsboro but you grew up very near to it. Where your parents immigrants?

My parents are from Texas we came up as migrants. In the 60's it was the migrant stream. You didn't have too many people who were from Mexico per say it was the migrants stream. Then after the families got out of the migrant stream you started seeing what we could call young Hispanics or young males from Mexico that would come to work because most of the families had settled. My parents weren't doing the strawberries anymore and I sure as heck wasn't going to do the strawberries. So you started to see a trend of males that were coming from Mexico. Males got married and they had a family. And then all of a sudden they were writing back saying, "Here's the land of opportunity, the American Dream, come on up." So you see a lot of people from Mexico, _____, a certain state because again many of the people that are from Texas are from the Rio Grande Valley. If you start talking to people and asking where they're from it's that immigration kind of move, "It was my cousin. It was my aunt. It was my uncle. It was a friend of my friend's." That's how we ended up in Oregon.

What was your first language?

Spanish, cause in Texas on the Rio Grande it's right next to the border. If you go to a lot of places, California, Texas, Arizona, New Mexico, there really is a lot of Spanish spoken and the kids are from there. So we would go to school and it was English but at home we spoke Spanish and everywhere we went people spoke Spanish.

Did you encounter any problems because you were speaking Spanish? Was it hard to transfer into a school where they were speaking English?

You know, I don't remember. I really don't. I remember as a child you learn really fast and so I think I just learned. It was kind of if I wanted get my point across, let me tell you, I was going to learn how to do that. I think one of the things that I notice that is different, and it kind of reminded me of the article this weekend where it was "Equal but not Equal: 50 years after Brown v. the Board of Education," that I see more questionable actions now than I did when I was 15. And part of it was there weren't that many Hispanic families and I think people weren't threatened or weren't concerned. I use the word threatened because I think when issues come up you get a little protective of your place. I think that we were seeing it as, "Oh, this is kind of cute. She looks different and speaks another language." Yet, it was okay. Even back then there were programs, with desegregation, the Spanish club or the Hispanic club. I would think if you looked back in Hillsboro they probably had the same thing as Forest Grove that you could belong in. There was probably a counselor that spoke Spanish. As a matter of fact I think Mr. Perez, our assistant superintendent, came in as a counselor. So the schools were trying to get

people to support it. I think I was right at that very early turning. Now, I see it as when I'm at the corner at 10th by the swimming pool and I'm getting my ice cream ay 31 Flavors. If I'm in my jeans, and I'm just standing there I'll have racist remarks yelled at me as people drive by, or if I'm at the store, and I'm buying things I get asked a little more for ID. You kind of start questioning it and you start kind of wondering is it me? What's the perception they have? Well maybe they've had a bad experience with a Hispanic person and now all of us pay for it. I'm married to a non-Hispanic, obviously Schofield, my last was Hernandez, but I think it's now when we notice those things because many people won't realize he's with me or I'm with him. So he picks up on things and he kind of looks at me and he goes "Geez . . ." or he gets his water first or he gets help and I've been sitting there the whole time. Just little things like that. I think now since there's more Spanish speaking I think it's more seen. I think sometimes my parents even in our school kind of bring their child in they're like, "What does 80% look like?" Well, in a group of 30 kids that means only one or two are dominant English speaking. So it's that reverse feeling of "Oh my gosh I'm the minority." [It's going to Target and all of a sudden you're standing in a line and you're the only one speaking English. I think those kind of feelings have brought more prejudice and I think that issues like that group they asked, "What are the problems in Hillsboro?" And they said, "We could get rid of the Mexicans," or whatever it was. I'm not really sure what it was, but it had to do with that. To me that's a sign that we're not building community relationships and we are keeping apart. The majority is now feeling threatened. My first year here too, I would have parents come in and go, "Do you speak English?" and it was like, "Yeah." But to them they were concerned. They see me, and they look at me, and they go, "Okay, she speaks Spanish. She's Hispanic. What's going to happen to our school?" But now three years later they're very supportive and they're like "Enedelia, this is great! The kids are learning. The kids are reading. The kids are doing better on their state tests. This is what we wanted." It goes back to the backpack; what's in your backpack? What do you have and what experience have you experienced? And how do you deal with that experience? Because again, if you've had a bad experience with someone of another color you tend to hold it against everybody until you work yourself through that problem.

Will the dual immersion program help break down walls between the races?

Absolutely! That is the one thing I wanted to talk about earlier. You can't track. You can't keep data on it. But I notice the kids in the two way immersion program are playing together out at recess. When you don't have a program you have the Spanish speaking kids over here and the English speaking kids. I think that we still need to work more at those transitions: the elementary kids going into the middle school and the middle school going into the high school because one of the things I notice with our Hispanic kids is that that transition you kind of get pigeon-holed again. I've seen kids that have never hung out with Spanish speaking kids, went to Patterson or went to Jackson or went to a school where there weren't a lot of Spanish speaking kids, and then they got into Jr. High or High School and that's who their friends were cause their classes didn't have a lot of their friends from their previous school. They ended up gravitating to people who looked like them. I think that at a times it was a detriment because it limited what they could do. It's been interesting because my kids go by Schofield, but initially

went by Rodriguez, and it was interesting because of the way people see kids just based on their names. If you have a Hosea Rodriguez or a Jessica Rodriguez and then you have a Joey Schofield and a Jessica Schofield, it's two different pictures that you have.

I don't have anymore planned questions. Is there anything else you would like to tell me about at all that would help us out?

I think just doing this process; I think it's great. I think that we need to have this communication. I think that if we don't—I go back to our Spanish speaking population is the fastest growing minority population; it is now actually the largest minority population. I think that 2014 is the year they are predicting that it's going to be a majority, and if we don't start really at that group as a group and saying, "What are the needs?" I think it's going to come back to bite us, because the other thing is not only is it the fastest growing but it's the highest drop out rate, the ones that have the jobs have the lowest paid jobs, and it's the highest unemployment. Putting that together if we don't do something to make sure that our kids go to college, that our kids graduate from high school, that our kids get a job that is high paying, we're going to end up with a community that is Spanish speaking, that is on welfare, that's low income, and it's going to affect you and I who have a job, it's going to affect our crime rate, it's going to affect everything in our community. It's that bigger picture. I'm not sure people are seeing that. Now that the census is out, I'm like, "Hello, wake up everyone. It's for real! You thought you knew it before, there's data now showing this is going to happen." People aren't prepared, so instead of having neighbors work together they're like, "What the heck are you doing here? Go back to Mexico!" and you kind of look at them and go, "I was born here. I'm not even from Mexico." All the things in the 60's and 70's that were there are coming up again. I think that it's really sad, and when schools are trying to put programs in it's seen as, "Oh, you want it to be a Mexi school. You want it to be all Mexican. That's why you want that program." No, the Spanish-speaking student has to learn English. It's the English-speaking students that have the opportunity to learn Spanish, that isn't going to. That's why I think this is great. Different people have had different experiences. I think Olga is a great person to be able to interview and talk to because she actually came up through the system and has seen the system and came up at a different time than I was going through the system. Parental involvement is a problem across every culture. Nowadays, going back to the poverty issue, how many people do you know that don't have a job? I grew up when my mom was at home and still worked at Bird's Eye in Hillsboro, which was a cannery, you probably don't know about that but there was a cannery here in Hillsboro that was called Bird's Eye, and yet she was home sometimes. I have a friend that can now stay home with her baby because she can afford it, but most people everyone's working and you've got two or three kids. It's working together as a community and saying, parents aren't going to go to everything anymore. They just don't have the time, even if they want to. You now have sports. It used to be at least that after school you would be in sports and if you're parents didn't come it didn't matter because you'd get on a bus and you'd go somewhere. Now kids are in city league groups and they've got games in the evening and they're running around with them. I would love to see our Hispanic families get more involved and have their kids be in baseball, having their kids be in track, have their kids be involved in school activities.

But many of the kids are working because many of our families are poor and they need the stability. It's a lot complex, but it's many people working together. It's schools doing what they need to do which is teach and make sure the kids are learning. It's the parents making sure that they help their kids. It's the community saying, "Okay, what are we doing to help that group that is the lowest paid, that is the most highly unemployed?" and go back and ask, "Why are you dropping out?" I believe if you tell the kids since they're in kinder that their going to go to college they see it as just a natural step up. That's on of the things we really try to instill in our kids here is that you go from elementary, to middle to high school to college, and there's no questions, that's just what you do. I think many of our kids still think it's sixth grade, and if you made it through sixth grade, "Hey, we've graduated, we're done."