

Carlos Perez (HSD Deputy Superintendent)
Interviewer Rocio Cabrera
Hispanic Education in Hillsboro Series

The following interview was conducted on behalf of the oral history program of the Washington County Museum and Century High School. The interviewee is Carlos Perez. The interviewer is Rocio Cabrera, assisted by Jade Sheldon and Natalie Fennimore. The interview took place at Century High School on May 21, 2004 at 9:30 AM.

Cabrera: *Can you talk a little about your background, maybe the Mexican-American walkouts we heard you were involved in, also included in that [your background] your involvement in the Hispanic community.*

Perez: Well, wow, to go that far back [chuckle, chuckle]. I'm originally a southern Californian. I graduated from High School back in February of 1969. Then I started attending college in California at Cal State Northridge, it was called San Fernando Valley State College at that time. When I started attending there I became a member of a group, a student group called M.E.Ch.A. The Spanish name is Movimineto Estudiantil Chicano de Aztlan. The English translation of that is The Chicano Student Movement of the Southwest. So I became active with that and one of the reasons I was involved in the school walkouts in East L.A. was [because] those individuals that originally put together the walk-outs, Sal Castro who was subsequently arrested and others, were encouraging other Latino or Hispanic Organizations to get together and to assist in making this an issue bringing it to the forefront and show solidarity by being there and demonstrating. So what we essentially would do is we either caravan over there to protest in support of or we even got to the point where we were chartering buses to be able to do that. That was my involvement, was not in and of the organization itself but he picketing and the demonstrating that took place in support of the was going on over in those schools. And that was not unusual for me or any other person that went to school the late sixties or early seventies because it was a time of extreme social change, political change, Vietnam was going on, nobody wanted to go to Vietnam necessarily. There was also all of the grape and lettuce boycotts run by Cesar Chavez so we were involved in a lot or strange activities especially as we were involved in the that particular organization the M.E.Ch.A organization that I mention. That was kind of my political involvement I mentioned to Mrs. Duyckinck that one of the things that I did get involved in was the anti-war movement back in those days was because, although I wasn't necessarily a pacifist my ideals weren't necessarily pure that I had this thing against not killing folks, as some do, it had to do more with the political reality, the social reality of Hispanic in southern California and how they were treated. There was a police brutality in terms of that fact that the military was purchasing surplus foods that the farmers had to keep them going in opposition to the boycott Cesar Chavez was leading, so in other words the lettuce boycott. People weren't buying the lettuce; they were supporting the boycott, so the

military bought the lettuce to bail out the farmers. So there were those kinds of issues and I felt that, and in proportionate to population more Hispanic were being killed in Vietnam. The longest standing prisoner, Everett Alvarez, was Hispanic and nobody would do anything to get him out of prison and to get him out [of Vietnam]. So we started a whole anti-war movement that was just Hispanic based and it was called The Chicano Moratorium Movement. It culminated in a big demonstration where hundreds of thousands of Latino or Hispanics marched in East L.A., which eventually led to a riot because the police said the people were unruly and a few people were killed. But that was the kind of efforts and movements I was involved in back in my college days and when I was still a pretty young guy [chuckle, chuckle] and idealistic, not to say I'm not idealistic anymore, I just felt that at that point there was so much fight that you could do in regard to those issues that I decided to move away. So I moved to Idaho; sight unseen, since I have never been there. Moved to Idaho to teach school. I became an Elementary School teacher and taught there for a number of years. From Idaho I went to Oregon State and got my Masters. At Oregon State I was a recruiter to try to get people to sign up to work in Hillsboro and I got my Counseling Degree. So I applied for a counseling position at HiHi and I wasn't selected so then I applied for a counseling position at J.B Thomas, it was a Junior High then, and I was selected. So I worked for the District since 1978, so I have 26years with the District; Counselor, Assistant Principal, Principal, Director and Deputy Superintendent. So I'll work my up or down depending on how I do. That's a little bit about my background. Do want more?

Cabrera: *Do you have anymore?*

Sheldon: *Anything you have to offer.*

Perez: Within that time the only other thing I would add is I've had the opportunity to work at Poynter, Thomas, Evergreen, David Hill and now at Central Office, so I've had experiences in multi levels. I also worked at Migrant Education for a number of years, not only in Idaho but here as well, running some of the summer programs both for elementary age kids and then also for secondary kids. and that's the evening program, and those programs still exists.

Cabrera: *Can you explain some more about the programs and the provisions the District has to help the Hispanic Community?*

Perez: Well, there's a lot of things. First let me start, and I think I provided a copy of that for you folks for your project. In 1977 there was a needs assessment that was done by Armando La Guardia. He said there were a number of things that were wrong with the education of Hispanic kids back then; kids seemed disengaged because they didn't have role models, the curriculum was not consistent with the kind of things they were interested in, a variety of things, it listed a bunch of stuff. Over time depending upon teachers, depending upon principals, depending upon whoever was at the head of the organization, some things improved for Hispanic kids: one year more kids graduated, one year kids might have scored better, the overall Hispanic population might have had a higher G.P.A., because people were making efforts. But there wasn't anything sustained, anything that kept that as a continuous improvement; because conversely when there

wasn't somebody that cared grades slipped, more kids dropped out. So it was all kind of individually driven and there was no sustained ability. That's why in 2000 we put together a Strategic Plan. The Strategic Plan is a plan that incorporates a variety of things; reducing the dropout rate of all kids to improving test scores to connecting better with the community to providing a quality program for all students. Within this was Strategy Three which was specific to the Hispanic community. This was kind of a difficult strategy, actually, that were able to have approved at the time because we had over a hundred people participating in the development of the plan. We had community people, teachers, administrators, faith community members, city representatives, county representatives; we had all sorts of folk. They said "Why do we need a plan specifically for Hispanic Kids? If we want to help them then why don't we help the other minorities? Why don't we help African-American kids, Asian kids, Indian kids? Well the fact of the matter is, and I spoke on this, and I said, "The Asian kids aren't failing at the rate of our Hispanic kids. The African American kids don't exist in our District. We may have a few but we don't have a lot, and they tend to do okay they tend to do well. It's this community; the Hispanic Community that is failing has failed over time. The things that we're discussing here in 2000 are the same things we were discussing in 1978 and we have to do something to make it change. A result of that we did get Strategy Three within that are approximately 11 plans that address a variety of things: from translation, because up until now we didn't have a mandate, sort to speak, that parents should be informed in their native language of what's going on, if they don't speak English they should be able to find out what's going on in Spanish; Training employees about Hispanic culture, that has been something we have recently started; We've started a two way Spanish-English immersion plan at W.L Henry, that's kind of a bilingual program, and we hope to move that in on to other schools; Opportunities for student Hispanic advocacy, I think over time and I think that is the case now as it was the case when I was principal, a lot of the white kids would say, " Well I don't know any of the Hispanic kids because they all cluster over here. They all hang around with on another. They don't get involved in things so how do I get to know them and make friends with them if they don't want to be friends with me?" This particular strategy was designed to try to make a point of encouraging Hispanic kids to get involved in sports, to get involved in government, to get involved in clubs, to get involved in other activities whether might be plays, or band, or what have you, so kids can start mixing and integrating with on another as opposed to having this click here, this click here, this click here, and this click there, because unless were able to integrate our students no one's ever going to get to know on another. We had a whole outreach thing, and from this was created the Office of Hispanic Outreach. We have to staff members that are assigned and started this year and will continue next year and is basically a training parents, talking to parents about the importance of education, about what it takes to make your kid successful, about what kind of services there are, what kind of tutoring there is, mentorship's, you name it and this has been very, very key to getting our Hispanic parents involved in schools. A lot of our Hispanic parents have an interrupted education or don't have an education, so it's important for them to know what American education is all about, and what the requirements are. In addition some of the parents that are educated but lived in other Latin American countries or Mexico, the educational systems are very, very different. They go to school and the parents don't ask questions, the teacher rules, the teacher has all say and so here in the United States if you

don't like your grade you make complaint to the teacher but if the teacher doesn't listen you go tell your mom and she's at the teacher's doorstep the next day raising heck. But a lot of the Hispanic families wouldn't do that they say, "It's your fault, you're the one to blame, not the teacher", even though she put the pop quiz. that dropped your grade. The whole thing is that were trying to get them more actively involved. Getting parents to participate in schools getting them involved in PTA, getting them involved in cite council. Hiring more staff, bilingual and Hispanic staff. Back in 1991 the legislature passed what is known as the Teacher Minority Act. The Teacher Minority Act said that all school district, colleges, and Universities within the state of Oregon would make an effort to, well the colleges would make an effort to recruit and train more minorities to be teachers, districts' will hire more minority teachers in proportion to there population; so in other words the Hillsboro School District is 25% or 24.5% Hispanic we should have proportionately 24.5% of our teachers should be Hispanic., if we were following the Teacher Minority Act, but we don't. Our Hispanic teacher is about 2%, in our district, 2%. The Minority Act never worked. No one has ever met the goal, colleges have never met the goal, and no one has. They did a ten year study and the ten year study shows that no one has met the goal. If you're interested in the teacher Minority Act, a copy of it or the ten year study I've got those. But this is the strategy design that were going to try to get more teachers. One of the things that did come out of it because we were doing some recruiting we were going to California, Texas, and Colorado and places where there might be more colleges with Hispanics students to try to recruit them to come here as teachers. One of the things that we found was that a lot of the people didn't want to come to Oregon because it's always gloomy, it's always raining and because their families are in those states [they would say] "Yeah, I could come up but then my Mom and Dad and brother and sister and cousins and nephews and nieces" and so forth and so on are over there and they like to stay with their extended family. Others said they didn't want come because there wasn't a sense of community or collegiality they didn't have an opportunity for people to, if I was a Hispanic teacher and the three of you were the colleagues but you're not Hispanic you know we don't have things in common. We might have teaching in common, but the social aspects of just being a new person we might not have common ground; so as a result of this particular strategy we created a group within our District called Union America, with is the Union of the Americas. I meet [and] some of our principals, Mr. Alba, Mr. Balderas, we meet with all our Hispanic teachers we invite them to meet. We might just talking Spanish, read a book together. Bless Me Ultima, and kind of talk about it. We might discuss educational issues for Hispanic students. We might just go out to eat at a Mexican restaurant. Whatever might be, just to build a sense of community, As a result our Hispanic teachers who had previously come from Arizona and so forth and wound up leaving, we'd lose them because they didn't have any connectedness are starting to stay because now they've made connections with you, and with you, and with you. So they feel better about being here and being away from their extended families. So that's come out of this particular strategy. So again, trying to recruit more minority staff. Reducing the drop-out rate. Right now the Hispanic drop-out rate is twice as many as non-Hispanic students, not only in our district but in our county also in the state, and this kind of designates some activity that we can do. We want to integrate aspects of Hispanic culture into the content. If you ever listen within your Social Studies class, well I shouldn't say if you ever listen [chuckle, chuckle] I'm sure you listen. There

never has been any direct connection with Hispanic history in our Social Studies, they might segment it out. In other words you might be talking about the sixties, and you could be talking about all the things that happened in the sixties the: Vietnam War, President Kennedy, you could be talking about the Civil Rights Movement and Martin Luther King, but then all of a sudden, they might have a little box here that says Cesar Chavez- farm worker, organizer. They'll just have that little segment instead of folding him into the integrated part of the content. And that's what's happened a lot if they mention that. And there are a lot of things that have happened in regards to Hispanic culture and history that are part of the United States; going back to the Treaty of Guadalupe-Hidalgo when the United States took over the southwestern states after the Mexican-American War and so forth and so on. The original constitution that was developed for that area, or for California for instance, was in Spanish and in English, but nobody ever mentions that. The governors, some of the governors were originally Hispanic, nobody ever mentions that. During World War 2, there were race riots, the Zoot Suit Riots and I don't know how much coverage that gets. It was all an issue of misconception and misperception and the fact that our troops weren't concerned with anyone who looked foreign because of the issues with the war and Japan and so forth. So there's a lot of things that we're trying to get those things integrated unfortunately this particular strategy is not one that implemented yet, we haven't even started this one yet, but it's still on the books. English for non-English speakers that been something we've had, we call it ESL; we now call kids who don't speak English ELL, student English language learners, but we've always had an ESL program, or at least we've had it since the mid-70's and that was part of the fact that we hadn't had a reliable program to work with kids in learning English; and we've developed it and we have refined it over time. The plan also calls for literacy for our families. So we've provided literacy programs for our Hispanic families. So this is all within our Strategic Plan. Those are some of the things that we're doing, specifically again the ESL program is one of the things that we do to try to get our kids that don't speak English to learn English. We also have classes that are taught in Spanish, like Social Studies and Math and so forth for those kids because while they are learning English we can't let them let those other subjects slip. So they have to be kept up in those classes in their native language and that also ties into training for our teachers, because a lot of them don't have ESL training so there's various different types of training that are available for teachers that we provide. We have a variety of other alternatives for students but essentially focused on that and focused on trying to build skills for kids and primary things that we do. Just recently I've, I think I sent this to Mrs. Duyckinck as well, I did a little briefing on Hispanic education I was presenting to a Jewish group that was interested in finding out more about how Hispanics presumably do in our district and in our state and so I put it together and it has some information on the dropout rate, and it also has the different programs that we have with kind of a little narrative to each one. Some of those are not specific or exclusive to Hispanic kids, other kids can be part of it but there also part of the Hispanic effort to make them more successful to reduce the drop-out rate and making sure enough kids graduate. Sometimes, you know, we look at the drop-out rate and we say, so many kids dropped out but that number that we look at when it comes to the drop-out rate that's seniors, twelfth grade. We don't count the 9th graders the 10th graders the 11th graders that drop-out; we're just counting the seniors. So it's kind of artificially reduced in some ways,

we got to make an effort to try to help all of them. So, I can provide that as well if you want.

Cabrera: *You mentioned how in 1977 they did this study and how there were outcomes to some of the programs but they weren't sustained, with the new plan you guys have come up with what have been the outcomes and have they been sustained so far?*

Perez: They have been sustained. Well, [hesitant] yes they have. The ones that we've started have been sustained but again we're talking about in 2000 this plan took place and we have 11 strategies and of the 11 strategies at this point only one has not been implemented, and that is the one that we pull things into the curriculum and make sure its imbedded within the curriculum. The other ten we've already started some to better degree with others. We've done a lot of the training, for instance, for teachers to work better with kids. We've done more with translation, one of the things that we didn't have, that was ridiculous, and why we didn't have was these little translators so a parent can put on a head set and we've got a translator standing in the back and can be in a little mic thing and you can hear the translation, as opposed to having Ms. Montgomery doing an assembly and saying, "welcome students!" and someone right next to her going, "bienvenidos estudiantes!" You know, it just drags it all out and everybody get bored because it just gets longer and longer. But if you've got somebody with a little head set thing and somebody in the back and as she says that they're saying that and the person is able to be engaged. So we bought sets of those. We didn't have those previously. We have the Office of Hispanic Outreach, and Olga Acuna, who used to be a teacher her at Century High School, now runs that office. She's doing all of this outreach with our Hispanic families. What she's doing is she's not saying, "parents come to Century, or parents come to W.L Henry, or come to David Hill," she's saying, "a lot of you live at Sunset Garden Apartments I know you've got a rec room there, I'll meet you there at 7:30 and we'll talk about how to make an environment conducive for learning at your homes and talk about that kind of stuff, or I'll show you how to understand the report card, or I'll give you tips on such and such." The outreach is going out to them. So yes, we are sustaining this and sustaining this because we got it on paper for the first time. The other was these are the problems, these are the issues that need to be addressed but we never developed strategies on how to address them. Here we have specific steps on how we can do that. Here every year the superintendent asks us to do two things: number one, a midyear progress report on how we doing, and then an end of the year how we're doing. So as long as we continue to do that, there's going to be some accountability. If they're checking on us I can see how we can avoid having a problem. As long as I'm in the district we'll make sure we're following this [smirk]. And it's not that I just focus on Hispanic kids, my job is all kids, 20,000 students. But again this is a [??] that we need to work on to make sure that we are successful.

Cabrera: *So what have been some of the problems in trying to meet and provide for their needs?*

Perez: Well, one of the main problems is money. We've been a district that's been struggling with money, we've cut 17 days, we've increased class size, we've done a lot of

those things. So as a result there isn't lot of dollars that are available to implement some of the things. All of these things cost money. So that's been one of the problems that we face. Another thing is growth. Since 1996, well Century opened in 1997, so lets say 1997, we've opened two high Schools, Century and Liberty, we've opened five elementary schools. We've opened a lot of schools because of growth. With that growth, during that time when we were building Imlay and Witch Hazel and Orenco and Patterson and all of those schools our student population was growing at a rate of 2% every year, and that was about 500 kids each year. And of that number 98% of those were Hispanic kids. Our white population was staying the same, it wasn't decreasing so there wasn't a white flight, sort to speak, it was staying the same but our Hispanic population was growing. So if it would have remained stagnant, or the same, lets say there were 300 Hispanic kids, we could just focus on 300 Hispanic kids and probably do some great things, but our Hispanic population was not decreasing, it was increasing at a very rapid rate, so a program that we had designed for 300 kids all of a sudden we had 600 kids. So growth was an obstacle. We had money, growth, the other is training our staffs because we've had some schools that have conditionally had large Hispanic populations W.L Henry, David Hill, Minter Bridge has had some, Hilhi, J.B Thomas, Poynter. But now the Hispanic population is spreading out to other schools, now there's some in Reedville and Ladd Acres, Orenco, and so forth are getting more Hispanics kids, Peter Boscow, and so staffs who weren't familiar with working with language minority kids were all of a sudden dealing with them, they were finding it difficult. So that was another difficulty that we had to work to try to overcome. So, many of the people were trained to work with them more effectively, because it does take some uniqueness. It does take some commitment because of trying to work with kids that might approach you differently. S of those are some of the things. There is some community racism that also affects. I think back in November there was a study that was conducted by the, actually it happened in October and it was reported in November, there was a study done by the city of Hillsboro of the livability if the city, and they talked about what's the thing they like the least. There was a phone survey to 400 residents, and one of the things that 5% of the people said was, one thing that they was the least was that there were too many Hispanics-too many Hispanics. You know most people say traffic, other people said, you know, the education system, because we had just cut 17 days, you know, that kind of stuff. But 5% of the folks said, you know, you, we don't like you [points to Rocio, who is of Salvadorian origin], you got to go. So there's some views by our community as a result of growth of the Hispanic community that they really don't want these folks here because of their too different, we're too, they don't understand us, or maybe they just don't like us, I don't know. So that's something that's an obstacle because if you implement new things you have to convince people that it's important- it's important. Sometimes other people think that if we give something to the Hispanic community that means we took something away from somebody else, and that's not necessarily the case, but they don't understand that and so it requires a lot of messaging, talking, convincing, persuading.

Cabrera: *Which schools have the most progress or success in the programs? This could mean high schools, elementary schools is there anyone that stands out?*

Perez: You know, they again they the-the-they vary. They vary. Nancy Kingston Biel, do any of know her?

Cabrera, Fennimore, Sheldon: No

Perez: She was the principal at David Hill now she's at Witch Hazel Elementary School. One year her school, which has probably 80% Hispanic, probably 85% low socio-economic, high needs school, it's a small school; they showed more growth and gain in testing and so forth than any other school in our District. They showed more, well they had more room to gain because they were here [indicated low level with hand], but they showed more gain, but its not something that we've been able to sustain. We've worked at it but then you get a different bunch of kids and it kind of changes the composition of things. Every year we have attrition and we lose teachers, so some of the teachers that were doing really well and working with those kids they go away and they go to another school and then all of a sudden you got a new composition. Mckiney has a high population. Last year they did very, very well with their kids. So it kind of varies. It kind of varies. I'd have to look and find out directly from our curriculum department. A person that you might want to ask that from our school district is Linda Coble. Linda runs our curriculum and assessment department and she could tell you just on test scores or all of the other indicators that which schools could be more successful.

Cabrera: *Do you see any problems or do you see the same problems between secondary schools and elementary schools?*

Perez: Well, at the elementary schools we've got kids come in, whether white or brown or black, and their all excited. They're all excited about school and you know you could say, "today we're all going to make origami" and they all go yay!, they're happy, they like that kind of stuff. So a level of enthusiasm on the part of kids and on part of the teachers is very, very different. It's not to say that elementary and secondary teachers don't care, they do care, but they approach education different. In high school if you show up in class and you just came from Mexico, I mean you have a couple years of Mexican education, and you're in Mrs. Duyckinck's Social Studies class, she's not going to say, "come here and sit down with me and I'm gonna work with you and if you don't get it I'm gonna work with you, and if you don't get it I'm gonna work with you." She's gonna expect you to do some independent study and independent learning and to figure it out to. She's willing to help you, but it also is incumbent upon you to be able to do it . And that is what a lot of secondary people training is and , their training is more lectured base their training is one where they're gonna not open up your skull and shove this stuff in. You have to be engaged, you have to pay attention, you have to ask questions. For our Hispanic kids who come from systems, especially those that come from Mexico, that come from systems where they don't ask a lot of questions. Where the teacher is the supreme authority and they don't argue a point with a teacher necessarily, its different to them, its very different to them. So they don't engage they're shy because of their linguistic abilities. Nobody want to say something [in accent] "I want a sheet of paper" Yeah because people will do, they'll chuckle, and it's not, not derogatory on the part of most kids but they also get uncomfortable when other people talk differently. So as a

result of my chuckle or say something but it adds to the embarrassment, and some of our teachers don't know how to deal with that. The other item on secondary schools is that kids emigrate from other countries to the United States and show up here at Century High School they may show up at 15, 16 years old, you've been working on your credits since ninth grade, when you were 14, 15. So you already have some credits. They're behind the eight ball when they show up because they've missed a year or two. Then they've got the language issues, they've got system issues and as a result they're always playing catch up. So in the secondary schools it's easier for kids to get discouraged to continue because they're playing catch up, because there's more of a social consciousness, there's also the whole aspect of the right clothes, the right hair-do, the right this, the right that, and clicks and who to belong with. In most high school students nobody wants to be the real smart person. You Natalie can be the smartest person in the school but you would do everything in your power probably not to project that, because nobody wants to be the smartest person. People don't necessarily say, "I am so happy you are the smartest person," they say. "you butt kisser, you this you that." [chuckle, chuckle, giggle, giggle, cackle, cackle] They make fun of you. The same thing happens with Hispanic kids. If one kid starts speaking English a little bit better they say, "oh you want to be an American." Or, "oh you want to hang out with the white kids." Or, "oh you think you're too good for us." And they start doing that kind of stuff instead of saying, "good job, I'm glad you're speaking English better. Good job I'm glad you got an "A"." It's kind of like Mario Alba, Principal at Thomas, gives this example;

When you throw in a big pot into the ocean you catch all of these lobsters. The lobsters are brought onshore and immediately they want to get out, so they start trying to crawl on top of each other to get out, but as soon as they're right at the edge they and they're just ready to flop over one of the other lobsters grabs them and pulls them down.

And that's what some Hispanic kids do to others, is they pull them down; they make fun of them, or they ridicule them when they start being successful, because if they become more successful than them, than all of a sudden they're even lower. Does that make sense?

Cabrera, Fennimore, Sheldon: yes

Perez: It kind of divides them. It's a struggle. Sorry I told you my whole soapbox

Cabrera: *No, No thank you. The No Child Left Behind Act, what have been it's effect to the Hispanic population and their CIM scores and State Tests score.*

Perez: Well, the No-, in concept-great idea, great idea. It's kind of a one size fits all recipe and that doesn't work. It really doesn't work. We'll just stick to testing right for now but it got a variety of things that it is associated with a lot, it's very, very implicated. On the testing piece, I can just tell you that there are some kids who don't test well. They can be the smartest kid, they can be bright, if you put a sheet of paper with a bunch of little dots of what have you they just don't do well. They freeze. They might not have an aversion to the test, they go slow, and if it's a timed test they bomb. So you wind up getting those kind of situations where it's very programmatic and very defined the

approaches are very specific and it doesn't apply to all kids, everybody learns differently and what the approach they take. The other thing is that if a student succeeds on a given year, I'm just saying student by student, you could also talk by school, let's say overall a school does very, very well over a year's time, they really worked hard. They have to show more growth the following year in [?] to the growth that they have shown that particular year, or if they don't, they're not meeting accurate yearly progress. So it's kind of self-defeating. If you do real well one year you got to really bang the next year or you're gonna be in trouble. So in a way those schools that do really well, it kind of defeats them because you can't sustain that kind of growth or kind of gain successively all the time because they keep on getting new kids and it's gonna be very, very difficult. It's very, very hard. The law requires all kids or the majority of kids be tested. So you got non-English speaking kids taking English tests. You know they're gonna bomb. They're taking an English test and English prompts but they don't speak English. They're not going to do well. As a result to that group not doing well they're averaged into the school scores and the whole school doesn't do well. So you have a deficient school.. So the idea is good. Kids need to be tested. There's different ways to do testing. Kids need to be held accountable. As need the adult to be held accountable. We do want all kids to succeed. No child should be left behind. But I think right now the way its set up it's a too constricting. If you ask any district from Beaverton to Forest Grove to whatever, they'll tell you the same thing. But the concept is good and there are some good pieces but over all its just too constrictive to one size fits all and it just doesn't work.

Cabrera: *So has the act also affected the programs the district has in the same ways?*

Perez: Well, it has. It's put some additional requirements on some of our programs .Well, actually it has brought some programs and has brought some resources. It's brought some reading programs which are going to be helpful in the long run to some of our kids. It has put some additional requirements on our licenship for some of our teachers, so our teachers, certain teachers have to certain type of licenship to make sure they are able to teach subjects like ESL, or other kinds of things. So it has changed the way we do some things and some of them are positive and some aren't.

Cabrera: *Are there any plans for the future to try to help the Hispanic Community? Such as any programs.*

Perez: In the District or overall that I'm aware of?

Cabrera: In the District [cackle]

Perez: Well, we're going to, again, I think one of the things that I mentioned was that one of the difficulties for this plan has been finances. As time goes financial situation gets a little bit better were going to have a little more resources that we can devote to some of the efforts that we're doing. I think that's going to help. Being able to channel some more resources into that. .So we're going to continue with our strategic plan and all it's components associated with that. We're going to continue with the Office of Hispanic Outreach. This year, was the first year we didn't have a program that we had up until this

year and that was the Superintendents Minority Advisors Committee. That was a place where we would get a group of students and meet in the evenings, primarily minorities, but they didn't necessarily have to be, but primarily, but anyone that was interested in minority issues. We'd talk about, we would get info from students about how they felt how we could do some of the things I have talked about, integrating students, about helping them to do better in school.

Cabrera: *Is there anything else you would like to share with us that I haven't already asked?*

Perez: No, I don't think so.