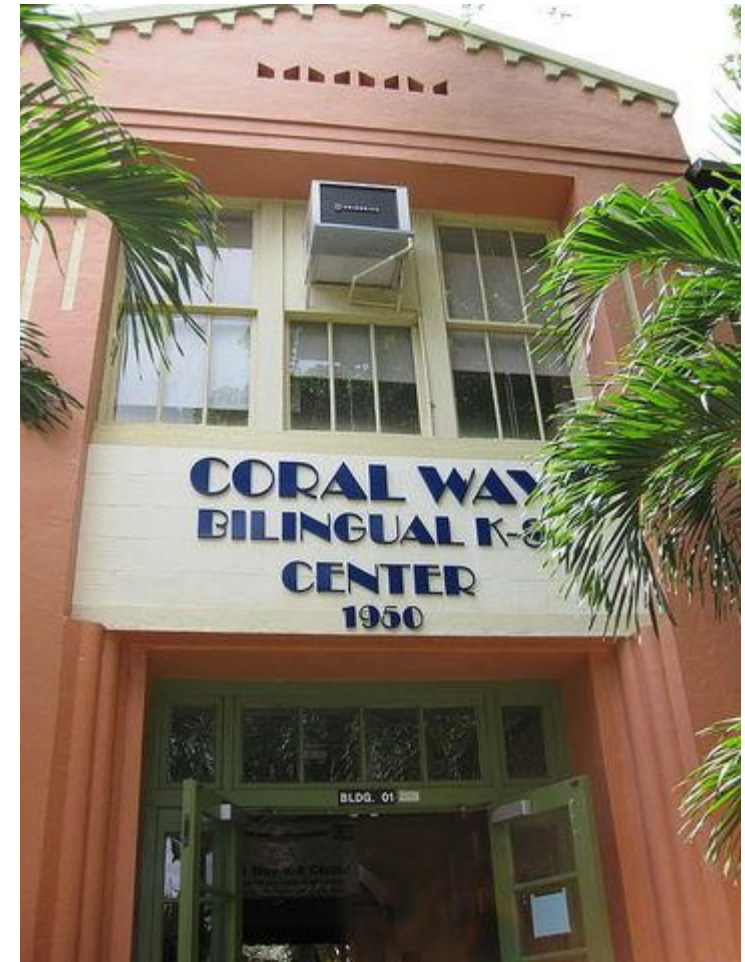




ENSEÑANZA DEL ESPAÑOL EN LOS EE. UU.

# CONTEXTO HISTÓRICO

- One nation, one language, unified identity
- Historia de racismo, xenofobia
- Sistema de escuelas públicas monolingües en inglés
- Programas bilingües unificadores con el objetivo de enseñar inglés a los niños de inmigrantes
- Segunda mitad del siglo XX: escuelas bilingües organizadas por comunidades hispanohablantes (1963: Coral Way, Miami Dade, Florida)
- Propósito principal de mantener ambas lenguas



# NUEVO MÉXICO

- Incorporado a la unión en 1850
- 1850-1905: mitad de la población de Nuevo México era capaz de hablar español
- 1874: 70% de escuelas españolas, 23% escuelas bilingües, 5% únicamente inglesas
- 1889: 42% escuelas en inglés, 28% bilingües, 30% monolingües españolas
- 1891: exigido que la única lengua en la enseñanza fuera inglés

[o]bjections [regarding 'the character of the population of the Territory'] have been urged against the admission of New Mexico which are not usually brought forward against the admission of other Territories. It has been asserted that the people of New Mexico are not Americans; that they speak a foreign language and that they have no affinity with American institutions. (Del Valle, 2003: 14-15)

# NUEVO MÉXICO

- Intensa política lingüística de anglización
- 1910 el inglés es la lengua de la mayoría
- 1912 cumplió todos los requisitos y se convirtió en estado numero 47
- 1970 solo un 8,8% de hispanohablantes

Constitución del Estado de Nuevo México, Artículo XII – Educación, Apartado 8: Maestros deberán aprender inglés y español (1912):

La asamblea legislativa dispondrá medidas para la preparación de maestros en escuelas normales o en otros centros docentes con el fin de que los maestros adquieran pericia en el inglés y el español para que tengan la capacidad de enseñar a los estudiantes en las escuelas públicas e instituciones educacionales del Estado y dispondrá los medios propios y métodos para facilitar la enseñanza del idioma inglés y otros ramos de la educación a dichos alumnos y estudiantes (Constitución del Estado de Nuevo México, 2010: en línea).

# NUEVO MÉXICO

- Todos niños tienen derecho de acudir a la misma escuela y compartir clases
- Un curso de inglés de 5 meses (mínimo) establecido por la ley
- 1915-1919 creación de múltiples escuelas bilingües
- 1919: mesa ejecutiva de la educación del Estado (State Board of Education) sigue considerando la lengua española ‘extranjera’ en el Estado

Constitución del Estado de Nuevo México, Artículo XX, Apartado 12: Publicación de las leyes en inglés y español

Durante los primeros veinte años después de que esta constitución entre en vigor, todas las leyes aprobadas por la asamblea legislativa se publicarán en ambos idiomas, el inglés y el español, y después de los veinte años, dichas leyes se publicarán según disponga la asamblea legislativa (Ibid.).

# SISTEMA EDUCATIVO

- Desde 2000: proceso de rehispanización
- hispanohablantes en Nuevo México 42%
- Zonas donde la población hispana supera el 90%: East Los Angeles, California; Laredo, Texas
- La oficina del censo colecta datos sobre estos temas desde 1980
- 1968: Bilingual Education Act – Ralph Yarborough, senador de Texas y presidente del Subcomité especial sobre la educación bilingüe
- 2002: Ley de adquisición de la lengua inglesa del año 2002 – George W. Bush dentro del paquete *No Child Left Behind*

# LUCHA CONSTANTE POR LA IDENTIDAD LATINA

- Se necesitaron varias generaciones para reivindicar una imagen más favorable del mexicano-americano
- 1ª 1930-1960: generación silenciosa
- 2ª 1960-1970: Movimiento chicano
- 3ª desde 1970: aún más demandante y atrevida



- Roosevelt, 1919

*In the first place, we should insist that if the immigrant who comes here in good faith becomes an American and assimilates himself to us, he shall be treated on an exact equality with everyone else, for it is an outrage to discriminate against any such man because of creed, or birthplace, or origin. (...)*  
*We have room for but one language here, and that is the English language, for we intend to see that the crucible turns out people out as Americans, of American nationality, and not as dwellers in a polyglot boarding house; and we have room for but one soul loyalty and that is a loyalty to the American people (Roosevelt, 1919: en línea).*

- Raegan, 1981

- Immigration Reform and Control Act
- es ilegal dar trabajo a inmigrantes ilegales (hay que revisar y confirmar su immigration status)

*The employer sanctions program is the keystone and major element. It will remove the incentive for illegal immigration by eliminating the job opportunities which draw illegal aliens here.*

*It is absolutely wrong and against the American concept to have a bilingual education program that is now openly, admittedly dedicated to preserving their native language.*



# SISTEMA EDUCATIVO

- Mejora de la situación en las últimas décadas
- Las escuelas secundarias y universidades crean programas para enseñanza de lenguas extranjeras
- Nuevas carreras inauguradas y especializaciones enfocadas en el aprendizaje de lenguas
- Avanze tecnológico, globalización, multiculturalismo y fusión de culturas y valores



# CORAL WAY BILINGUAL K-8 CENTER



- 1936: Coral Way Elementary School
- 1963: pionera del programa de educación bilingüe
- Primera escuela bilingüe pública, fundación de Ford Foundation
- ‘academic content taught through two languages’
- ‘reports indicated that both groups of students made academic progress in both languages without loss to their native language development’
- 7 goals: second language acquisition, cross-cultural understanding, positive contributions to society...
- Facilitó el camino al Bilingual Education Act en 1968
- 2004: incluye los grados 7 y 8
- <https://ufdc.ufl.edu/coralway>
- <https://remezcla.com/features/culture/coral-way-school-bilingual-education-us/>

# TWO-WAY IMMERSION

<https://www.cal.org/twi/>

<https://www.cal.org/twi/glossary.htm>

CAL is working to expand our offerings and information related to Bilingual and Dual Language Education, including Two-Way Immersion. [Watch our website for updates.](#)

In **dual language education** programs, students are taught literacy and academic content in English and a partner language. The goals of dual language are for students to develop high levels of language proficiency and literacy in both program languages, to demonstrate high levels of academic achievement, and to develop an appreciation for and an understanding of diverse cultures.

**Two-way immersion** (TWI) is a distinctive form of dual language education in which balanced numbers of native English speakers and native speakers of the partner language are integrated for instruction so that both groups of students serve in the role of language model and language learner at different times.

The structure of TWI programs varies, but they all provide at least 50% of instruction in the partner language at all grade levels beginning in pre-K, Kindergarten, or first grade and running at least five years (preferably through Grade 12).

# TWO-WAY IMMERSION

<https://www.cal.org/twi/>

<https://www.cal.org/twi/glossary.htm>

## Learn More About TWI

Two-Way Immersion: The Basics/Conceptos Básicos  
Sobre la Educación Bilingüe de Inmersión Recíproca

[Flyer in English](#)

[Folleto en español](#)

Two-Way Immersion 101/La Educación Bilingüe de  
Inmersión Recíproca

[Report in English](#)

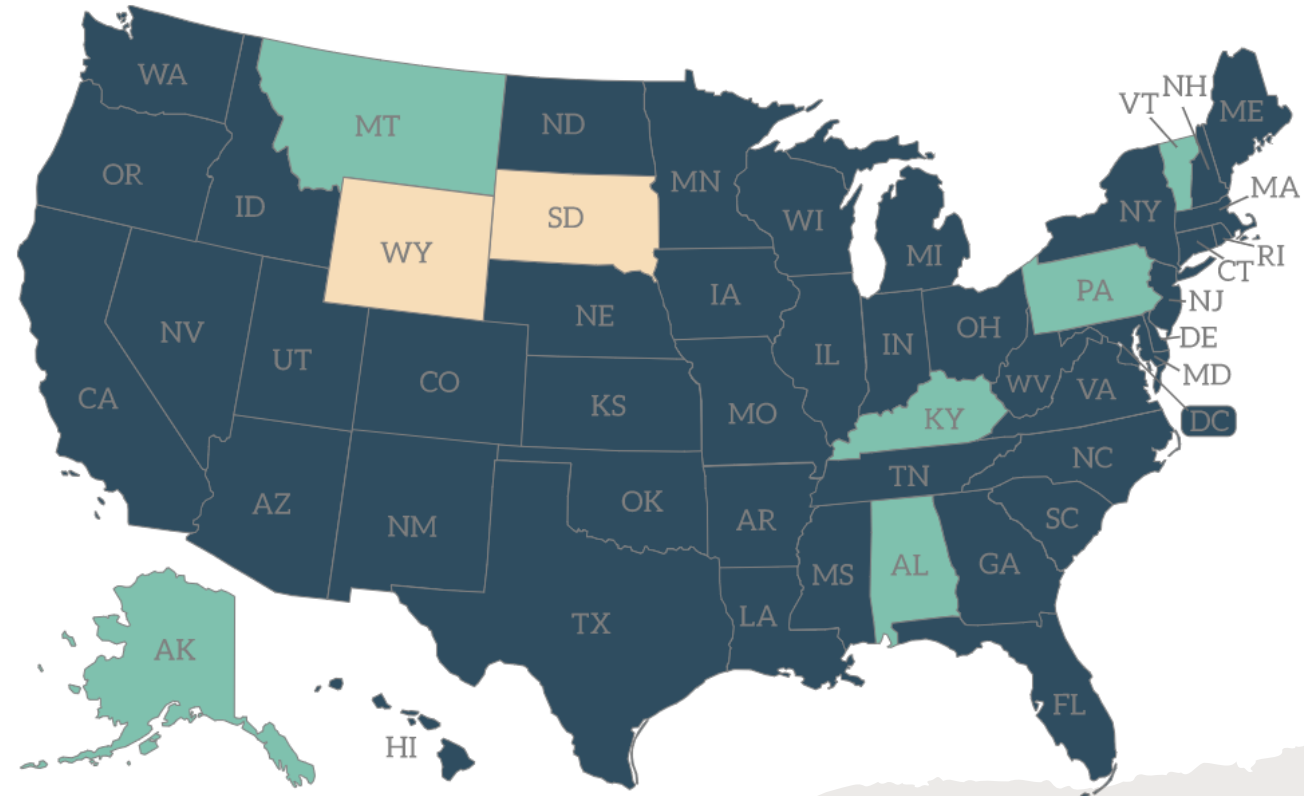
[Informe en español](#)

# SEAL OF BILITERACY

- Desde 2008
- Premio otorgado a estudiantes multilingües
- Cierta nivel en más de 2 idiomas
- Admisión a las universidades
- Mercado laboral
- <https://sealofbiliteracy.org/>
- <https://www.ewa.org/blog-latino-ed-beat/dual-language-programs-rise-across-us>

## State Laws Regarding the Seal of Biliteracy

● Approved State Seal ● Under Consideration ● Early Stages ● No Seal of Biliteracy, Yet!



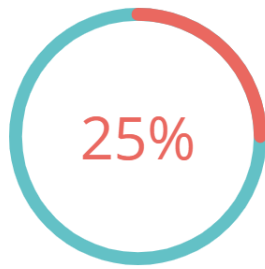
## SEGUNDO PAÍS CON MAYOR NÚMERO DE HISPANOHABLANTES

- 1982: 15M, 7%
  - 1997: 29M, 11%
  - 2006: 44M, 15%
  - 2016: 57,5M, 18%
  - 2020: 62,3M, 19%
- 
- México: 130M
  - Colombia 51M
  - España 47M
  - Argentina 45M

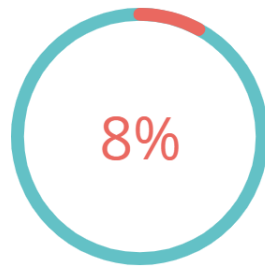


# LATINOSFOR EDUCATION.ORG

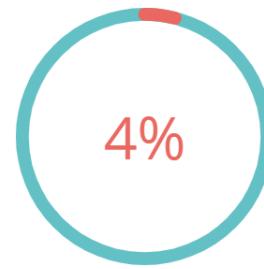
## THE STATE OF LATINO EDUCATION IN THE US



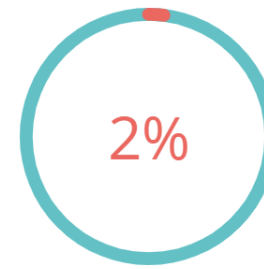
OF U.S. STUDENTS



OF U.S. TEACHERS



OF LEADERS ON EDUCATION BOARDS

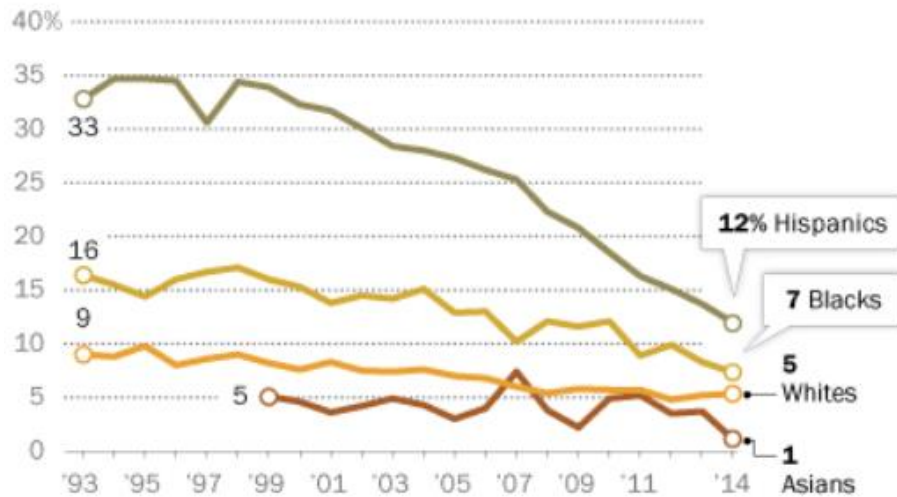


OF LEADERS ON EXECUTIVE TEAMS IN  
EDUCATION ORGANIZATIONS

# LATINOS EN EL SISTEMA EDUCATIVO

## Hispanic, black high school dropout rates reach record lows

% of 18- to 24-year-olds dropping out of high school



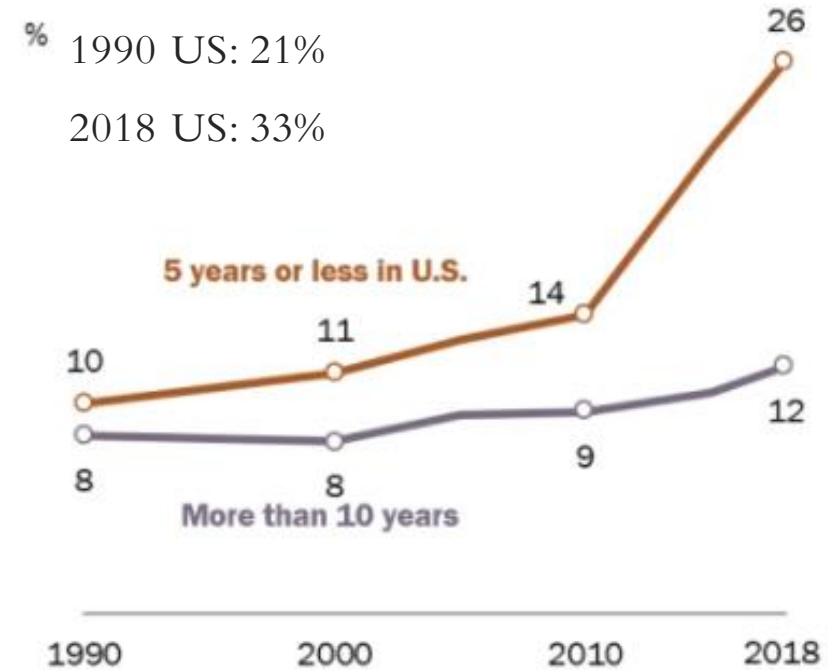
Notes: The dropout rate shown refers to the share of 18-to 24-year-olds who were not enrolled in school and had not completed high school. Blacks and Asians include the Hispanic portions of those groups. Whites include only non-Hispanics. Hispanics are of any race.

Source: U.S. Census Bureau October Current Population Survey.

PEW RESEARCH CENTER

## A rising share of recent Hispanic immigrants have a college degree

% of U.S. Hispanic immigrants ages 25 and older with a bachelor's degree or more education, by duration of U.S. residence



Note: Hispanics are of any race.

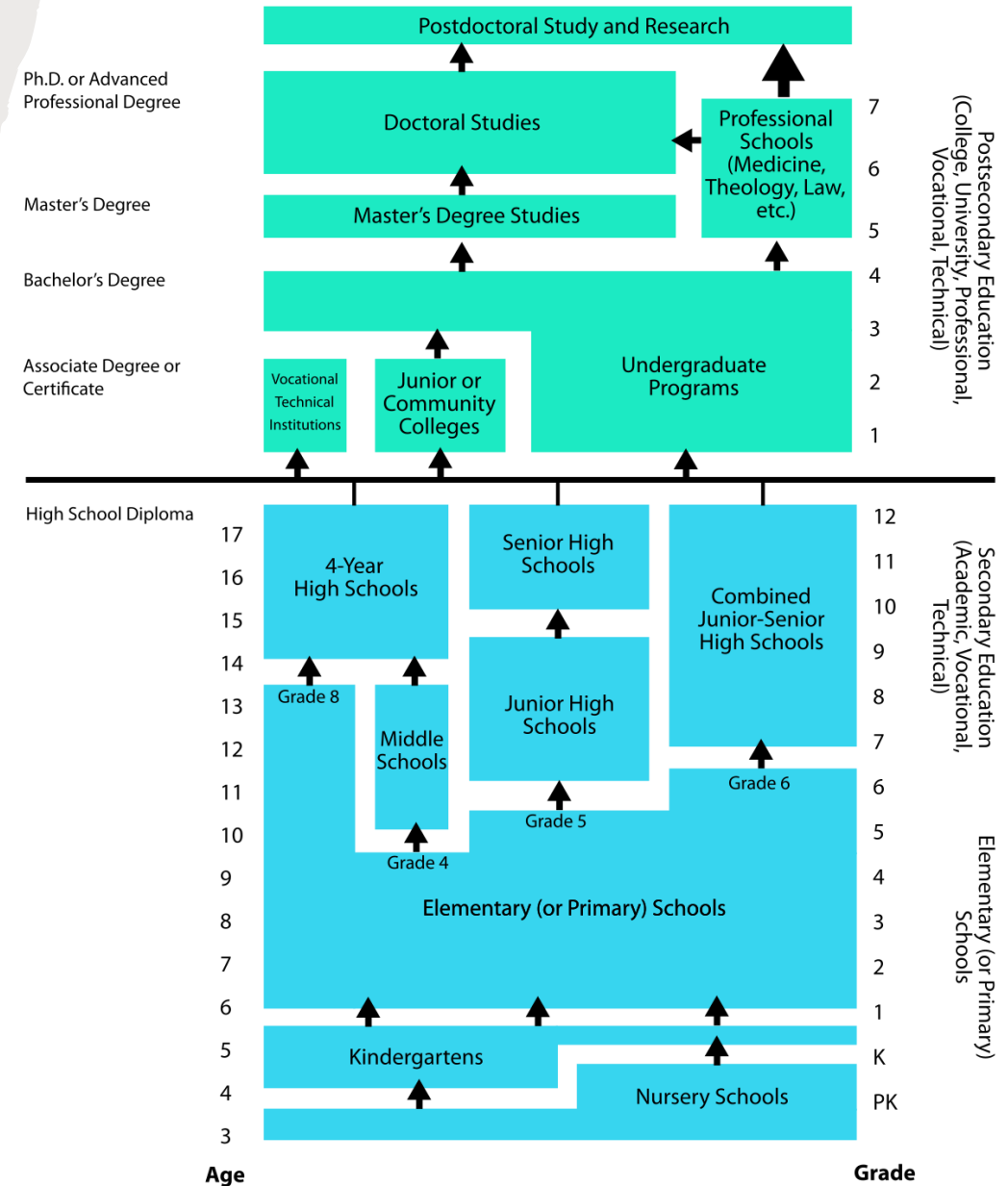
Source: Pew Research Center tabulations of the 1990 and 2000 census (5% IPUMS) and 2005, 2010, 2015 and 2018 American Community Survey (1% IPUMS).

PEW RESEARCH CENTER



# SISTEMA EDUCATIVO EN LOS EE.UU.

- Educación infantil obligatoria desde 6 años
- 5 años de primaria: 1-5
- 7 años de secundaria: 6-12
- Educación universitaria
- Posgrado
- Formación profesional
- Educación de adultos
- Community college, Junior College de 2 años
- Actividades extracurriculares: banda musical, coro, clubs, bailes, asambleas, teatro, deportes



Age range	British English			American English	
	Name	Alternative name	Syllabus	Name	Alternative name
1–4	Preschool (optional)				
	Nursery	Playgroup	Foundation Stage 1		
4–5	Primary school			Preschool	
	Reception	Infants reception	Foundation Stage 2	Pre-kindergarten	Pre-K
5–6	Year 1	Infants year 1	Key Stage 1	Kindergarten	
6–7	Year 2	Infants year 2		Elementary school	
7–8	Year 3	Junior year 3	Key Stage 2	1st grade	
8–9	Year 4	Junior year 4		2nd grade	
9–10	Year 5	Junior year 5		3rd grade	
10–11	Year 6	Junior year 6		4th grade	
	Secondary school / High School			Middle school	Junior high school
11–12	Year 7	First form <sup>[59]</sup>	Key Stage 3	5th grade	
12–13	Year 8	Second form		6th grade	
13–14	Year 9	Third form		7th grade	
				High school	
14–15	Year 10	Fourth form	Key Stage 4, GCSE	8th grade	
15–16	Year 11	Fifth form		9th grade	Freshman year
	Sixth form (currently optional, until 2013) <sup>[60]</sup>			10th grade	Sophomore year
16–17	Year 12	Lower sixth (AS)	Key Stage 5, A level		
17–18	Year 13	Upper sixth (A2)		11th grade	Junior year
				12th grade	Senior year



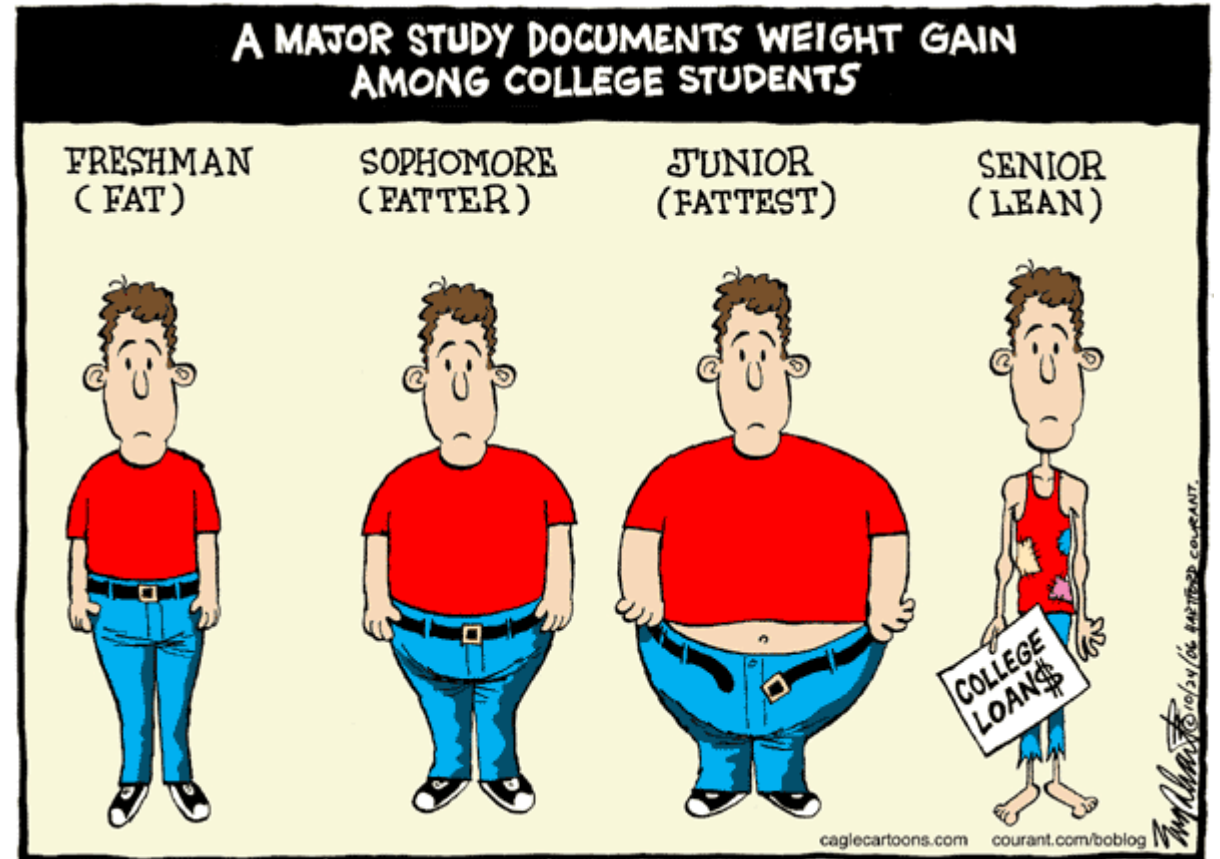
autumn

@woah\_autumn

Freshman year vs. Sophomore year vs. Junior year vs. Senior year



College be like



# INCARCERATION VS EDUCATION

IN THE UNITED STATES OF AMERICA

## \$ CORRECTIONS FUNDING

**\$75 BILLION**  
SPENT PER YEAR  
ON INCARCERATION



 **\$100,000**  
PER PRISONER

  
**OVER 20 PRISONS**  
BUILT IN CALIFORNIA SINCE 1980

## PRISON DEMOGRAPHICS

**25%** OF THE  
WORLD'S TOTAL  
PRISON  
POPULATION IS  
HELD IN AMERICA



 **1 IN 4**  
BLACK MALES  
WILL GO THROUGH  
CORRECTIONS IN  
THEIR LIFETIME

**#1** HIGHEST  
PRISON  
POPULATION  
GLOBALLY

## \$ COLLEGE FUNDING

 **\$65 BILLION**  
SPENT ON UNIVERSITY

 **\$10,000**  
PER STUDENT

  
**ONE UNIVERSITY**  
BUILT IN CALIFORNIA SINCE 1980

## COLLEGE DEMOGRAPHICS

black americans = <13% of america's population  
**40% PRISON POPULATION**  
**6% COLLEGE POPULATION**



white americans = >64% of america's population  
**39% PRISON POPULATION**  
**79% COLLEGE POPULATION**



**#65** GLOBAL  
COLLEGE  
POPULATION



# PRÉSTAMOS

I: ¿Hubo algún maestro o maestros que hayan tenido una influencia particularmente fuerte en tu vida?

S: Uhm... I guess todos fueron Buenos maestros. Del que me recuerdo más sería en **high school, mister Rodríguez**, porque él sí me hacía **push**, mucho a que compitiera, que hiciera extra, **extracurricular activities** y todo eso. So, yo diría que él, un buen maestro.

I: ¿Y has visitado a otras ciudades?

S: San Antonio, sí, cuando estaba en **high school**, porque estaba en **marching band** y nos llevaban para allá, a viajes y competencias y así. Y a Austin, no. Como unas dos veces con mi novio fui, pero no... no pude ir más adentro. No más fuimos a visitar a su mamá y ya. Ya nos venimos [Risas].

# PRÉSTAMOS

I: ¿De qué sientes más orgullo en tu vida?

S: Oh, eso está fácil. Mi familia, mis tres hijos que ya están grandes, ya están... ya están en... ah... agarrando su camino en la vida. Uno ya salió del **college** y otro... mi hijo que ya empezó **college** y está en la... en la **National Guard** en... y mi chiquilla ya va hacer su último año en **high school**, que, es muy inteligente. Ojalá que ella siga en eso de la escuela, ojalá que vaya a colegio y termina, y ya.

I: ¿En qué pensabas que trabajarías al crecer?

S: Uhm... siempre quise ser maestra, pero no, pues, cuando estaba en **college**, pues, uhm... tuve un **miscarriage** y ya no regresé, y luego ya pues... estábamos... necesitamos dinero, me puse a trabajar, y dije cuando crezca, nazca mi hija, me meto a trabajar... me meto otra vez a la escuela. Vino mi hija, y ya quería estar no más con ella, y no... ya nunca regresé a la escuela, so...

# EXTENSIÓN SEMÁNTICA

I: Aha, Bueno. ¿Y vienes a la universidad aquí?

S: Sí, vengo aquí a estudiar. Tengo... estoy estudiando criminal justice con una **minoría** en español.

I: ¿Qué me puedes contar acerca de ellos?

S: Oh... no, vi que ellos no, they influenced me a graduarme de high school porque ellos. O mi mamá sí se graduó de high school y mi papa también, pero de allí ya no fueron al colegio ni nada y luego me hicieron influence a ir al colegio para, I guess, **cavar** eso para ellos. ¿Así se dice? Do you get me? So, yeah, my parents.

# CAMBIO DE CÓDIGO

I: ¿Qué tipo de estudiante eras? [Risas]

S: Mmm... no... era buena estudiante, siempre me sacaba **As and Bs**, so nunca le di problema a mi mamá.

S: Ah... ¿Más orgullo? [Risas] ¡Ay! No, pues. Todo, **I mean. I guess**, estoy muy orgullosa de... pues, de mis hijos... de mis hijos, **you know**, ahora que ya se graduó Ceci, que Sandy **is studying really good**, la Lupita que es una **gifted student**, so, eso me hace orgullosa, saber que ellos quieren hacer más que uno, **so that's good**.



# CAMBIO DE CÓDIGO

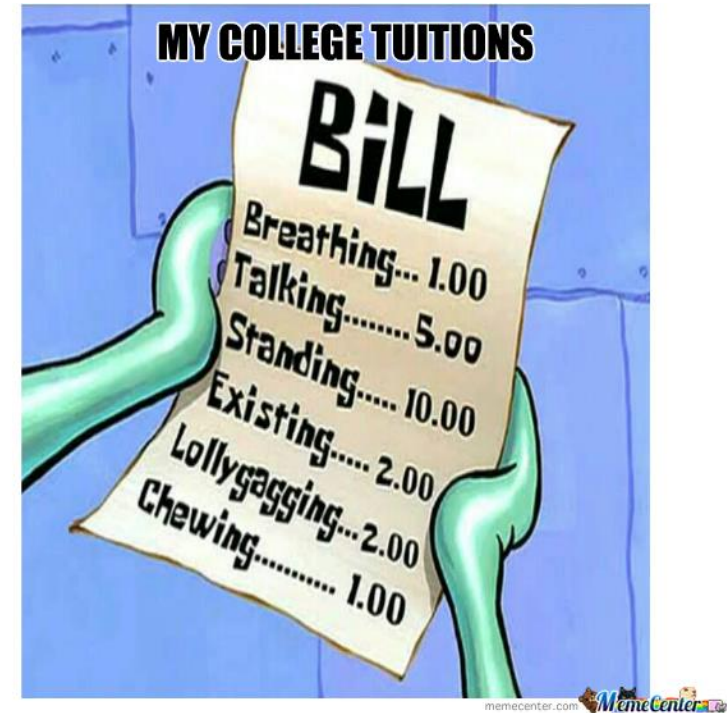
I: Primero, más que nada, dime un poco de ti. Un poco de tu vida.

S: Pues, yo soy de Lyford Texas, Texas. Nací en Harlington, Texas. Y gradué de **high school** en **two thousand one**. Y me metí en el Army **en two thousand one**, dos meses cuando acabé **high school**. Y he estado en el Army por ya... en agosto, voy a completar once años. Y apenas me... me... el Army **let me sign out for** dos años para completar mi **bachelor's degree** en **psychology** aquí en UTPA. Y es lo que estoy haciendo ahoritita para ser un oficial... un **officer** en el Army. **So**, eso es lo que estoy haciendo ahoritita.

S: Oh, pues ahora hay más... pues más educados, más como mis papás pues no... no sabían leer, no sabían escribir, ahora ya hay más de eso. Más educados, **more education**.

# ESTEREOTIPOS

- Educación pública × educación privada
- Buenos estudios solo para los privilegiados
- Vida en campus × vida en la familia
- Grupos separados de alumnos
- Bullying
- Estudiantes sin techo
- Armas y violencia
- Racismo
- Xenofobia



**Not sure if Im getting  
an education**



**Or getting ripped-off**

MEMEBASE.com

**CHARGES YOU \$40,000 FOR YOUR  
EDUCATION**



**SO BRO, I'M GOING TO NEED ANOTHER  
\$50 TO PRINT YOUR DIPLOMA**

GIFSec.com

**MAKES YOU PAY  
100 GRAND**

**BEGS FOR DONATIONS  
AFTER GRADUATING**

**MAKES YOU PREPAY  
FOR MEAL PLAN**

**DOESN'T REFUND  
UNUSED MEALS**

**\$240 FOR A YEAR  
OF PARKING**

**NO GUARANTEED SPOT**

**SHOWS YOU ONE  
DORM ON TOUR**

**ONLY NICE DORM ON  
CAMPUS**

**CONVINCES YOU TO  
TRANSFER**

**WON'T ACCEPT THOSE  
CREDITS**

**DIVERSE GROUP OF  
STUDENTS ON BROCHURE**

**ONLY 5 NON-WHITE  
KIDS ON CAMPUS**

**"FOLLOW THE 4-YEAR PLAN AND  
YOU'LL GRADUATE ON TIME"**

**CAN'T GET INTO  
REQUIRED CLASS**

**COPY OF YOUR  
TRANSCRIPT?**

**\$50**

**FINANCIAL AID?**

**BITCH PLEASE**

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# HOMELESS STUDENTS

A survey of nearly 86,000 students taken last fall by The Hope Center for College, Community and Justice found that homelessness affected 18% of respondents attending two-year colleges, and 14% of those attending four-year institutions. The number who said they had experienced housing insecurity, such as difficulty paying rent, was much higher, at 60%, among those attending two-year schools, and at 48% for those enrolled in four-year institutions.

A combination of factors, including rising tuition, financial aid packages that fail to keep up with the costs of food, gas and child care, and an overall lack of affordable housing have fueled the homelessness crisis among college students.

- <https://eu.usatoday.com/story/money/2019/06/10/homelessness-among-college-students-growing-crisis/3747117002/>
- <https://www.youtube.com/watch?v=ck-89phIXsM>

## NEARLY 86,000 STUDENTS PARTICIPATED. THE RESULTS INDICATE:

- 45% of respondents were food insecure in the prior 30 days
- 56% of respondents were housing insecure in the previous year
- 17% of respondents were homeless in the previous year

## LOS HISPANOS MÁS OPTIMISTAS EN CUANTO AL VALOR DE LA EDUCACIÓN UNIVERSITARIA EN COMPARACIÓN CON LOS ESTADOUNIDENSES

- In K-12, Hispanics have lower levels of educational attainment, are less likely to be enrolled in early childhood education, and have lower mean reading and math scores than other groups.
- Many Latino students are concentrated in schools with high degrees of poverty.
- Latinos' high school dropout rates still remain higher than other groups, and they are less likely to graduate high school on time than other groups, except for African-Americans.
- Latinos have lower mean scores in all areas of the SAT and on the ACT than do white or Asian college-bound seniors.
- At the college level, the majority of Latino students are concentrated in a small number of institutions identified as Hispanic-Serving Institutions (HSIs).
- While Latinos have increased college degree attainment in the past 10 years, they are still behind most other groups, and represent a lower percentage of students in graduate programs.

[https://www.huffpost.com/entry/the-state-of-latinos-in-higher-education\\_b\\_7595590](https://www.huffpost.com/entry/the-state-of-latinos-in-higher-education_b_7595590)

# NORMA V. CANTÚ

CHAIR OF THE U.S.  
COMMISSION ON CIVIL RIGHTS

- Professor of Education and Professor of Law at the University of Texas, Austin
- Specializing in the Americans with Disabilities (ADA) Act and education law
- Chair of the U.S. Commission on Civil Rights



# ITZEL LUNA

## FIRST-GEN MEXICAN - AMERICAN ACCEPTED INTO FIVE IVY LEAGUE SCHOOLS

- First-generation college student
- Harvard, Brown, Princeton, University of Pennsylvania, Columbia
- Communications and political science

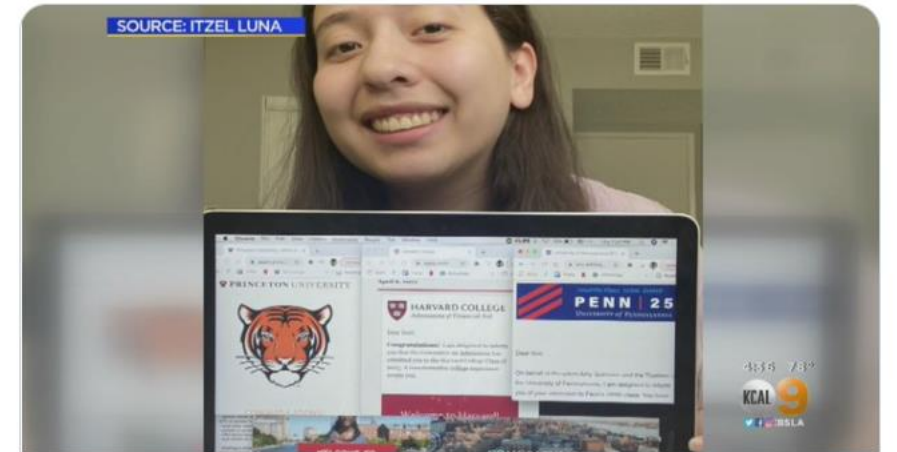
Of the five Ivy Leagues she was accepted to, Princeton has the lowest population of Latino students, according to data compiled by The College Monk, with just 5.85 percent. UPenn follows with 9.8 percent, Brown with 11 percent, Harvard trails at 12 percent, and Columbia has the largest population of Latino students among the Ivy Leagues she was accepted to with 16.3 percent.



**Adriana Chavira**  
@adrianachavira



Proud teacher moment: I've had Itzel since her freshman year & have seen her blossom into the student journalist she is today. She has the tough choice of selecting which college to attend: Harvard, Princeton, Columbia, Brown, UPenn, Stanford or USC.



Sylmar Teen Accepted To 5 Ivy League Schools And Stanford  
Itzel Luna, a senior at Daniel Pearlman Magnet High School, has been accepted to not one, not two, but five Ivy League Universities — Harvard...  
[losangeles.cbslocal.com](https://losangeles.cbslocal.com)

6:12 AM · Apr 9, 2021



♡ 281    💬 19    ↗ Share this Tweet

<https://hiplatina.com/itzel-luna-first-gen-ivy-leagues/>  
[Ivy League demographics](#)

# TEACHER OF THE YEAR 2021

- Juliana Urtubrey
- First Latinx to be named the National Teacher of the Year since 2005
- First educator from Nevada to win the award
- Came to the US from Colombia as a child
- Attended a bilingual school
- Is now a bilingual educator

*My job is to make sure I help my students find their strenghts.  
Kids with thinking and learning differences have so many possibilities, so much potential, and it's just my job to find it, make them believe it and then help them grow.*





## **Bilingual background**

Urtubey — who was born in Bogota, Colombia, and raised in Phoenix — earned a bachelor’s degree in bilingual general education and a master’s degree in bilingual special education from the University of Arizona. She taught in bilingual schools in Tucson, Arizona, for a few years before moving to Las Vegas and has taught in the Clark County School District since 2013.

Urtubey, who was born in Bogota, Colombia, is a member of Ebert’s Teacher Advisory Cabinet. She’s passionate about “closing cultural and linguistic gaps that can exist between educators, students, and families” and works with students who face learning, mental, emotional or physical challenges, according to the release.

“Juliana represents the best and brightest of Nevada’s educators through her passion for understanding and meeting the unique needs of their students,” Sisolak said. “During this challenging time for our State, it is more important than ever to recognize and uplift the dedicated teachers who continue to make learning engaging and accessible for students.”

As the National Teacher of the Year, she’ll receive a paid year off from classroom duties, which will be covered by the state and district, while the council arranges travel and speaking tours, according to the organization’s website.

The Teacher of the Year frequently represents teachers in committees and councils, and serves as an advocate for the profession.

# TEACHER OF THE YEAR 2021

- 2009 Bachelor's degree in bilingual elementary education
- 2011 Master's degree in Special bilingual education
  
- 2018 Roger's Foundation Heart of Education Winner
- 2019 Chicanos Por La Causa Esperanza Latina Teaching Award
- 2019 Hispanic Education Association of Nevada Teacher of the Year
  
- <https://www.thearynews.com/local/education/nevadas-teacher-of-the-year-focuses-on-holistic-education-2195913/>
- <https://www.reviewjournal.com/sports/raiders/raiders-honor-national-teacher-of-the-year-from-las-vegas-2353671/>



# PROUD 1ST GEN LATINXS



academiclatina



1 074 likes

hip\_latina Congrats to first gen grads like Jennifer from Sinaloa who is pursuing a doctorate. 🍷💕

Posted @withregram · @academiclatina Alexa, play DÁKITI 🐱🔥 So, your girl gets her M.A. en route to her PhD and so we couldn't not make it @badbunnypr 🥳🍷

#firstgen #graduation2021 #firstgengrad #latinagraduate #graduationday 🍷



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christianleenavarro I always felt in my heart there was more story to tell here.

A gay, Mexican-American, son of immigrants, alone in a country that hasn't been the most welcoming. After the events of 13 Reasons Why, where has this man and his iconic Cherry Red Mustang ended up? Would you be interested in finding out? Where do you think Tony is?

I'll tell you what I think....

Two words. World Champ.

Like the post and leave a comment below. Tag @netflix @netflixlat when you do. #MakeltHappen #SiSePuede



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Imperial Valley California

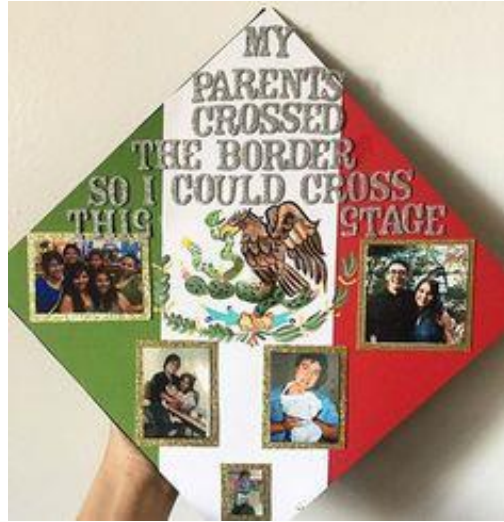


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medicalprofession07 Soy Doctora! 🇲🇪 I was born in Brawley and raised in El Centro in the Imperial Valley, CA. I am a first generation college student and proud daughter of a Mexican immigrant 🇲🇪. My journey in medicine was a long and challenging one but it was worth every sacrifice.

I hope to inspire little girls and young women around the world to join the medical field. Be unafraid to go out and get what you want. If I did it, you can too. Si Se Puede!

@mexycana\_



## OTROS RECURSOS Y PROGRAMAS

- El futuro del español en Estados Unidos: la lengua en las comunidades de migrantes hispanos  
<https://www.fiile.org.ar/uploadsarchivos/elfuturodelespanolenestadosunidos.pdf>
- Excelencia in Education =  
<https://www.edexcelencia.org/research>

Stand together  
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BASTA DE VIOLENCIA Y RACISMO



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