**"No entiendo" La experiencia educativa de los latinos Transcript**

<https://youtu.be/lVyTGDwawz0?si=Yo2GqNDh8HMGXtYC>

Today, there's a variety of accommodations for Spanish-speaking students. But that wasn't always the case. In the past, they were sent to segregated schools and still faced challenges today. The challenges of Latino education range from poverty to lack of academic support, resources, and racial discrimination.

One of the major challenges is how American schools strip Latino students of their language and culture. Latino students who cannot learn using their first language struggle in school because they cannot understand the teacher's English instructions. If students cannot get the specialized help that they need, they will not understand the assignments. Due to not giving Latinos specialized needs, teachers saw Latinos as lazy or dumb, but in reality, they are just not given the help they need to understand the assessments. Stripping Latinos of their language in schools is stripping them of their chance to learn and their chance to break the cycle of Latino dropouts.

This issue has been ongoing since the beginning of Latino education in America. In the 1870s, throughout the Southwest, Latino students were often made to attend separate schools based on their complexion and last name. These schools were frequently barebones facilities that lacked basic supplies and sufficient teachers. Many of them did not offer the full 12 years of education and only had vocational classes. In the 1930s, as the Mexican population grew in the United States, students were being sent to separate nearby barn schools to be “Americanized.” Americanization was a way to strip Mexican students of their culture, with the belief that eliminating Spanish was necessary for students to properly learn and become proper American citizens. By the 1940s, up to 80% of some Latino children were attending separate schools.

In the 1940s, a young girl named Sylvia Mendez was turned away from an all-white school in Orange County, California. Instead of attending the well-equipped 17th Street Elementary, she was told to go to Hoover Elementary, a rundown two-room shack. The Mendez parents, along with four other families, fought back and filed a class action lawsuit against Orange County school districts on February 18th, 1946. After seven long months, Judge Paul J. McCormick ruled that the school districts discriminated against Mexican-American students and violated their constitutional rights. Although the school districts attempted to challenge the ruling, the Ninth Circuit Court of Appeals agreed with McCormick. Thanks to this case, segregation was officially ended in California.

By the 1960s and 1970s, students began to take action. In 1968, in Los Angeles, California, 15,000 students walked out of their classes to protest for access to education for Latino youth. Similarly, in 1970, in Milwaukee, Wisconsin, 150 Latino students staged a sit-in at the University of Wisconsin-Milwaukee to demand resources and representation for Latino students. This led to the founding of the Spanish Speaking Outreach Institute. Out of the changing attitudes after these protests, American schools started to develop multilingual programs. One such program is the dual language immersion program in Beloit, Wisconsin, which offers students instruction in Spanish for half of the day and English for the other half.

One of the people responsible for bringing the Dual Language Immersion Program to Beloit was Rosa Maria Laursen, who continues to bring multilingual programs to other school districts. Multilingual programs use more than one language to teach students. This approach is necessary because many Latino students are bilingual or multilingual and may not speak English at home. When everything at school is in English, it becomes more difficult for these students to access the content that teachers are trained to deliver. There is a term called “linguicism,” which refers to discrimination based on the languages people speak.

Historically, education for Latinos has not been of high quality. The funding available for education and the investment needed for multilingual programs have been insufficient. It is crucial to continue striving for change and to prioritize Latino representation and opportunities in education.

Resources such as Dual Language Immersion and Beloit’s Multicultural Teacher Scholarships are offered for Latino students in Beloit, Wisconsin. The Beloit Multicultural Teacher Scholarship, a partnership with the State Line Community Foundation, provides $5,000 per year for four years to students pursuing a teaching career. Beloit also offers a Latino studies class to high school students, with hopes to expand this class to other school districts.