

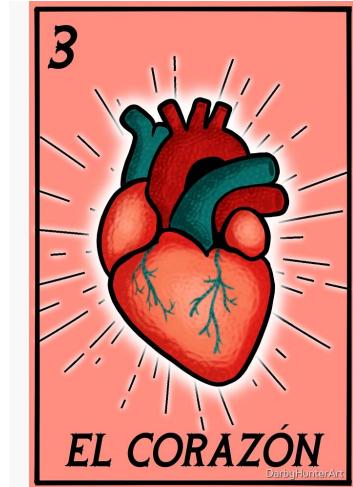
Counseling with Corazón

Norma Valdez Jimenez, Puente MaS Counselor, Contra Costa College
Melissa Aguilar, Co-Director, Student Success Center, De Anza College & Puente Trainer

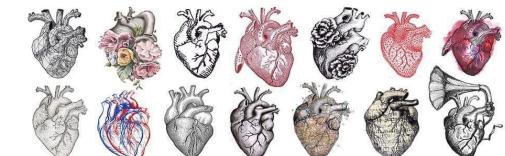
Cañada College, October 2024

Goals for Today

- ❑ To reconnect to the heart of our counseling practice.
- ❑ To understand the Puente model & the unique role of the Puente counselor.
- ❑ To explore our own experiences as math and English learners; to connect to areas of struggle and success as students.
- ❑ To disrupt STEM and math biases.
- ❑ To examine the language we use in our counseling practice in relation to STEM, math, and English advisement.
- ❑ To share resources.



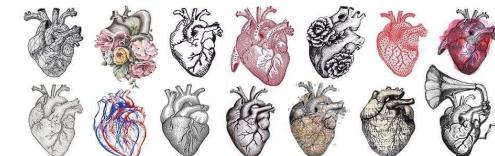
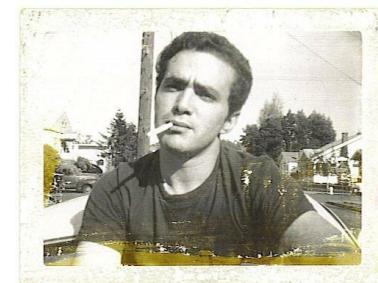
DESIGN BY DARBY HUNTER



Norma Valdez Jimenez



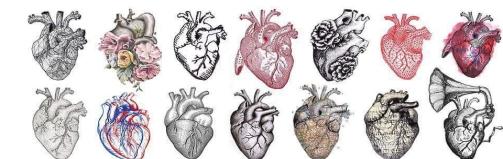
- ★ Over 15 years of experience as a Puente practitioner
- ★ 2nd year co-coordinating Puente MaS
- ★ Designed counseling curriculum for Math Jamin partnership with math faculty
- ★ First-gen community college transfer student
- ★ Daughter of Mexican immigrants from Jalisco
- ★ Granddaughter of a bracero
- ★ Published poet



Melissa Aguilar



- ★ Descendant of Great Thinkers, Architects, Astronomers, Doctors, Artists, Scientists, Mathematicians, Writers, and Educators
- ★ Granddaughter of a Bracero
- ★ 1st-Born Gen Daughter of Immigrants
- ★ Daughter of a CCC Alum
- ★ Head Start Graduate
- ★ 24 Years of Math Teaching & Learning
- ★ *Lesbiana*
- ★ STEM Justice and Equity Agent & Accomplice for Change



Community Agreements



Invitation to...

- establish brave space
- take space/make space
- honor confidentiality
- be present
- speak your truth, let others speak theirs
- together we know a lot**
- no fixing, no saving
- turn judgement into wonder**
- embrace imperfection
- expect and accept non-closure



from Just Lead Washington

Energizer

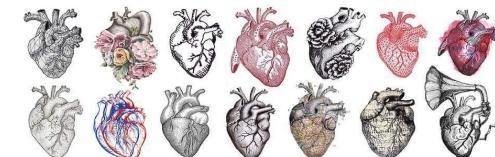
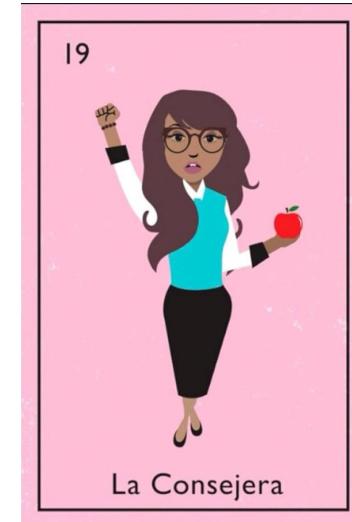
GETTING TO THE HEART OF THE MATTER: RECONNECTING TO THE CORAZÓN OF YOUR COUNSELING PRACTICE



After you find your partner, take 5 minutes each to answer the following questions:

What values, philosophies, and/or practices are central to your work as a counselor?

What does “counseling with corazón” mean to you?



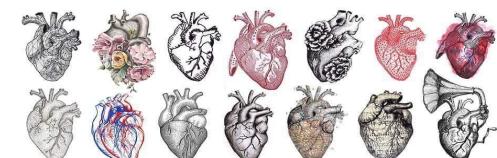
The Puente Project



- ✓ Puente Club
- ✓ Cultural/Social Events
- ✓ 4-yr colleges & universities



The Puente Project mission is to increase the number of educationally underrepresented students who enroll in four-year colleges and universities, earn college degrees and return to the community as mentors and leaders to future generations.



Puente MáS (Math & Science)

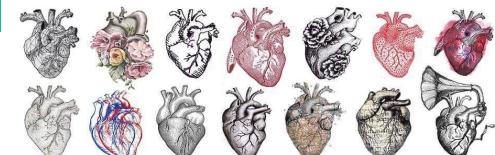
For STEM -related majors (Science, Technology, Engineering, Math)



- ✓ Puente Club
- ✓ Cultural/Social Events
- ✓ 4-yr colleges & universities



[Click here for
Puente MaS
Activities Calendar](#)



Puente Counseling



Holistic

Focus on all segments of well-being (mind, body, spirit). Engage emotions. Role is multifaceted: **teacher, counselor, mentor.**

Intrusive

Proactive, intentional, and comes from a loving place.

Cariño

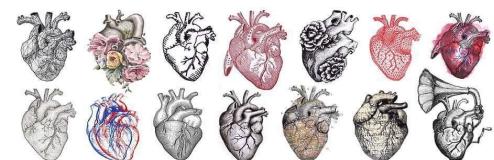
Making yourself available, accessible, welcoming, and dependable.

Model

Setting example through behaviors, boundary setting; referring out when out of scope. Self-disclosure.

Empowering

Setting high expectations with high support that promotes confidence and self-reliance





SNAPSHOT OF COUNSELING CALENDAR

Simultaneously teaching Personal Development course & co-coordinating program.

PHASE 1 (First semester current cohort)

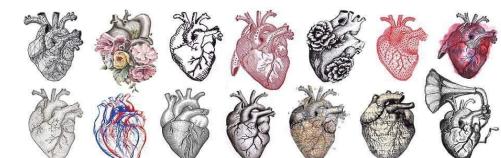
- Holistic, wrap-around recruitment & onboarding
- Identifying areas of need + referrals
- First draft of Student Educational Plan

PHASE 2 (Second semester current cohort)

- Case management: grade checks, customized follow-up & referrals
- Recruiting new cohort
- Transfer: UC TAP, Financial Aid, CSU Transfer Planner
- Update Student Educational Plan
- Verify enrollment, financial aid application

PHASE 3 (Ongoing until transfer, previous cohort students)

- Case management: update ed plan, transfer admissions applications
- Opportunities & connections (internships, networking, scholarships, letters of recommendation)

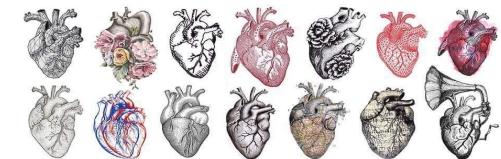


Dear Math OR English....



Take a moment to reflect and write a “Dear Math” OR a “Dear English” letter:

- What are your greatest math/English strengths?
- How have you engaged with math/English in your career or life?
- What would you have liked more of in math/English classrooms?



Strong Lines



In pairs, partner A and B...

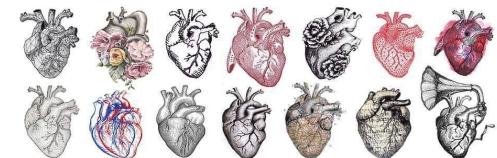
1. Partner A reads Dear letter
2. Partner B listens & identifies strong lines.
3. When done reading, partner B will reflect back one or more strong lines
4. No discussion, Partner B ends with a “thank you, for sharing”

Repeat with Partner B reading their letter

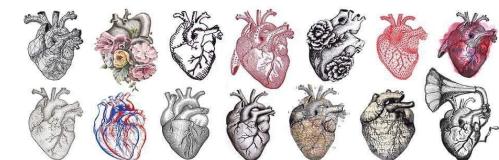


Share Out

What were some strong lines you heard?



BREAK



Math Trauma & Resilience

Our math stories are shaped by our socialization

- Messages we receive
- What we learn to believe about ourselves
- Racialized associations
- Gendered associations

Negative experiences lead to

- Anxiety
- Fear
- Lack of confidence
- Avoiding math

Mathematical Resilience

- Growth mindset
- Personal value in math achievement
- Willing to engage and struggle
- Ability to effectively recruit support

Role of Teachers and Counselors

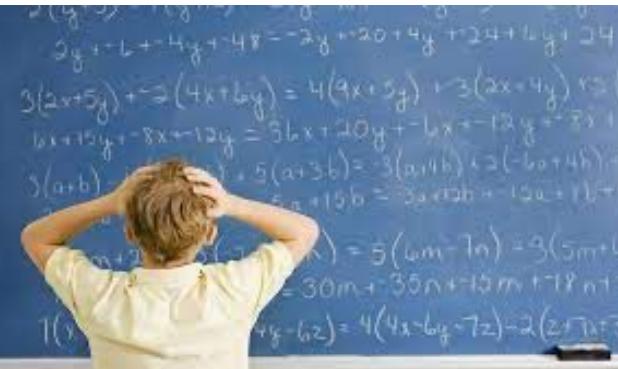
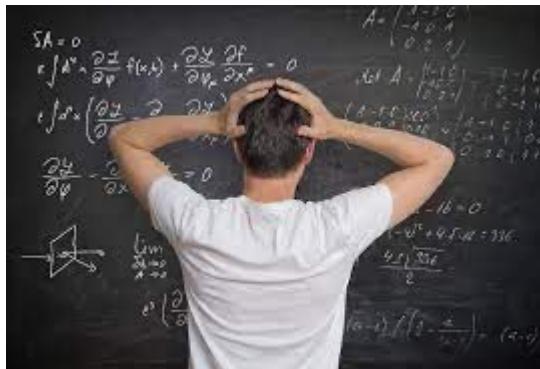
- Highly sensitive, intuitive, and flexible
- Attend to emotions around math
- Acknowledge complex networks of histories, demands, and influences on students (Andragogy)

Math Biases, Stereotypes & Perceptions



Google search: “Doing Math”

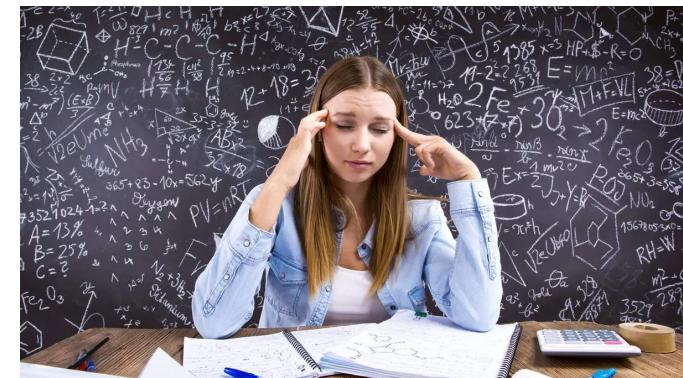
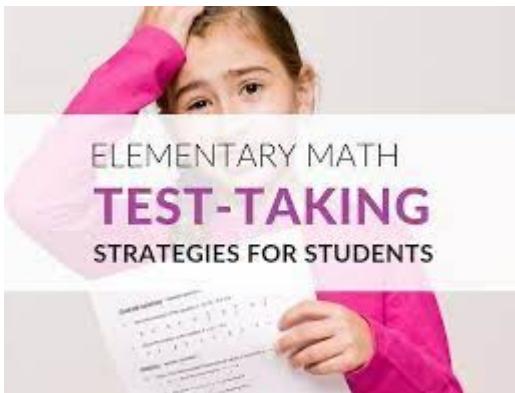
Three out of the first six human images



Math Biases

Google search: “Math Test Taking”

Three out of the first six human images

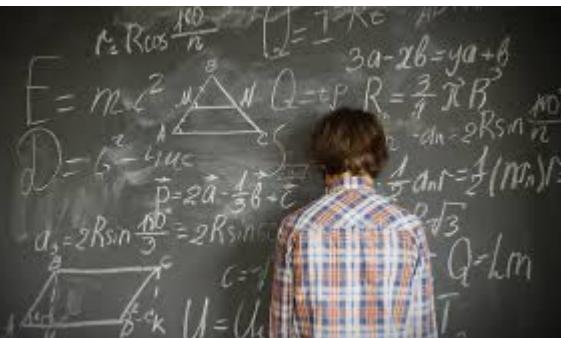


Math Biases



Google search: “Math Class”

Three out of two dozen human images

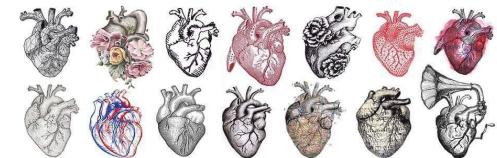


English Biases



Are similar biases prevalent in English?

What about for English Language Learners?



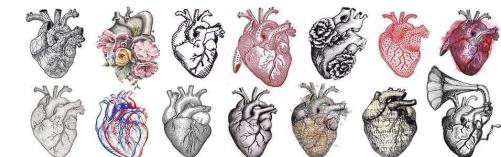
Reframing Conversations



Messaging our students hear...

***“You’ll be stuck here for another
2-3 years because of math.”***

How can we reframe the messages our students hear?



Reframing Conversations

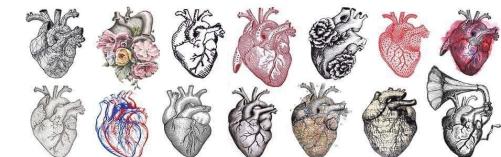


Messaging our students hear...

“Nursing courses are really hard.

Did your parents make you take this major?”

How can we reframe the messages our students hear?



Reframing Conversations

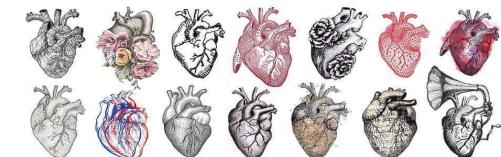


Messaging our students hear...

“Oh, that’s going to be a lot of math and science.

Take these classes instead– it’s easier.”

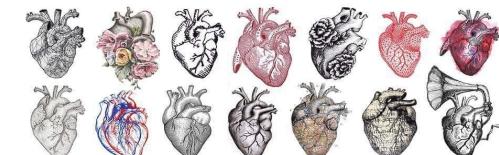
How can we reframe the messages our students hear?



STEM Igniting the Spirit

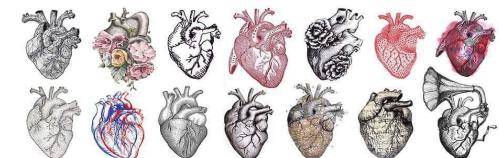
A portrait of Dr. Chris Emdin, a Black man with a beard and glasses, wearing a grey fedora and a dark blue blazer over a white shirt. He is smiling and looking towards the camera.

**INTERVIEW
WITH
DR. CHRIS
EMDIN
ON STEM
IGNITING THE
SPIRIT**



Questions to consider...

- What are your **impressions of**, and **reactions to**, what Dr. Emdin speaks of?
- What did he speak of that **connects to** your experiences, **or challenges** the way you've thought, of STEM?
- What are some examples of how we can **change the language and messaging** we give our students especially around STEM?
- How **confident** are you in your STEM ed plans?

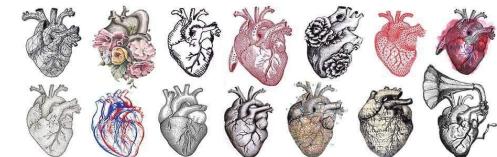


Tools

[Puente Project](#)

[Puente MaS linktree](#)

[Scientist Spotlights Initiative](#)



Closing

EXIT TICKET: Take a post it note and respond to at least ONE of the following statements...

I used to think _____, but now I think _____.

I used to feel _____, but now I feel _____.

I used to do _____, but I am excited to try _____.

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aguilarmelissa@deanza.edu



**Thank
you!**

