

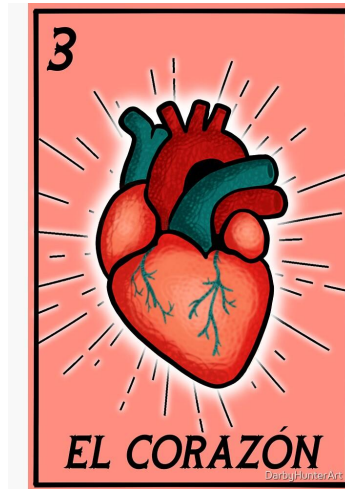
# Counseling with Corazón

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

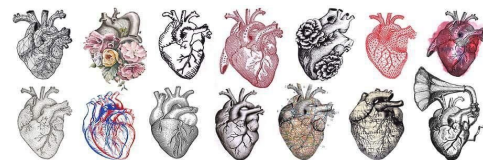
Cañada College, October 2024

# 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.



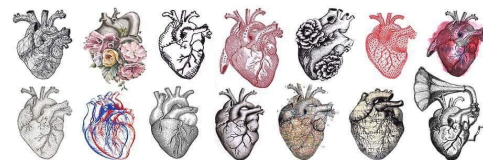
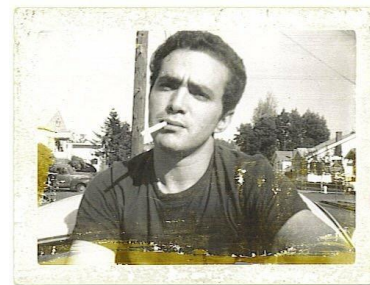
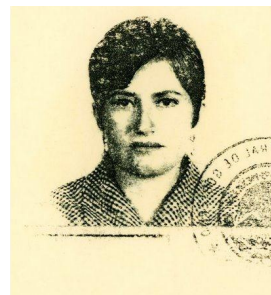
DESIGN BY DARBY HUNTER



# Norma Valdez Jimenez



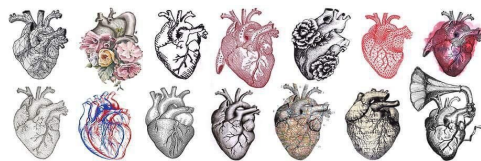
- ★ Over 15 years of experience as a Puente practitioner
- ★ 2nd year co-coordinating Puente MaS
- ★ Designed counseling curriculum for Math Jamin partnership with math faculty
- ★ First-gen community college transfer student
- ★ Daughter of Mexican immigrants from Jalisco
- ★ Granddaughter of a bracero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

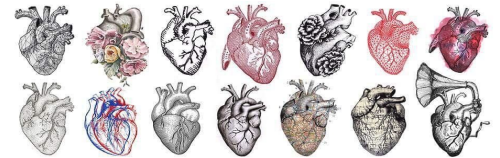
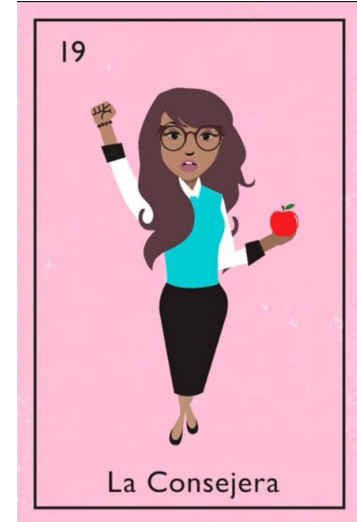
GETTING TO THE HEART OF THE MATTER: RECONNECTING  
TO THE CORAZÓN OF YOUR COUNSELING PRACTICE



**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?



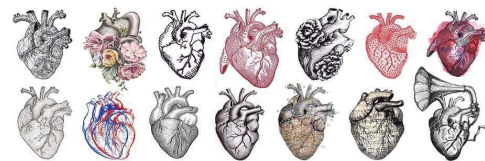
# The Puente Project



- ✓ 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)

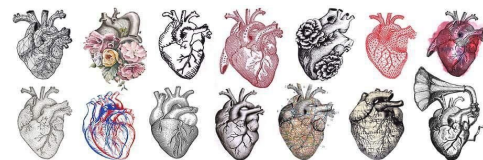
For STEM -related majors (Science, Technology, Engineering, Math)



- ✓ 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

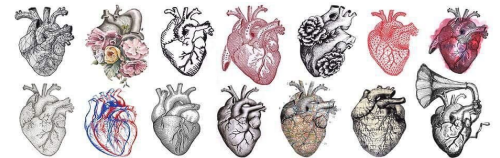
Making yourself available, accessible, welcoming, and dependable.

## 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



## 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

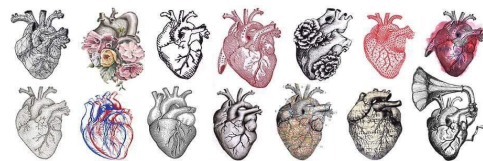
## PHASE 3 (Ongoing until transfer, previous cohort students)

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



## SNAPSHOT OF COUNSELING CALENDAR

*Simultaneously  
teaching Personal  
Development course  
& co-coordinating  
program.*

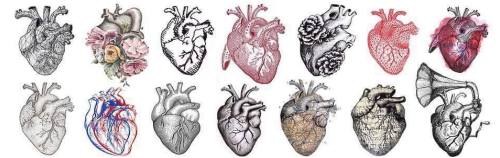


# Dear Math OR English....

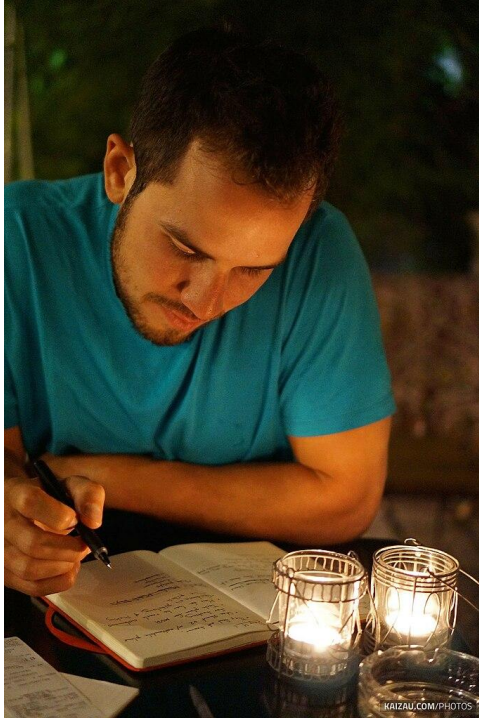


Take a moment to reflect and write a “Dear Math” OR a “Dear English” letter:

- 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...

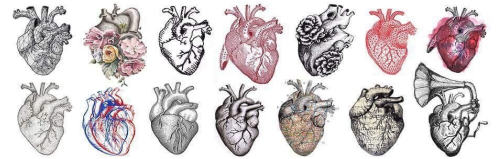
1. Partner A reads Dear letter
2. Partner B listens & identifies strong lines.
3. When done reading, partner B will reflect back one or more strong lines
4. No discussion, Partner B ends with a “thank you, for sharing”

**Repeat with Partner B reading their letter**

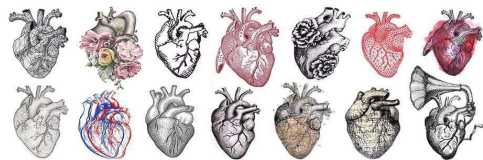


# Share Out

**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

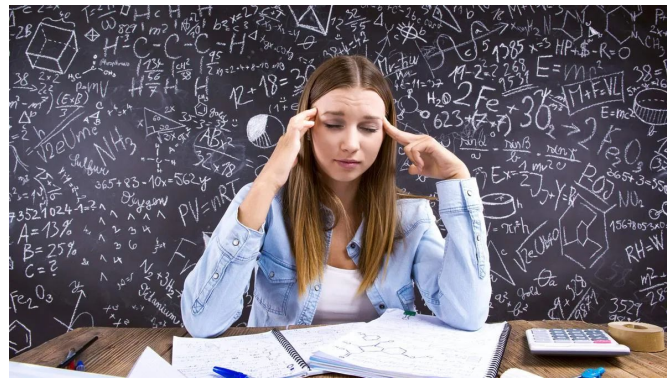
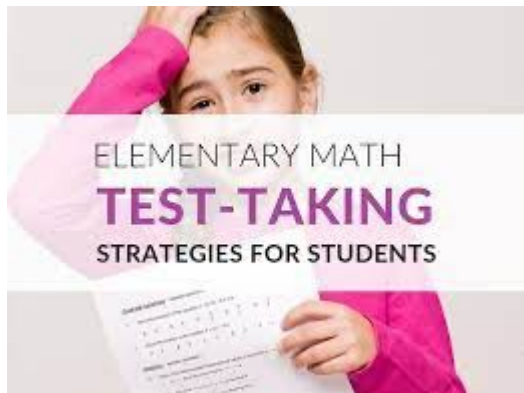


# Math Biases



Google search: “Math Test Taking”

Three out of the first six human images

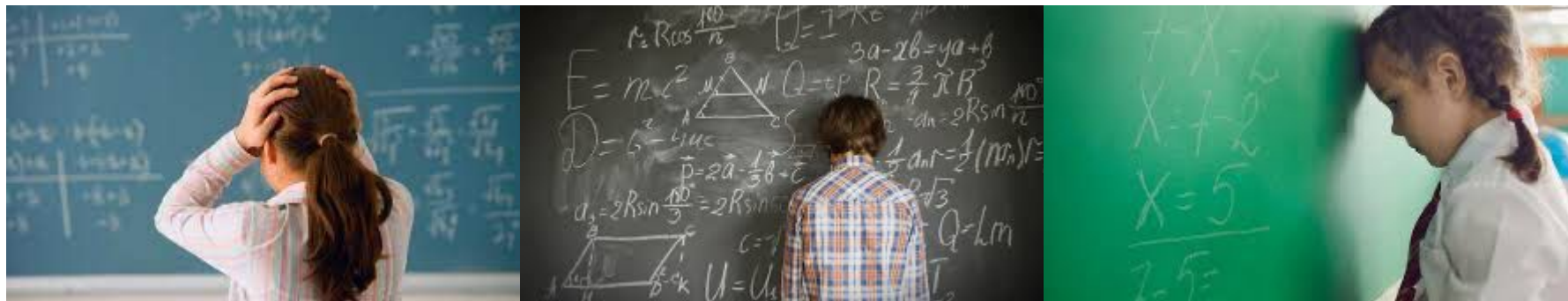


# Math Biases



Google search: “Math Class”

Three out of two dozen human images

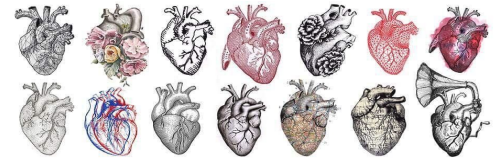


# English Biases



**Are similar biases prevalent in English?**

**What about for English Language Learners?**



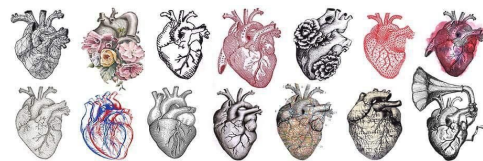
# Reframing Conversations



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

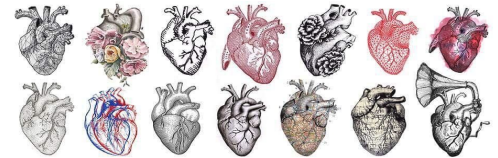


## Messaging our students hear...

*“Nursing courses are really hard.*

*Did your parents make you take this major?”*

## How can we reframe the messages our students hear?





# Reframing Conversations

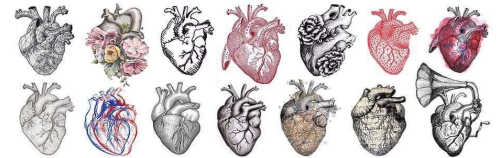


## Messaging our students hear...

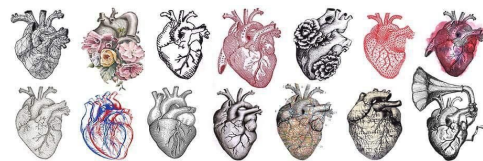
*“Oh, that’s going to be a lot of math and science.*

*Take these classes instead– it’s easier.”*

## How can we reframe the messages our students hear?

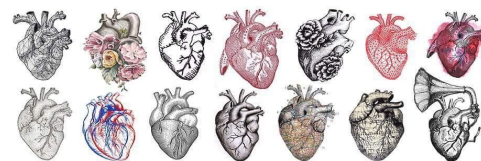


# STEM Igniting the Spirit



# 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?

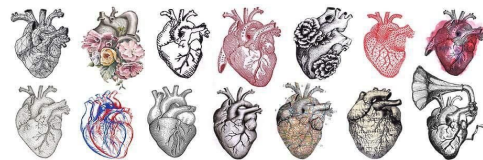


# Tools

[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](mailto:aguilarmelissa@deanza.edu)



*Thank  
you!*

