Joven Noble

Alamosa School District

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Joven Noble is a culturally responsive program that teaches students social-emotional skills, conflict resolution, and positive decision-making. The goal of offering this program to students in the Alamosa School District was to help them build respect, accountability, and leadership while fostering healthy relationships with peers, family, and the community.

Planning and implementing Joven Noble involved several dedicated individuals. Two Alamosa School District Parent Liaisons played key roles in connecting with students, identifying their needs, and helping organize resources. Jamie Dominguez, co-founder of Shooting Stars Cultural and Leadership Center, a non-profit located in Alamosa, contributed expertise in student engagement and activity coordination. Together, this team coordinated logistics, developed the Joven Noble workshops, and supported students throughout the process, ensuring that each workshop was well-organized, accessible, and meaningful.

Joven Noble was implemented as a structured 12-session circle process. The program incorporated teachings centered around Conocimiento (acknowledgment), Entendimiento (understanding), Integración (integration), and Movimiento (movement), which guided students in developing self-awareness, understanding their cultural identity, and building positive decision-making skills. Through guided discussions, storytelling, mentorship, and reflective activities, students explored topics such as identity, relationships, responsibility, and leadership. The circle process provided a safe and supportive environment where students were encouraged to share their experiences, listen to others, and build trust within the group. As students gained confidence in their voice and identity, they demonstrated improved engagement in school, healthier peer relationships, and an increased ability to manage conflict in positive ways. By addressing both emotional well-being and cultural connection, Joven Noble contributed to a more positive school climate and supported long-term student success.

Joven Noble was evaluated through pre- and post-evaluations that measured student growth in areas such as self-awareness, confidence, emotional regulation, communication skills, and decision-making. Facilitators also observed participation, engagement levels, and behavioral changes throughout the 12 sessions. One challenge was consistent attendance and maintaining student engagement, as many students faced outside responsibilities or barriers that impacted participation. Additionally, building trust took time, as students initially felt hesitant to share personal experiences. However, as the circle developed, students became more open and supportive of one another.

For successful replication of this practice, practice organizers stressed the importance that facilitators receive proper training in the Joven Noble curriculum and understand the cultural foundation of the program. Facilitators need the ability to relate to students through authentic connection, life experiences, and storytelling that reflect an understanding of the challenges youth faced.