

November 2021

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WEBINAR - November 10, 2021

**Hidden Biases Of Good People:
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DIBBLE NEWS



Me & My Emotions: A Free New Digital Resource for Teens!

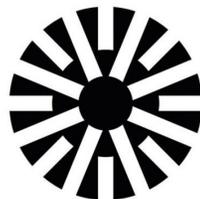
The pandemic has had a lasting effect on youth mental health. Moved by a desire to reduce youth's toxic stress and increase their resilience, The Dibble Institute, in partnership with a team of students and alumni from ArtCenter College of Design and author Carolyn Curtis, PhD, is releasing [Me & My Emotions](#)—a new, free adaptation of our beloved *Mind Matters* Curriculum.

The mobile-friendly Me & My Emotions website features engaging graphics and bite-sized lessons teens can access and practice any time. This digital experience for teens aligns with the same skill sets available in *Mind Matters*:

- Self-Soothing and Mindfulness Practices
- Managing Stress Effectively
- Developing Empathy
- Developing a life of Intention
- Building and Using a Support System

Check out [Me & My Emotions](#) today and share widely!

THE LATEST



Pew Research Center

Rising Share Of U.S. Adults Are Living Without A Spouse Or Partner

In 2019, 38% of U.S. adults ages 25 to 54 were not living with a romantic partner, up from 29% in 1990, according to a new analysis of census data. Men are now more

likely than women to be unpartnered, which wasn't the case 30 years ago. Across a range of measures of economic and social status, unpartnered adults generally have different outcomes – often worse – than those who are married or cohabiting.

[Read more...](#)



THE ANNIE E. CASEY FOUNDATION

At Least 9 In 10 Youth Have Supportive Adults In Their Lives

This is heartening news for America's youth, as supportive adults at home and in the community play a vital role in fostering positive outcomes for youth. It is encouraging, too, that just before the COVID-19 pandemic hit, the vast majority of teens ages 14 to 17 were bolstered by adults whom they could rely on for guidance and safe communication.

[Read more...](#)



Influences Of Aces And Positive Childhood Experiences On Adolescent Depression And Anxiety

Adolescent depression and anxiety are major mental health concerns. This study of 3,426 socioeconomically disadvantaged adolescents finds that ACEs maltreatment and family dysfunction are two different risk dimensions for adolescent depression and anxiety. Positive childhood experiences at family are the strongest protective factors for children exposed to ACEs, followed by these in school and neighborhood. Early

interventions building positive relationships may benefit adolescent mental health.

[Read more...](#)

NEWS YOU CAN USE



Mathematica

Progress Together

Benefits Of The Success Sequence For Self-Sufficiency And Family Stability

Since the early 2000s, researchers and policymakers have used the term 'Success Sequence' to describe a policy approach for reducing poverty and improving economic opportunity for adolescents and young adults. The term refers to a series of milestones in life—most commonly defined to include high school completion, full-time employment, and waiting for marriage to have children—that are associated with escaping poverty and joining the middle class. These milestones are described as a sequence to emphasize that their order also matters. [This report](#) presents an analysis of that success sequence.

[Read more...](#)



Supporting Healthy Relationships For Youth Who Have Experienced Adversity

A new resource from the Marriage Strengthening Research and Dissemination Center provides a summary of key literature for healthy marriage and relationship education researchers and practitioners that can inform their work with youth who have faced adversity. The review identifies several promising approaches to support youth relationships, including trauma-informed programming, more rigorous program evaluations, and interventions tailored to the populations being served.

[Read more...](#)

The Forbes logo is displayed in white, serif font against a dark grey rectangular background.

Majority Of Teens Express Anxiety/Stress Of Returning To Classroom Full-Time

As students head back to their classrooms full-time, a new poll shows that a majority (52%) of teens do not feel prepared to deal with their anxiety and stress of returning. The new Navigate 360/Zogby Strategies Poll also shows that 50% would “want part of the curriculum to be spent learning about working on my social/emotional well-being.” This latest poll—the fourth in a series — continues to reveal several sources of student apprehension.

[Read more...](#)

TOOLS YOU CAN USE



Structural Supports To Promote Teacher Well-Being

This brief is one in a series aimed at providing K-12 education decision makers and advocates with an evidence base to ground discussions about how to best serve students during and following the novel coronavirus pandemic. Trauma-informed strategies and mindfulness supports for teachers reduce stress in ways that positively affect both teachers and students. Mindfulness trainings for teachers that explicitly teach ways to cope with stress have been shown to reduce teachers’ self-reports of emotional exhaustion and increase teaching effectiveness.

(Ed. Note – Some districts are using [Mind Matters](#) with their teachers to address pandemic stress as part of a professional development program.)

[Read more...](#)



Your Kindness Creates Kindness

Young children are biologically “wired” to be kind. Adolescents are also wired to be kind. But moving into the teen years, young people may face stress, peer pressure, and other challenging moments. Sometimes their kindness doesn’t show on their faces. It’s in everyday moments that parents must take a step back, and remember to see your children for who they are.

[Read more...](#)



How Parents And Children Can Learn Emotional Skills Together

If you’ve found yourself feeling like you don’t understand your kids more and more recently, you’re not alone. According to a study by the Pew Research Center, 79% of Americans see major differences between younger kids and older adults in the way they look at the world. You can better connect with your children and their communities by learning social-emotional skills alongside them.

[Read more...](#)

WEBINAR



November 10, 2021

The Hidden Biases Of Good People: Implicit Bias Awareness Training

The Dibble Institute is pleased to present an introductory webinar by Rev. Dr. Bryant T. Marks Sr. of the [National Training Institute on Race and Equity](#), which will provide foundational information on implicit bias. It will focus at the individual level and discuss how implicit bias affects everyone. Strategies to reduce or manage implicit bias will be discussed.

We are offering this workshop to our clients and friends because for us to create healthy relationships, we need to understand our hidden biases in order to acknowledge and manage them.

Objectives: Participants will understand:

- What is implicit bias?
- What does implicit bias look like in the real world?
- What causes implicit bias?
- How is implicit bias measured?
- How does implicit bias affect the person who holds the bias?
- How does implicit bias affect the attitudes and behaviors of the target group?
- How can implicit bias be reduced/managed at the individual level?

Presenter: Rev. Dr. Bryant T. Marks, Sr., Professor, Morehouse College

When: Wednesday, November 10, 2021, 9:00 am Pacific/12:00 pm Eastern

Duration: 3 Hours

Cost: \$35.00 per person

Register Now >

FUNDING STREAMS



Research Grants for Preventing Violence and Violence Related Injury

Deadline: January 14, 2022

The Centers for Disease Control and Prevention's National Center for Injury Prevention and Control (NCIPC) is soliciting investigator-initiated research that will help expand and advance our understanding about what works to prevent violence that impacts children and youth, collectively referred to as Adverse Childhood Experiences (ACEs), and what works to effectively implement ACEs prevention strategies. This initiative is intended to support evaluation and implementation research studies on primary prevention programs, practices or policies with universal or selected (i.e., have one or more risk factors that place them at heightened risk for violence) populations. Funds are available to conduct such studies focused on preventing child abuse and neglect and at least one other form of violence affecting children and youth, including teen dating violence, sexual violence, youth violence, and exposure to adult intimate partner violence.

[Learn more...](#)



THE FROST FOUNDATION

Grants Promote Positive Change in Louisiana and New Mexico

Deadline: December 1, 2021

The Frost Foundation provides support to nonprofit organizations in the states of Louisiana and New Mexico. The Foundation's areas of grant-making interest include education, human service needs, and the environment. Grants are focused primarily on 1) supporting exemplary organizations that can generate positive change beyond traditional boundaries, 2) encouraging creativity that recognizes emerging needs, and 3) assisting innovation that addresses current urgent problems. Priority is given to programs that have the potential for wider service or educational exposure than an individual community.

[Learn more...](#)



Elementary and Secondary School Emergency Relief Funds

\$122 Billion in ESSER Funding is available for schools obligated through 2023. This opportunity for communities and schools to partner together is a rare one-time funding opportunity to provide needed relief from adult and student trauma surrounding the COVID-19 Pandemic. [Watch a special Dibble webinar](#) explaining these unique funds and ask your local school district how you can support their ESSER plans to address Mental Health and Social and Emotional Learning.

[Learn more...](#)



PNC Foundation

The PNC Foundation supports educational programs for children and youth, particularly early childhood education initiatives that meet the criteria established through PNC Grow Up Great. Specifically, PNC Grow Up Great grants must:

- Support early education initiatives that benefit children from birth to age five; and
- Serve a majority of children (>50%) from low- to moderate-income families; and
- Include one or a combination of the following:
 - direct services/programs for children in their classroom or community;
 - professional development/workforce development for early childhood educators;
 - family and/or community engagement in children's early learning

The grant focus must include math, science, reading, vocabulary building, the arts, financial education, or social/emotional development. Visit the website to find a PNC Foundation in your region.

[Learn more...](#)

Not for Profit Hospital (NFP) Funds

All NFP hospitals have an obligation to the IRS to provide some form of community benefit work. There are designated funds to provide community programming that aligns with the needs shown by the hospital's Community Health Needs Assessment (CHNA). This information is collected every three years and publicly posted. By researching your local NFP's CHNA results, you may find opportunities to partner with their community benefit program to deliver teenage programs. Examples include classes for expecting or parenting teens, mental health support, nutrition courses, and more.

[Questions to ask your local NFP Tip Sheet](#)

Or, [read this case study](#) to see how one NFP in Arkansas funded their program for Love Notes



Blue Cross Blue Shield Community Partnerships

Blue Cross has partnerships with communities in each U.S. State. There are ongoing

funding opportunities and grants to deliver improvement for community health. Learn more about the opportunities near you.

[Search by your Region](#)

FUNDING STREAMS



Targeting Priority Populations and Areas with Replication of Effective Programs for Teen Pregnancy Prevention

Estimated Post Date: January 14, 2022

The Office of Population Affairs (OPA) anticipates the availability of FY2022 funds to support cooperative agreements for eligible entities to replicate programs that have been proven effective through rigorous evaluation to reduce teenage pregnancy, behavioral risk factors underlying teenage pregnancy, or other associated risk factors. Anticipated funds will be used to target specific populations and/or priority areas with effective programs and supports to complement and enhance replication of effective programs in order to have the greatest impact on reducing teen pregnancy and sexually transmitted infections (STIs).

[Learn more...](#)

