

Navigating Public Policy for Resilience



**Solidarity through Resilience:
A Convening of Hope
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Welcome!



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**Where might we have
influence?**

**(Even if we don't call it
policy work)**

How can policy build resilience?

- Access to Services
- Language Access
- School Support and funded services
- Immigration related eligibility
- Community Investment

➤ Policies determine who gets care and how care is delivered.

Policy can be influenced by:

- Sharing community stories and lived experiences.
- Collecting and elevating data

A few definitions

- **Advocating** – “turning the **resources** we have into the power we need to create the change we seek”
 - Lisa Hazirjian, Win Together Consulting
- **Networking** - the process of making **connections** and building relationships with people who have a common interest
- **Organizing** - a process of coordinating goals and activities to **resources**. Community organizing, in which communities come together to act in their shared self-interest.
 - What **resources** do we have?
 - What **resources** do we seek?
- **Public** – *of or concerning the people as a whole*
- **Resilience** - the capacity to withstand or to recover quickly from difficulties; toughness.
- **Strategic Navigation** - the dynamic, ongoing process of charting a course through complex, uncertain, and rapidly changing environments while maintaining core strategic intent

Starting with Why

- To navigate visions, values, conflicts and choices
- What is your why? -- Reflect
- What is their why? – Listen and reflect
- Sharing stories to strengthen relationships
- Identifying shared self-interests
- Sharing data and information to underscore shared self-interests



Where do you stand?



***Visions,
Values,
Conflicts and
Choices***

Require more fresh fruits and vegetables be served in all publicly funded school cafeterias.



Require parents to have their children vaccinated against measles before they can attend public school?



State Issued Identification

Allow immigrants to obtain limited-purpose state identification cards or driver's licenses regardless of immigration status.



What is Driver's License for All?



Minnesotans can get a Standard State Identification Card, Permit, or Driver's License without needing to provide proof of legal presence.



drive.mn.gov

STATES THAT OFFER ACCESS TO DRIVER'S LICENSE
regardless of immigration status



CALIFORNIA	NEW MEXICO
COLORADO	NEW YORK
CONNECTICUT	NEVADA
DELAWARE	OREGON
DISTRICT OF COLUMBIA	PUERTO RICO
HAWAII	UTAH
ILLINOIS	VERMONT
MARYLAND	VIRGINIA
MASSACHUSETTS	WASHINGTON
NEW JERSEY	

WHICH STATE IS NEXT?

AMERICA'S VOICE

SOURCE: NATIONAL IMMIGRATION LAW CENTER

In-State Tuition

Allow all students graduating from an accredited, in-state, NC high school to qualify for in-state, NC college tuition.

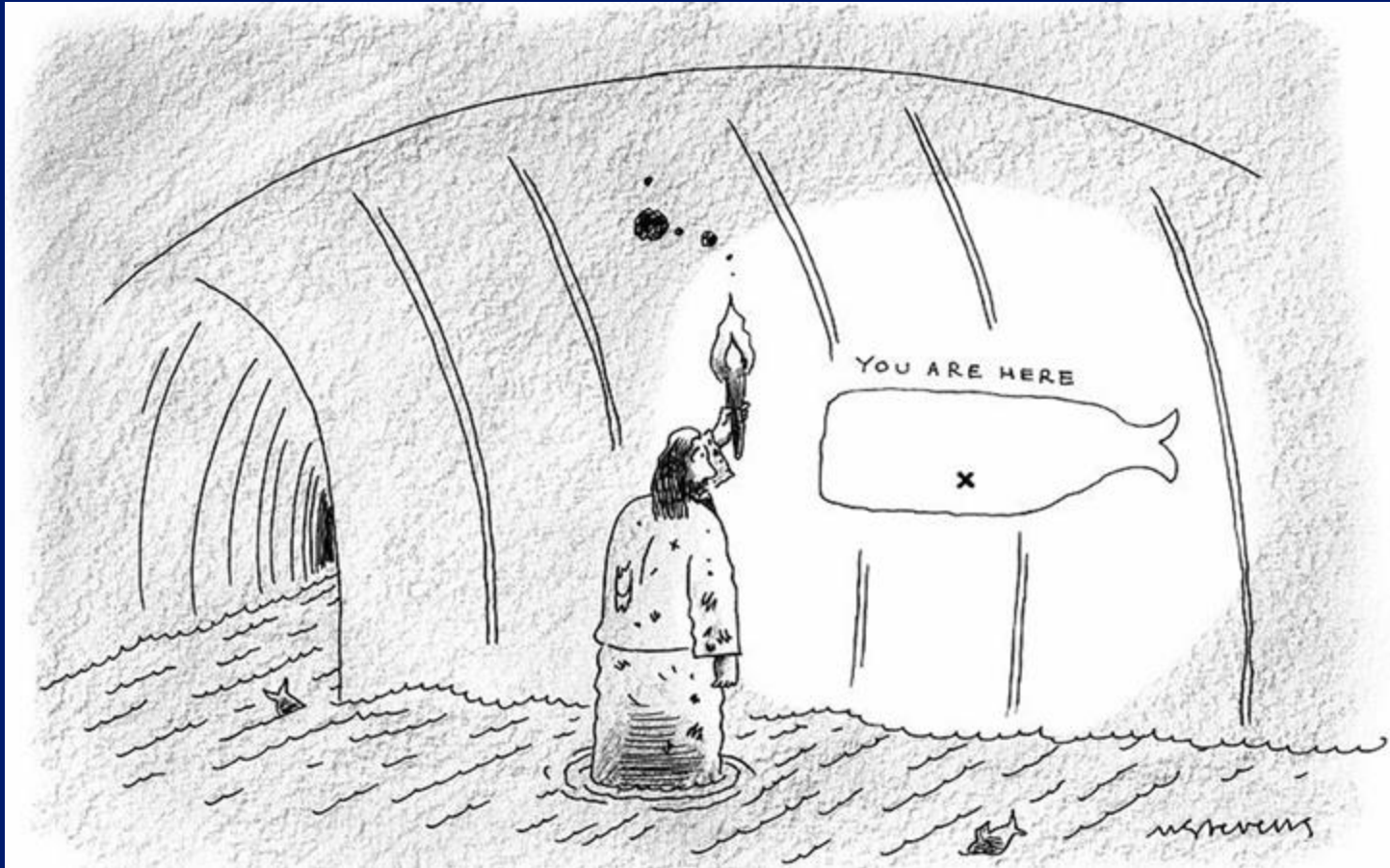


Early Childhood Care



- ❖ Public, universal, and voluntary
- ❖ Public, universal, and mandatory
- ❖ A private responsibility left up to parents

How did you know where to stand?



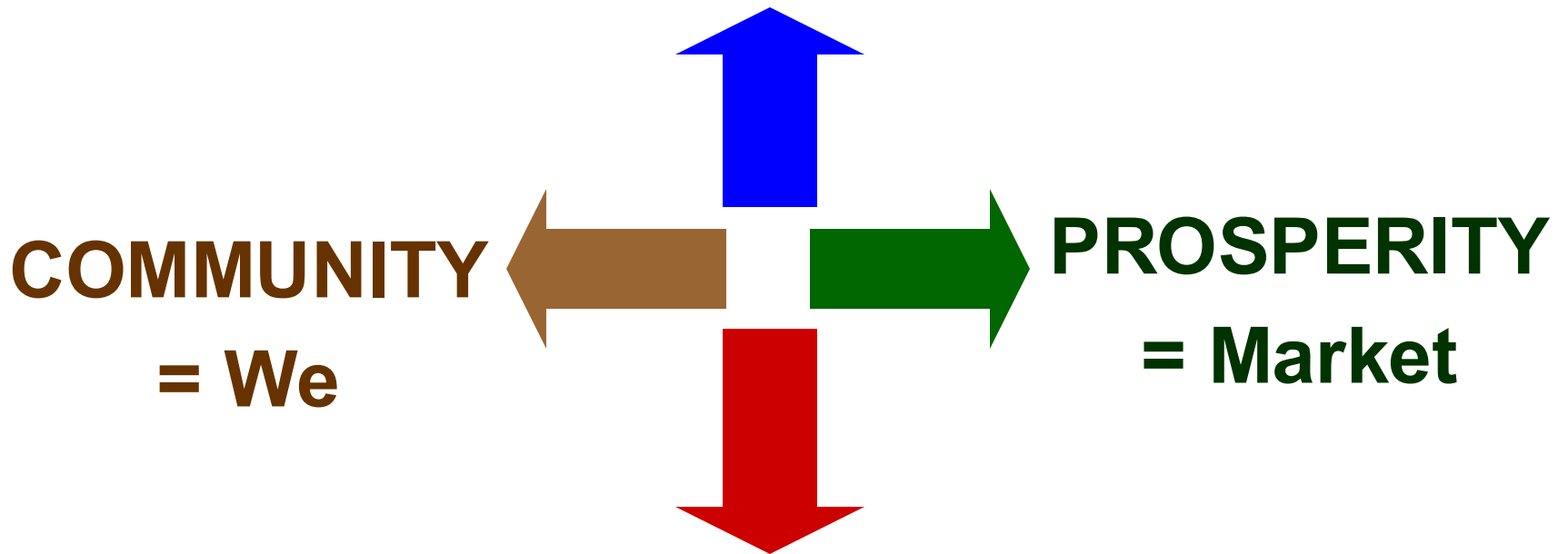
What are these choices about?



*Why do they
arise in the
context of
navigating
public policy
for
resilience?*

Values of the Public Good

LIBERTY = I



COMMUNITY
= We

PROSPERITY
= Market

EQUALITY = Groups

**These public
values frame
our visions
for our
communities.**



Values of the Public Good

LIBERTY

Freedom, choice, independence, access, autonomy, mobility, openness, transparency, discretion, individual rights, exceptions, exemptions, waivers, voluntary, opportunity, individuality, privacy, due process, accountability, participation, personal responsibility, self-determination, self-sufficiency, self-help, self-governing, self-rule

COMMUNITY

Safety, security, sense of place, belonging, identity, connection, attractive, appealing, welcoming, tradition, customs, culture, history, law, religion, the sacred, social responsibility, collective action, healthy, preservation, conservation, restoration, social and moral order, quality of life

PROSPERITY

Economy, efficiency, growth, profit, productivity, return on investment, development, incentives, competition, consolidation, centralization, commercialization, standardization, privatization, specialization, performance measurement, benchmarking, market rules, maximization, quantity of life, standard of living

EQUALITY

Fairness, justice, tolerance, acceptance, diversity, difference, equity, parity, comparable, equivalent, inclusion, representation, grandfathering, compensation, redistribution, equal rights, equal opportunity, equal access, equal treatment, equal results, level playing field

Broad Engagement



So, when navigating for resilience, why might we want to broadly engage members of our community?

Broad Engagement



Broad engagement of community members builds trust, support, and the understanding of shared-interests which is necessary for successful public decision making.

Five-Steps for Public Decision Making



Visions, Values, Conflicts, and Choices: Decision Making in a Democratic Society

Just as we can use a compass or a map or the Global Positioning System to show us where we are and where we want to go, the public values of liberty, equality, community and prosperity can likewise illuminate our policy positions and guide our public decision making. These values represent the republican and democratic aspirations of American Democracy, helping us see more clearly where we are, where we would like to go, and how we might get there.

We make public decisions to resolve public conflicts. Public conflicts arise when we attach priority to different public values (We want to go different places). Public choices arise when we must decide which value or values should have priority, and how all of the values represented should be balanced (We choose where to go). Policy solutions are the tools or means we use to navigate public conflicts and achieve our aspirations (We decide how to get there).

Five Steps to Help You Think Through Public Decision Making:

IDENTIFY THE CONFLICT: Which values are represented? Which are not? What tensions and trade-offs do you see among these values?

REPRESENT THE PUBLIC: Whose values are represented more, whose values less? Are any values missing?

MAP A DIRECTION: Where do you want to go? Which value or values should have priority?

SEEK INTEGRATIVE SOLUTIONS: Look beyond domination (winner takes all) and compromise (no one is fully satisfied). Seek solutions that satisfy all of the values involved to the greatest degree possible.

CHART A COURSE: Chart a course to implement your solution that best navigates all of the values involved. Remember that when dealing with the pull of multiple values the shortest distance between where you are and where you decide to go may not be a straight line.

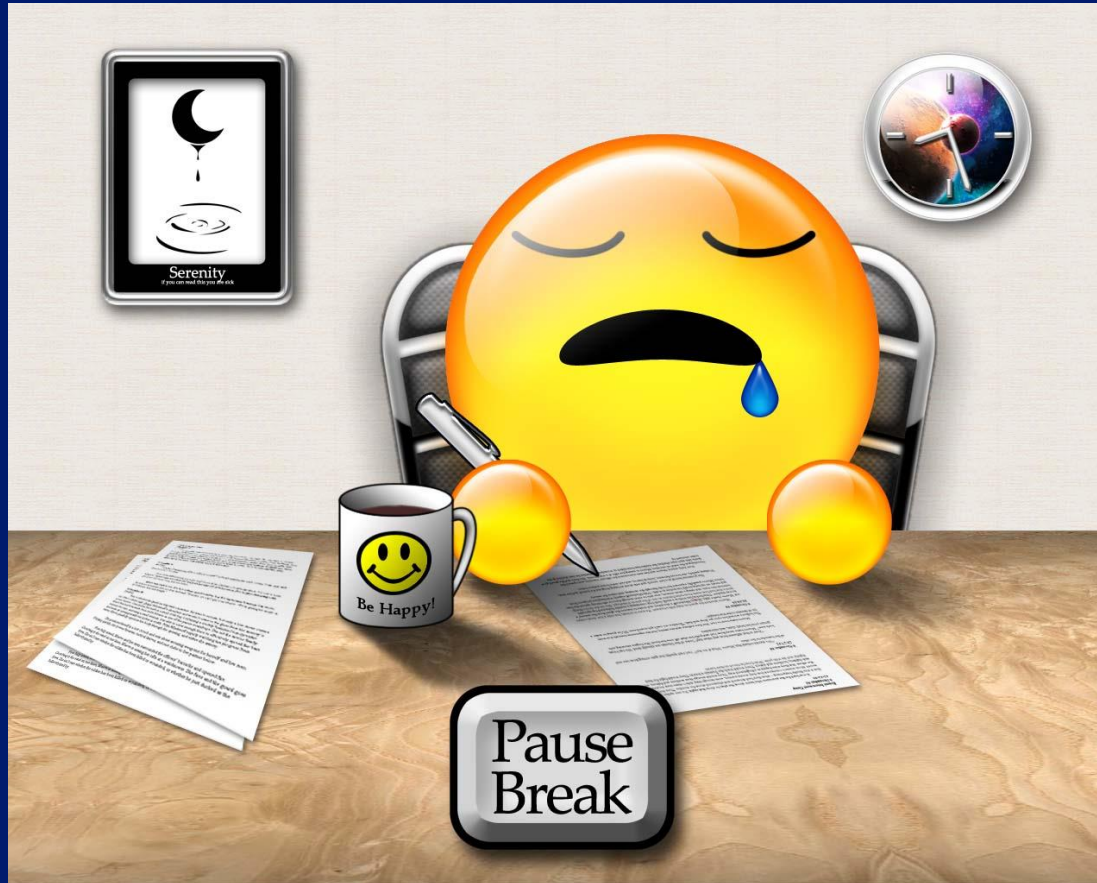
For more information, conference workshops and training tailored to your needs, or consultation on ideas for how to more effectively engage your community, contact Leading and Governing Associates at 919-260-0662

or www.LeadingandGoverning.com

Online @[LeadingandGoverning](https://www.linkedin.com/company/leadingandgoverning) and @[PreservingthePublic](https://twitter.com/PreservingthePublic)

For additional reading, see Boyle, P., "Public Problems, Values, and Choices," *Popular Government*, 2001, 67, 1, 18-23; and Boyle, P. and Burns, D., *Preserving the Public in Public Schools*, Rowman & Littlefield Publishers, Inc., 2012.

Who Needs a Break?



IMMIGRANT MENTAL HEALTH IN NORTH CAROLINA

A Landscape Analysis and Policy Discussion

WHY IMMIGRANT MENTAL HEALTH?
 Immigrant populations can face unique challenges and stressors that impact mental well-being. Understanding and addressing these specific needs is vital to ensuring equitable mental health care and promoting well-being in diverse communities. North Carolina's immigrant population has been steadily increasing. As our state becomes more diverse, it is important to address the mental health needs of immigrant communities now to close the existing gaps in understanding and service provision.

LANDSCAPE ANALYSIS
 A landscape analysis was conducted to explore the strengths and challenges of various immigrant groups in the state and potential opportunities to address policy issues impacting immigrant access to adequate services and supports for their mental well-being. This work was conducted through a partnership between El Futuro and the North Carolina Institute of Medicine (NCIOM) and was guided by an Advisory Council of individuals with knowledge and experience related to immigrant resources, mental health needs, and policies that influence mental health and access to care for immigrants. This work was supported by grants from the Blue Cross and Blue Shield of North Carolina Foundation and the Kate B. Reynolds Charitable Trust.

IMMIGRANTS IN NORTH CAROLINA, 2022

8% OF NC POPULATION ARE IMMIGRANTS
 11% OF NC WORKERS WHO ARE IMMIGRANTS
 20% OF NC CHILDREN HAVE A FOREIGN-BORN PARENT*

PERCENT FOREIGN BORN 2018-2022

IN NC THERE ARE:

- 67,300 IMMIGRANT CHILDREN
- 24,400 ELIGIBLE FOR DACA (Deferred Action for Childhood Arrivals)
- 49,800 LIKELY REFUGEES
- 15,600 TPS HOLDERS (Temporary Protected Status)
- 23,488 INTERNATIONAL STUDENTS IN NC COLLEGES AND UNIVERSITIES

TOP LANGUAGES OTHER THAN ENGLISH SPOKEN AT HOME IN NORTH CAROLINA (NUMBER OF SPEAKERS, 2022)

Spanish	802,686 speakers
Chinese (Mandarin, Cantonese)	40,611
French	32,522
Arabic	30,725
Vietnamese	26,104

*Not in sample size, not able to break by type and Small Counties
 Source: North Carolina Office of State Budget and Management. *U.S. foreign-born population increased eightfold since 1980. <https://www.oasm.nc.gov/blog/2024/10/27/nc-foreign-born-population-increased-eightfold-1980>

Small Group Discussion

Navigating towards access for all to mental health care.



Sharing Our

**“Ahas” & 1st next steps
for navigating towards access
for all to mental health care.**

**Thank
you for your
engaged
participation**

