

Housing Mobility Toolkit: Program Framework

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Welcome

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Introduction to Housing Mobility Programs

- Housing Mobility Programs entail a comprehensive approach that includes a combination of administrative policies, client services, financial assistance, and owner outreach activities aimed at helping Housing Choice Voucher (HCV) holders move into and maintain residency in Opportunity Areas
- These programs assist low-income families, subsidized by HCVs, to live in middle- and high-income communities, thereby enabling them to benefit from the community's resources
- Housing Mobility Programs help fulfill a variety of goals:
 - Racial and economic integration
 - Social mobility and health benefits
 - Reducing harms associated with living in high-poverty communities
 - Affirmatively furthering Fair Housing



Toolkit Audience

- PHA(s) and their service providers in order to develop their own Housing Mobility Program
- Requires participation by PHAs in order to make administrative/process updates to improve chances of families leasing in Opportunity Areas
- Significant customization required to put the toolkit contents into practice

- Available for download here:
<https://www.hudexchange.info/programs/public-housing/housing-mobility-toolkit/>

Toolkit Contents

- Program Setup
- Program Setup Attachments
- Program Manual
- Program Manual Attachments
- Housing Search Workshop Materials
- Renter's Workshop Materials
- Money Management Workshop Materials



Program Framework

- Theoretical Foundations
 - Practice approaches, frameworks, and intervention techniques in clinical settings
- Overview of HCV households
- Applying practice approaches with participants

Theoretical Foundations

- Systems Theory
- Social Constructionist Theory
- Humanism

THEORETICAL FOUNDATIONS:

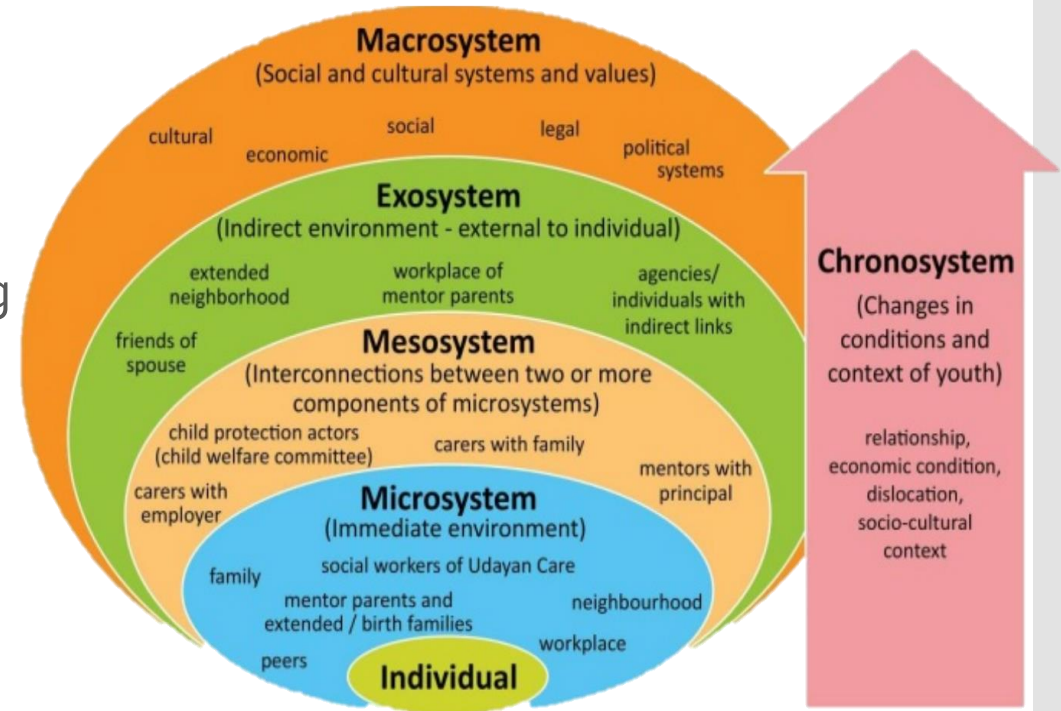
Systems Theory₁

- Human behavior is influenced by a complex set of factors that work together in a system and a set of systems
- Social structures impact how we think and act
- Examining systems leads the practitioner to find ways to correct the system to promote positive behavior
- Systems seek to maintain homeostasis; when homeostasis is disrupted problems arise

THEORETICAL FOUNDATIONS:

Systems Theory₂

- Umbrella theory with many, less abstract theories following from it
 - Ecological systems theory
- Departure from the idea that adverse behavior or outcomes derive from individual actions



Ecological systems theory was developed in the late 70s and 80s to describe how children develop. It's creator, Urie Bronfenbrenner, successfully lobbied congress to develop Head Start. (Graphic from Modi, Prasad and Mishra, 2018).

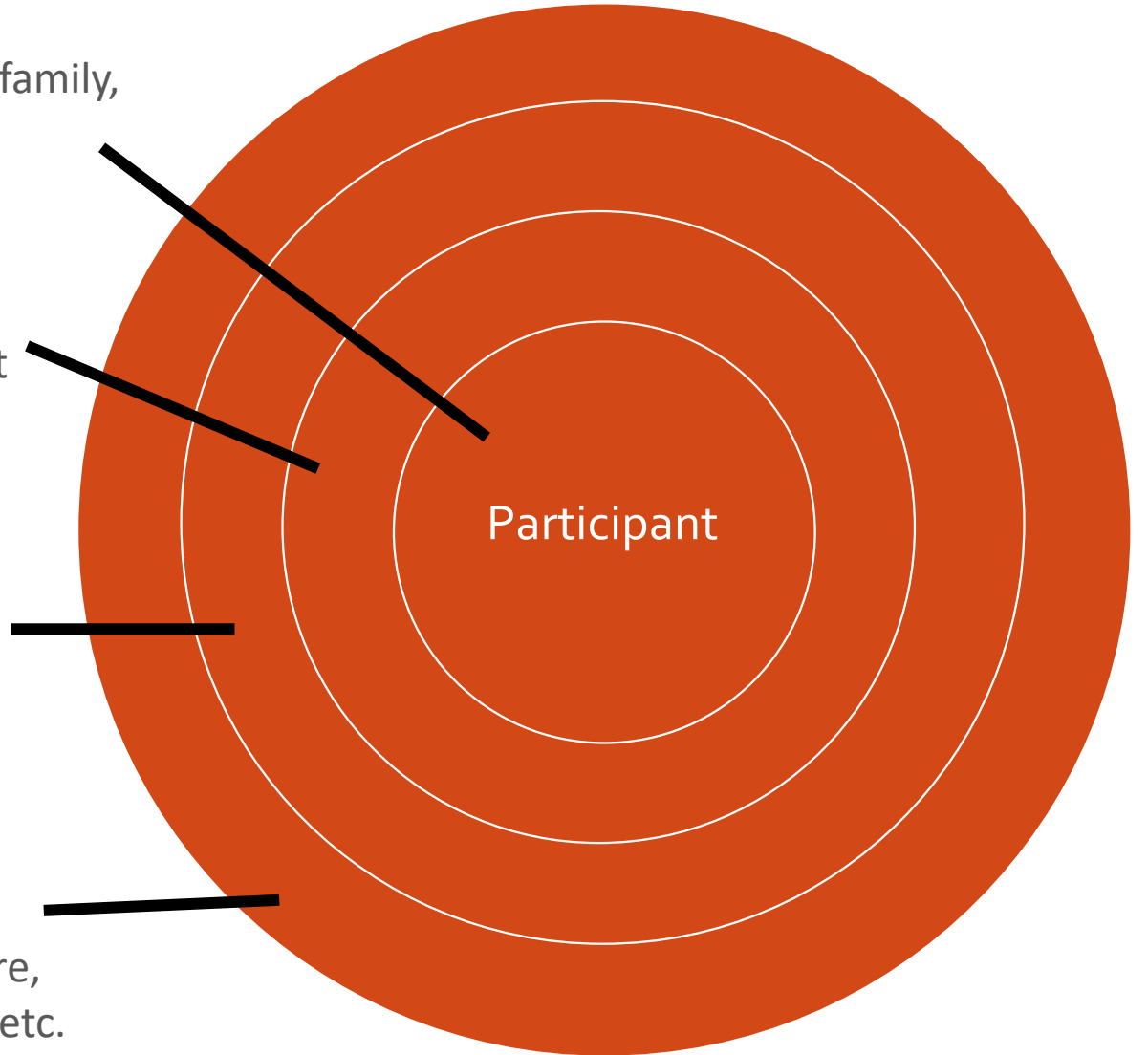
A Systems Theory Approach to Housing Mobility Participant

Microsystem – family, friends, work

Mesosystem – Interactions between microsystems working together or against one another.

Exosystem – Changing the larger environment of the family – neighborhood crime, parent’s job, quality of schools, municipal laws and practices, etc

Macrosystem – Housing Voucher program, culture, school funding policies, etc.



THEORETICAL FOUNDATIONS:

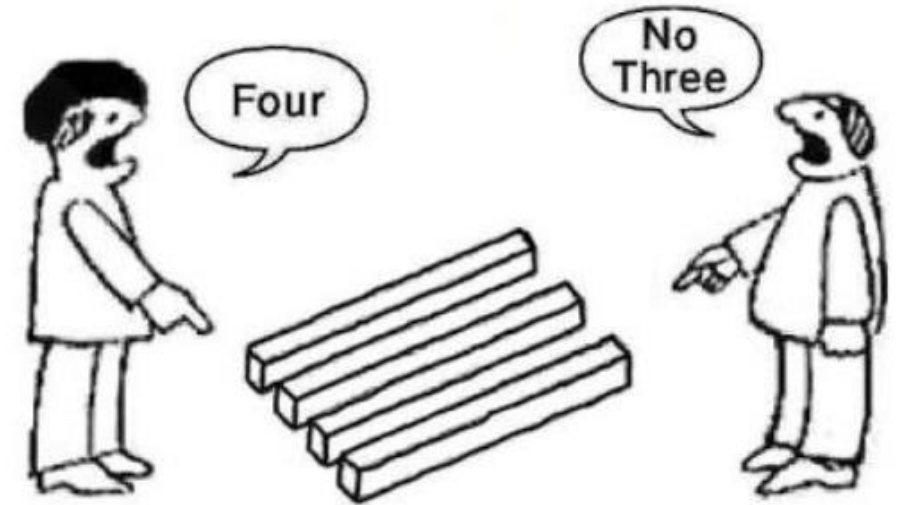
Social Constructionist Theory₁

“How people construct meaning, a sense of self, and a social world through their interactions with each other. They learn, through their interactions, to classify the world and their place in it... People develop their understandings of the world and themselves from social interaction, and these understandings shape their subsequent social interactions” (Hutchinson, 2017, p. 138).

THEORETICAL FOUNDATIONS:

Social Constructionist Theory₂

- There is no one true reality
- The self develops through social interaction
- Focus on process rather than outcomes of interactions
- Useful in narrative therapy models where the practitioner and client discuss the various environments that make up the person's reality; help to establish new narratives



What you see is dependent upon your perspective, past experiences, culture, etc.

THEORETICAL FOUNDATIONS:

Social Constructionist Theory Application to the Housing Mobility Program

- Similar to Systems Theory, Social Constructionist Theory suggests that humans are the product of their environment, however it is more micro-focused
- Understand clients from their own perspective
- Help clients to establish new meaning, new reality in their new environment post-move

THEORETICAL FOUNDATIONS:

Humanism

- Another umbrella theory or approach that incorporates Humanist Psychology, Existential Psychology, and Positive Psychology
- Emphasizes a person's role in shaping their own experiences and potential for growth
- People strive to develop a sense of self
- "Humans are resourceful, purposeful, and independent beings who are motivated to achieve love, growth, success, and acceptance" (Rogers, 2010, p. 73)
- Carl Rogers (person-centered therapy), Abraham Maslow (Maslow's hierarchy of needs)

THEORETICAL FOUNDATIONS:

Humanism Application to the Housing Mobility Program

- Worth and dignity of every human
- To work with a person, you must work from their perspective
- Theoretical foundation for the strengths-based approach: developing respect, empathy, and positive regard

THEORETICAL FOUNDATIONS:

Summary

Systems Theory

- Where a person lives has a big impact on their life
- The program should seek to mediate negative systems and protect positive systems through moves
- The voucher program is being reimagined through the Housing Mobility Program to help clients succeed
- Some participants' individual barriers are rooted in oppression

Social Constructionist Theory

- People are the experts of their situations and can only be understood within their self-defined environments
- In order to help a client take action or adopt new behaviors, practitioners must work from the participant's perspective

Humanism

- Participants should be treated with dignity
- Participants have self-determination and ultimate control over their lives
- Practitioners should highlight the strengths a participant brings to their situation, in addition to their challenges

Approaches, Frameworks, and Intervention Techniques in Clinical Settings

- Strengths-based approach
- Person-in-environment framework
- Motivational Interviewing
- Anti-oppressive practice

APPROACHES, FRAMEWORKS,
AND INTERVENTION TECHNIQUES:

Strengths- Based Approach₁

- Rather than focusing on pathology, focus on resilience and potential for growth within each client
- All people have strengths that allow them to adapt and grow
- Orientation towards working with clients and how to think about their situations
- Draws from humanism and social constructionist theory

APPROACHES, FRAMEWORKS, AND
INTERVENTION TECHNIQUES:

Strengths-Based Approach₂

Rather than focusing on pathology, focus on resilience and Offers a juxtaposition to some frequent negative-orientated assumptions in case management such as:

- The person is the problem (rather than person-in-environment interactions)
- There are fixed, inevitable, critical, and universal stages of development
- The disease model and its linear view of causes and solutions
- Childhood trauma invariably leads to adult psychopathology
- There are social conditions, interpersonal relationships, and institutional relationships so toxic that they invariably lead to problems in functioning for people, families, groups, and communities

Walsh (2010)

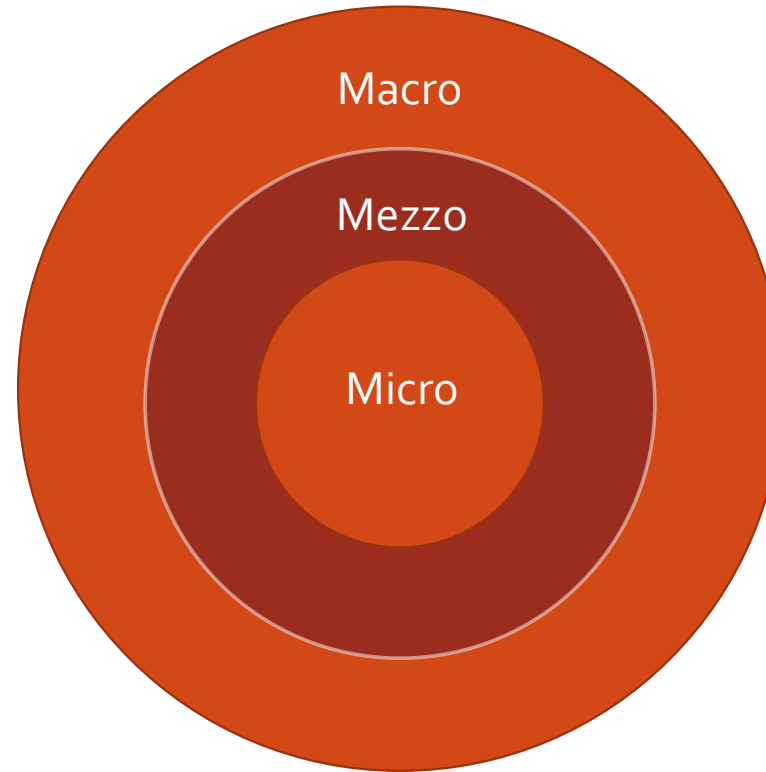
APPROACHES, FRAMEWORKS,
AND INTERVENTION TECHNIQUES:

Strengths- Based Approach to Housing Mobility Participants

- Believe the participant
- Affirm and show interest in the participant's perspective
- Focus on the participant's dreams, hopes, and vision for themselves
- Make an account of the participant's assets, resources, and capacities

APPROACHES, FRAMEWORKS,
AND INTERVENTION TECHNIQUES:

Person-in- Environment Framework



- Practice-oriented approach to systems theory
- Think about people within their environment
- Micro, mezzo, and macro forces shape peoples' experiences and understanding

APPROACHES, FRAMEWORKS,
AND INTERVENTION TECHNIQUES:

Motivational Interviewing

- Method of interacting with clients in a clinical setting who may lack motivation for change
- Developed from the substance abuse field, now used in many clinical settings
- Practitioner does not offer explicit direction, but assumes a facilitative role as the person explores their problem
- Intervention technique based off of the Stages of Change Model

APPROACHES, FRAMEWORKS,
AND INTERVENTION TECHNIQUES:

Motivational Interviewing Approach Checklist

- Do I listen more than I talk?** Or am I talking more than I listen?
- Do I keep myself sensitive and open to this person's issues, whatever they may be?** Or am I talking about what I think the problem is?
- Do I ask permission to give my feedback?** Or am I presuming that my ideas are what this person needs to hear?
- Do I seek to understand this person?** Or am I spending a lot of time trying to convince them to understand my ideas?
- Do I summarize for this person what I am hearing?** Or am I just summarizing what I think?
- Do I value this person's opinion more than my own?** Or am I giving more value to my viewpoint?
- Do I remind myself that this person is capable of making their own choices?** Or am I assuming that they are not capable of making good choices?

APPROACHES, FRAMEWORKS,
AND INTERVENTION TECHNIQUES:

Motivational Interviewing Applications for Housing Mobility Participants

Useful for participants who may enter the program but who:

- Lack the motivation for moving
- Want to move to an Opportunity Area for the “wrong” reason
 - Participants may have different reasons for wanting to move, there is no wrong reason
- Have significant competing priorities in considering their move
- Present with other behavioral challenges that may create a barrier to moving

APPROACHES, FRAMEWORKS,
AND INTERVENTION TECHNIQUES:

Anti-Oppressive Practice

- Practice model drawn from critical theories of human behavior
- Seeks to deconstruct social systems that perpetuate oppression
- Core practices of this method include:
 - Engaging the client (or participant) as an active participant in the work
 - Defining problems and solutions from the participant's perspective
 - Seeking to diminish the power dynamics between the practitioner (the professional) and the participant (the person choosing to participate in services)
 - Acknowledging and seeking to dismantle the systemic oppression that leads to hardships experienced by the participant
 - Empowering the participant by highlighting strengths, giving the person access to information, and using a collaborative approach to making decisions and taking action

APPROACHES, FRAMEWORKS,
AND INTERVENTION TECHNIQUES:

Anti-Oppressive Practice Applications to Housing Mobility Participants

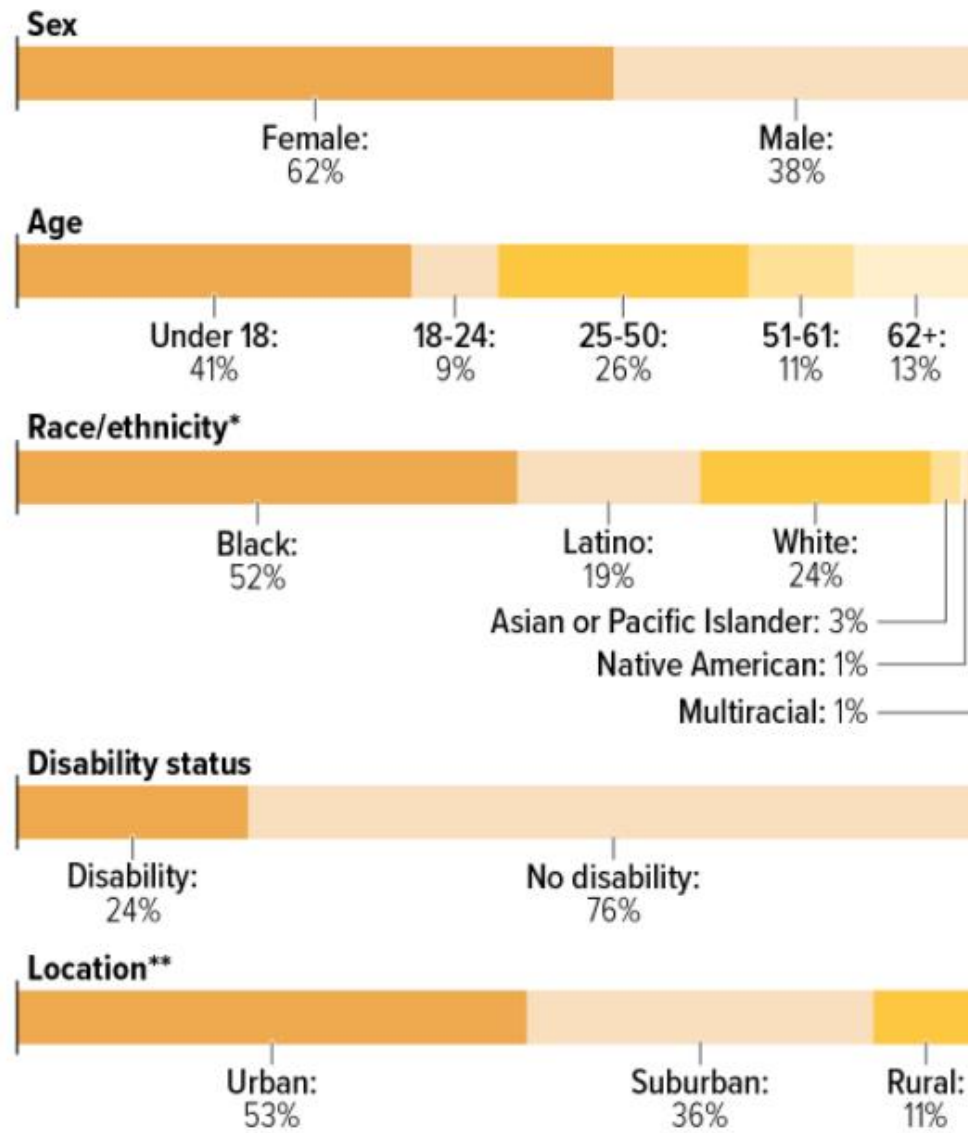
- Develop housing search and moving plans *with* participants, not *for* participants
- Give participants access to information and allow them to make decisions
 - Examples: affordability; resources available in Opportunity Areas and non-Opportunity Areas
- Talk to participants about historical and systemically discriminatory policies that made it challenging for them to access Opportunity Areas



Overview of HCV Households

OVERVIEW OF HCV
HOUSEHOLDS:

Characteristics of people housed by an HCV subsidy



*All race/ethnicity categories other than Latino are non-Latino only. Those identifying as Latino may be of any race.

**Designations are for 50 states and the District of Columbia; data not available for U.S. territories

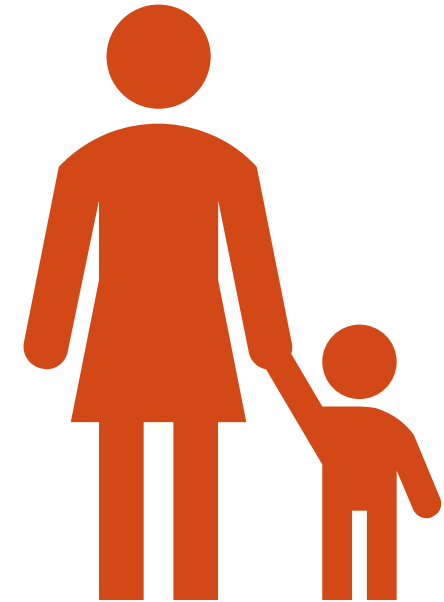
Note: Category percentages may not sum to 100 due to rounding or missing data.

Sources: CBPP analysis of HUD 2018 administrative data and the Housing Assistance Council's urban, suburban, and rural Census tract designations (for location)

OVERVIEW OF HCV
HOUSEHOLDS:

Characteristics of Voucher Households

- 70% of voucher holders are families with children
- Average household income: \$15,202
- Female-headed households: 78%
- Most families expected to work (non-elderly/disabled) do work: 69%
- Typical voucher families differ by region and by housing authority



Center on Budget and Policy Priorities
(2021); Department of Housing and Urban
Development (2021)

OVERVIEW OF HCV
HOUSEHOLDS:

How HCV Households Choose Homes

Outcomes from Rhodes and DeLuca's (2014) paper, Residential Mobility and School Choice Among Poor Families:

- Proximity to family (emotional support, childcare)
- Transportation options
- Safety
- Unit amenities: unit in good condition, enough storage space, bedrooms, backyard
- Schools?
- Unplanned due to maintenance issue or issue with property owner
- Financial constraints
- With limited information about the available options



Applying Practice Approaches to Housing Mobility Participants

APPLYING PRACTICE
APPROACHES:

Common Scenario 1

A client comes in for their pre-move appointment. You ask them why they decided to join the Housing Mobility Program. They tell you that they heard that the program helps people look for homes, and find nice houses.

Responses using a **motivational interviewing** approach:

- Validate the client's wants and needs
- Describe to the client how the program can help them meet their stated goal
- Explore other motivations for moving and choosing a new home or neighborhood

APPLYING PRACTICE
APPROACHES:

Common Scenario 2

In reviewing a client's credit report with them, you find that client has a credit score of 550. They have never had a credit card, have several items in collections, and had previously been behind on paying a car note. Hearing that their credit history can impact their ability to be accepted for an application, the client expresses discouragement.

Responses using a **strengths-based** or **anti-oppressive practice** approach:

- Encourage the client to consider their positive rental history, despite their credit report
- Talk to the client about structural inequalities associated with access to credit and crediting bureaus, especially if the client is a person of color

APPLYING PRACTICE
APPROACHES:

Common Scenario 3

A client has been searching for a unit for several months. The program has sent them a number of leads for Opportunity Area units, but you have received limited responses from the client. You call the client to check-in, and they tell you that they have mostly been touring properties in a non-opportunity area that is closer to their job.

Responses using a **motivational interviewing** or **person-in-environment** approach:

- Acknowledge that the non-opportunity area might be a good fit for the family
- Remind the client about why they chose to participate in the Housing Mobility Program

Summarizing the Program Model Framework Towards Working with Participants₁

1. Consider clients in the context of the larger social systems in which they interact
 - Location matters
 - The program intervenes with clients on multiple levels
 - The program seeks to maintain healthy systems and help to fix broken systems
2. Ensure that clients have the decision-making power
 - Where to live
 - When to start searching for units
 - What activities to participate in
3. Help to build motivation while respecting autonomy
 - Act as a sounding board to clients sorting through information and establishing priorities
 - Remind clients of their priorities
 - Respect clients' priorities even when they do not align with yours or the program's

Summarizing the Program Model Framework Towards Working with Participants₂

4. Focus on client's strengths in addition to their barriers to moving
 - Examples: Resiliency, family connections, children's academic and extra-curricular pursuits
5. Deconstruct oppressive systems with clients
 - Teach clients about the structural racism of financial institutions and the criminal justice system
 - Teach clients about the ways in which this program seeks to overcome the challenges with the voucher program and other housing and urban planning policies and practices
 - Acknowledge and accept clients' experiences of racism and classism
 - Investigate our own implicit biases in thinking and language
 - Example: Assuming the client is female

References and Recommended Further Reading

- Center on Budget and Policy Priorities. (2021). Policy Basics: The Housing Choice Voucher Program. Retrieved here: <https://www.cbpp.org/research/housing/the-housing-choice-voucher-program>
- Department of Housing and Urban Development. (2021). Picture of Subsidized Households: 2020. [Data set]. Department of Housing and Urban Development. Retrieved from: https://www.huduser.gov/portal/datasets/assthsg.html#2009-2020_query
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- Modi, K., Prasad, A., & Mishra, J. (2018). Assisting Youth Leaving Care: Understanding Udayan Care's Aftercare Programme through the Prism of Ecological Systems Theory. *Scottish Journal of Residential Child Care*, 17(1).
- Morgaine, K., & Capous-Desyllas, M. (2015). *Anti-oppressive Social Work Practice*. Sage.
- Rhodes, A., & DeLuca, S. (2014). Residential Mobility and School Choice Among Poor Families. In A. Lareau & K. Goyette (Eds.), *Choosing Homes, Choosing Schools* (pp. 137–166). Russell Sage Foundation.
- Rogers, A. (2010). *Human Behavior in the Social Environment* (2nd Ed.). Routledge.
- Walsh, J. (2010). *Theories for Direct Social Work Practice* (2nd Ed.). Nelson Education.



Closing

Final Webinar on Housing Mobility Toolkit

- Updating Program Materials, 9/12 at 3pm ET

Stay Informed

- HUD's webpage on Housing Mobility:
https://www.hud.gov/program_offices/public_indian_housing/programs/hcv/housingmobility
- HUD's webpage on HCV Trainings:
https://www.hud.gov/program_offices/public_indian_housing/programs/hcv/program_trainings_and_resources
- Sign up for the HCV Connect Newsletter:
<https://public.govdelivery.com/accounts/USHUDPIH/signup/28268>



Questions?

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