

Creating Expectations in Housing

AUGUST 6, 2020

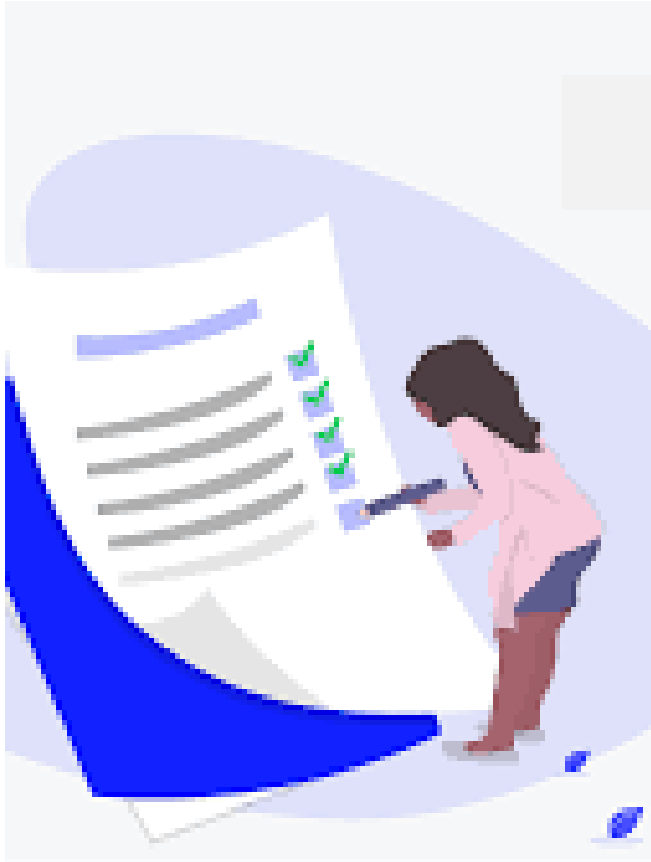
Brenda Earle, DMHAS

Andrea White, Housing Innovations

Lauren Pareti, Housing Innovations



Agenda



- Assessing Strengths and Barriers to Housing Stability
- Expectations in Housing: Tenancy Obligations & Rights
- Supporting the Transition to Housing
- Building Connections to Ongoing Services/Supports
- Monitoring Items Related to Today's Topics
- Next Steps



Ice Breaker

Think about someone you are working with. What are they most looking forward to in housing? What are they good at (e.g. keeping safe, finding the best food, meeting needs by collecting cans). How will these skills and/or this motivation them help them in housing?



Assessing Strengths and Barriers to Housing Stability

Why Focus on Expectations in Housing?

- Housing is the base for clients to stabilize in the community.
- Clients may think that they can do anything in their own place.
- Housing provides:
 - structure and expectations
 - pro-active role – tenant
 - early warning system
 - motivation to accept services
- Housing requires:
 - assertive landlord that will flag lease violations and give an opportunity to correct
 - support of workers to teach tenancy skills



Conducting Assessments



- Where did the client live & why did they leave?
 - What was their role in their housing?
- Ask client what worked and didn't work for them in past housing
- How much do they know about tenancy rights and obligations?
 - Did they have a lease?
- Identify strengths, skills and barriers to housing stability (e.g., Debts/financial barriers, independent living skills, loneliness, etc.)
- Verify information if possible
- Identify housing preferences and connect to long-term aspirations

Tenancy Rights and Obligations

Housing First is *not*

“Housing only”

OR

“Anything goes”



Housing Perspective



The expectations of a lease or the community apply to everyone



Lease terms must be made clear and consistently enforced

High expectations



Lease violation issues will often be a reason to seek services



Focus on BEHAVIORS that interfere with functioning as a tenant and community member

Roles: Landlord/Supportive Services



Landlord has a key role in helping people understand their lease obligations and comply with them.
(Assertive approach)



Supportive service staff provide and arrange for services needed to access & maintain housing and also function as advocates for the tenant

Tenants' Goals



Landlord Goals



NO VACANCY

- Well maintained and fully occupied building
- No problems
- Limited turnover
- Full rent collection

Tenant Rights



Right to live in decent, safe, & sanitary housing, free from hazards, e.g., lead based paint



Right to repairs in a timely manner



Right to reasonable notice in writing of any non-emergency inspection or entry into unit.



If landlord not maintaining apt., subsidy admin. can re-inspect & withhold payments until apt. meets standards.

Obligations of a Lease/Tenancy

Allow all residents to have quiet/peaceful enjoyment

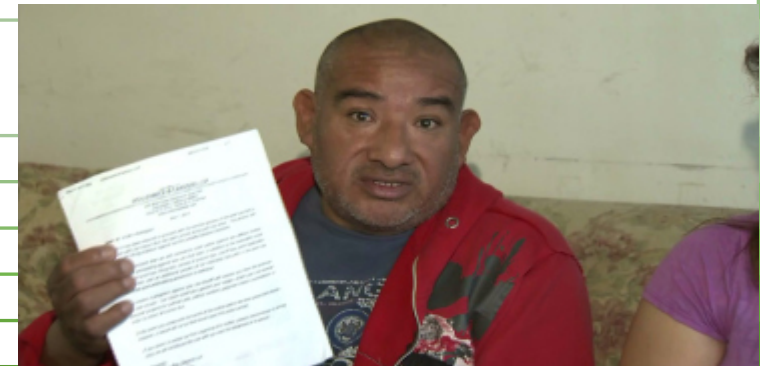
Not engage in criminal activity in unit, common area or grounds

Keep unit free of health and safety hazards

Dispose of garbage and waste appropriately

Make required rental payment to landlord on time

Keep utilities current and paid



Obligations of Subsidy



Abide by
terms of
lease



Provide
accurate
info for
annual
recert



Report
changes in
income or
household

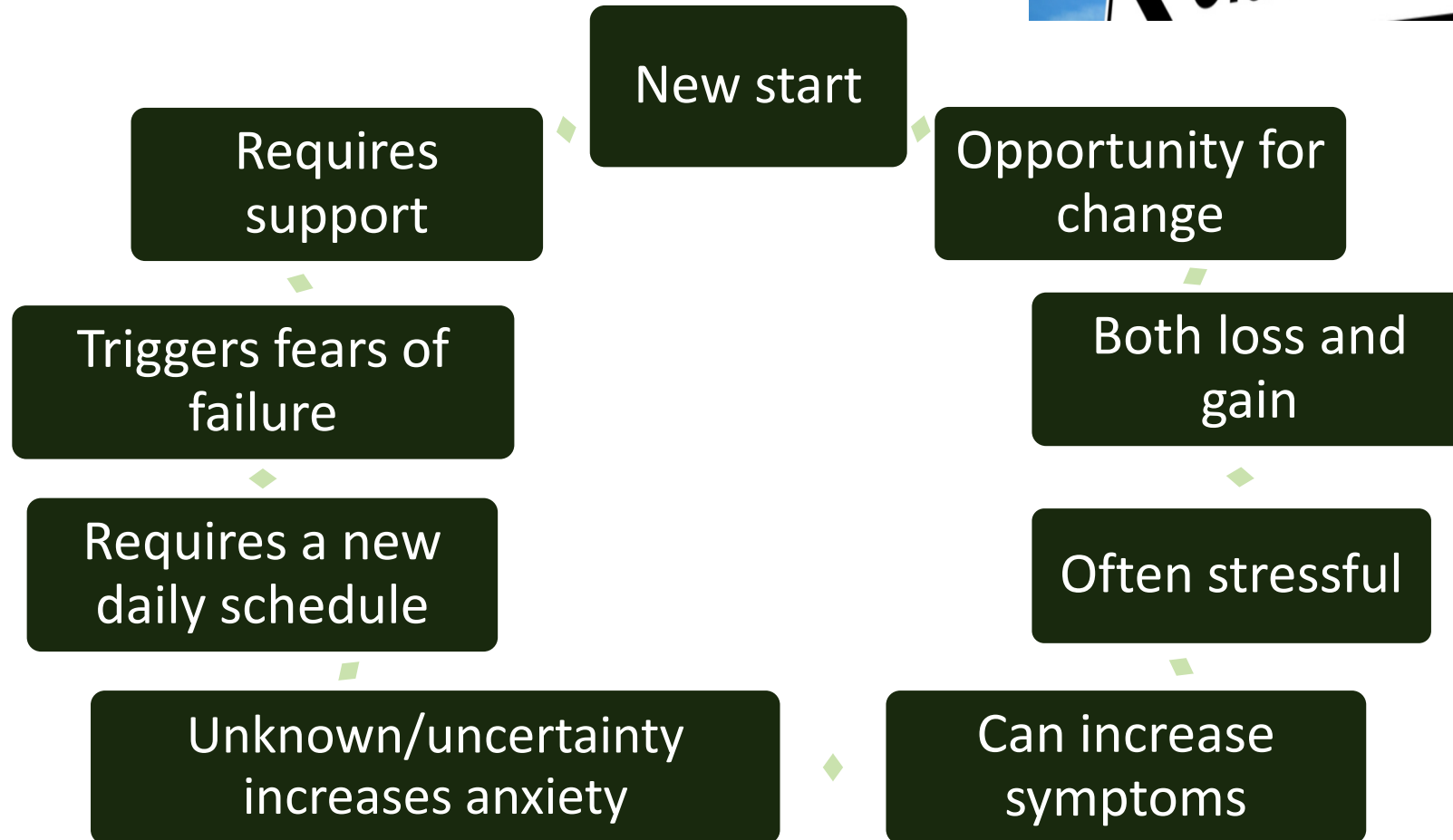


Allow
required
inspection
& maintain
unit to HQS



Supporting the Transition to Housing

Transition to Housing



Supporting Transition to the Community

Assistance in making linkages:

- Meeting with the person and the resources
- Refine communication structures with supports

Assessment of new needs and resources:

- Re-engage, review assessment and revise based on current housing and lease compliance. Identify resources needed.
- Focus on community support, role and activity

Service plan revision:

- Review plan and revise based on priorities, immediate needs and current resources.

Skill building for community resources:

- Provide education about rights, responsibilities, and expectations; model negotiation skills

Hand Off to Housing

Each client will know their rights and responsibilities for housing

Each client will know the expectations and role of landlords and service providers

- Outreach worker, housing case manager, and landlord

Meeting to discuss new client and transfer between programs

- Ensure all information is communicated
- Agree to a series of visits/calls
- Agree to consult when needed





Warm Hand-offs

- Leverage outreach workers' deep ties
- Outreach workers accompany clients to appointments with new service providers whenever possible.
- Outreach workers visit people in their housing for the first few weeks after move-in to reinforce the transition & provide support to the individual & their providers.

Changing Expectations

Moving from crisis to planning

- May be from immediate to 15 minutes from now

Critical thinking

- Using strategies and resources that work best for each person

Structure and purpose

- Developing a structure and purpose to days

- Developing new or changed life roles

- From homeless to tenant, family member, student, worker, advocate, artist



Adjusting to the home: establishing a schedule

- Outreach staff understand the person's schedule when they were homeless.
- Work or other predictable activities bring structure and purpose to peoples' lives, which helps them to stabilize in the community.





Building Connections to Ongoing Services/Supports

Connections to Resources

Based on the assessment and emerging goals and barriers, identify new resources needed

Engage client in critical evaluation of whether current resources are working/not working

Be in regular contact with resources to assess progress
- model for client how to negotiate

Build skills in negotiating for services - educate on rights and responsibilities



Resource Identification

- Clearly define resources needed to access and/or maintain housing stability including:
 - ✓ Income, credit repair, legal services, employment assistance/support, financial planning and management, access to medical/behavioral health services, education, natural supports, community-based treatment and social services, socialization and recreation etc.



Building Skills

- Educate on rights and responsibilities
- Model negotiating for services
- Try it out and debrief
- Establish regular check-ins to see if it is working
- Review cost and benefits – critical thinking
- Recognize strong partners and good skills
- Renegotiate the relationship as necessary
- Continue to build motivation - hope, meaning competence & confidence





Case Studies

BREAK OUT DISCUSSIONS

Ralph

Ralph recently got word that he qualified for RRH. He is glad to be able to get housing and lets you know he can't wait to move his girlfriend in. She is currently living in a shelter. He has no plans to get a job but says they will live on his SSI.

It is unlikely that his SSI will support them and moving the girlfriend in will have to be negotiated with the landlord and the RRH provider. He hopes you won't tell anyone about his plan. He says if it doesn't work he will at least get through the winter and then go back out.



Bobby

Bobby has been sleeping in an encampment far way from others. He screams at night, and, when he was close, it bothered people. He contributes to the general good by collecting cans and sharing his check. He often eats with others unless the voices are really bothering him.

You ask him about the voices, and he immediately says no medication. You finally got a social worker to come out to see him, and now he has his disability verification and has been prioritized for PSH. He is interested in moving, but is clear that it wont be worth it to have a regular case manager. He tells you know how they are.



Jenny

Jenny has three young children who were living with her mother. Jenny was in a shelter when her mother took the children in. She lived outside when the shelter was too much. Jenny was caring for the children at her mother's and returned to the shelter/outside at night.

She has no job and no money. She does now have rapid re-housing and is caring for the children full-time. She is angry that the rapid re-housing case manager keeps talking about getting a job. The landlord is complaining about her bringing people in who often stay with her. The children are not sleeping and bother her. She is angry, and says the kids will have to go back to her mother's.





Monitoring

Discharge/Aftercare – Monitoring Requirements

- Document connections to on-going services when discharge is planned.
- Use warm handoffs to help establish relationships with new providers (Best Practice Recommendation)
- Monthly contact attempts for 3 months post discharge



Discharge When:

- No outreach contact in the past 90 days (attempts documented);
- Placed in permanent or transitional housing more than 90 days ago;
- Institutionalized for a period anticipated to be longer than 90 days;
- Deceased;
- Transferred to a different project to receive case management and housing placement services; or
- Participant requested to be discharged.





Next Steps



Tools

[Outreach Plan Template](#)

[Sample Outreach Plan](#)

[Assessment & Service Plan](#)

[Housing Target Tracking Tool](#)

[Consumer Survey](#)

Thank you for
participating
in the
webinars!



Contact Info

Brenda Earle

Brenda.Earle@ct.gov

Andrea White

awhite@housinginnovations.us

Lauren Pareti

lpareti@housinginnovations.us

Shannon Quinn-Sheeran

shannon@housinginnovations.us

