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Many thanks to:

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Healthy Homes, Hazardous Coasts: Exploring house prices and coastal hazards

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In England over the next 30 years, coastal hazards and sea level rise may impact hundreds of thousands of homes. It is reported by the media that many of these homes are not formally recognised as being ‘at risk’, and households are unaware of the risks that their homes face from hazardous coasts (e.g. Moore, 2022). The literature reports mixed evidence of coastal hazards impact on house prices, from little for sea-level rise projections (Filiippova et al., 2022) to significant reductions for beach erosion (Catma, 2021) and flooding designation (Johnston and Moeltner, 2019), but with geographic and temporal variations (Miller et al., 2019). This paper considers whether house prices reflect coastal risks and whether households’ price in evidence of flooding. As part of a national project on Resilient Coasts (CoOpt) we use new data from the Environment Agency to identify the relationship between coastal hazard projections (flooding and erosion), hazard events (flooding) and house prices across England since 1995.

We built a hedonic model to investigate the relationship between coastal housing transaction prices (27 years for >350,000 dwellings), flood risk (projected), erosion risk (projected) and historic flood events (90 years) in England. Specifically, the novelties of our study are: (1) testing whether the negative impact of flooding events on house prices is stronger when the flooding is more recent and whether this effect diminishes over time. (2) examining how historical flood frequency influences house prices; and (3) incorporating local characteristics to improve model reliability. Our analysis reveals that higher housing prices are located in areas with high-risk flooding, even after controlling for key variables. The impact of flooding events on property prices is most significant immediately after the event.

Keywords: Coastal Hazards, House Prices, Floor Risk

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Reducing Health Effects from Gas Stoves for Asthmatic Older Adults

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Research Rationale and Objectives

Research has documented that housing conditions often negatively impact resident health, particularly vulnerable populations, such as low-income older adults with asthma (Northridge, 2010). Asthma has many known indoor environmental triggers and 18 million adults in the U.S. have asthma (CDC, 2014). Home intervention studies have demonstrated that air purifiers with HEPA/carbon filters reduce indoor nitrogen dioxide (NO2) concentrations more effectively than ventilation hoods (Paulin et al, 2014), and HEPA air filter interventions effectively reduce indoor particulate matter (PM) (Maestas et al, 2019; Cox et al, 2018; Rice et al, 2018). However, very little is known about PM and NO2 concentrations from using gas stoves and the concurrent reduction in both pollutants when using air purifiers. We tested the research hypotheses that: 1) use of HEPA/charcoal filtration decrease NO2 and PM levels from cooking in homes with gas stoves; 2) reduction in PM and NO2 improve respiratory symptoms and reduce health care utilization in asthmatic older adults; 3) adding the typical multifaceted environmental and educational interventions further improves respiratory symptoms. A difficult area to address in previous intervention projects is the emissions from gas stove cooking. The goal of this presentation is to provide environmental data on the effectiveness of air purifiers, document changes in respiratory health measures following the air purifier intervention and to demonstrate to what extent the results of the study support the research hypotheses.

Methodology and Procedures

We use a stepped wedge design with a control period where no intervention occurs to evaluate the impact of this intervention separately and in combination with a typical multifaceted educational and environmental interventions. Health assessments include collecting data on respiratory health outcomes before and after intervention (questionnaires on symptoms, quality of life, medication use, and doctor/ER/hospital visits). Environmental assessments include evaluation of PM and NO levels, asthma trigger activities (ATAs) and exposures before and after healthy homes intervention (questionnaire, home survey, environmental samples). Assessments are conducted in English, Khmer, and Spanish. Major analysis includes health effects on medication use, wheezing, asthma attacks, doctor and ER visits and hospitalizations and asthma scale assessments on emotional/physical health, physical/social activity.

Results

The results of this completed study show the use of HEPA/charcoal filtration decreases NO2 and PM levels emitted from cooking in homes with gas stoves, improves respiratory symptoms, and reduce health care utilization and adding the multifaceted environmental interventions further improve some respiratory health variables. Mixed models were used to predict continuous outcomes, and generalized mixed models were used for binary outcomes to control for the repeated measurements on each subject and their home.

Conclusions and Implications

In many public and subsidized housing units, the electrical system upgrades needed to convert to electric stoves are beyond the capacity of the housing unit and not economically feasible for the housing authority or management. This study fills a major knowledge gap by measuring both PM and NO2 concentrations in homes that cook with gas stoves and documenting the reductions in both pollutants when using HEPA/activated charcoal air purifiers. Perhaps more importantly, no study has linked indoor reductions in PM and NO2 when using air purifiers with improvements in respiratory health outcomes.

Acknowledgement: Funding was provided by the US Department of Housing and Urban Development, Office of Lead Hazard Control and Healthy Homes (grant MAHHU0048-19).

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Early Stage Formation of Age Friendly Community Initiative

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World Health Organizations' Age-Friendly Community Initiative (AFCI) is a holistic approach to addressing older adults' needs for aging in place. AFCI identifies eight domains that contribute to making communities more age friendly. These domains include three built environmental features (i.e., outdoor spaces and buildings, transportation, and housing); five social environmental features (i.e., social participation, respect and social inclusion, and civic participation and employment, communication and health services, and community support and health services) (WHO, 2007). Local interests in creating age-friendly communities are increasing as many experience older adults residing in their lifetime communities and homes. However, there is few studies analyzed how communities operate their AFCI and how their local leadership teams perceive their local priorities and governing structure in the early stage of AFCI implementation. Thus, our aim was to listen to AFCI leadership team's experience and process of the early formation of AFCI.

We conducted sixteen retrospective interviews in four active age-friendly communities. Two communities represented larger urban communities and the other two were smaller in rural regions. All four communities were designated with the AFCI within the same 2 year period prior to the interviews. The interviews were semi-structured asking retrospective interview questions which were generated based on the research team's understanding of community initiative formation and the AFCI. For example, we asked how the community's implementation began, their operational strengths and weaknesses and challenges faced. The interviews were audio-recorded and coded using Atlas.ti a qualitative data analysis software to emerge content themes. A set of primary codes emerged that represented aspects of implementation at the early stage of AFCI included AFCI organization and leadership structure, stakeholders, planning, and resources. Further examination of quotes within the primate codes yielded secondary categories that reflected the participants' motivation, team management style and vision, relationship with government, and activities. In the presentation, more participants' quotes that illustrated unique and shared experiences across initiative structures will be shared. We could not determine which organizational strategy was most effective or efficient in implementing an AFCI; however, we learned that each approach was unique and consistent with the needs of the community. Processes and strategies were dynamic and the AFCI utilized member expertise and resources to operationalize their initiatives.

Keywords: Age-Friendly Community Initiative (AFCI), Aging in place, Community leadership

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Key Commonalities in Course Offerings in Housing Education

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Introduction

How is housing content featured in higher education courses? A variety of disciplines, including business, planning, law, sociology, and family and consumer sciences, to name a few, offer a unique perspective on housing education. In addition, disciplines may favor qualitative, quantitative, or mixed methods approaches to housing research. For example, a seminal article for some housing professionals may be of no consequence to other academics (Morris & Winter, 1975). Despite differences across disciplines, housing education is important to higher education as evidenced by the breadth of course offerings at universities. This presentation will provide new insight into one facet of housing education in higher education, that is, housing policy. The purpose of the presentation is to provide insight into housing policy content in recently offered higher education courses.

Why Do We Care?

Housing is a basic human need. From shelter and security to a means of self-expression, housing can be seen as an object, a concept, or something in between. Conceptually, housing can be discussed in relation to Maslow's Hierarchy of Needs (Anacker, 2024). The importance and meaning of housing may differ between individuals, homeowners, neighborhoods, cities, and society (Anacker et al., 2018). Different fields of scholarship examine housing from their unique lens and may focus on individuals, families, communities, or a combination thereof. Given the importance of housing across disciplines, what commonalities can be seen in university courses, specifically, those related to housing policy?

Methods

We used available information found online about courses to determine how housing policy content is featured in higher education courses. We first created a dataset of housing courses taught at the top 100 bachelor-degree granting universities, as ranked by the U.S. News & World Report. Using a qualitative approach, we looked at the information available on university websites, including course number and title, instructor, textbook, term, department, and syllabus when available, which allowed us to look for generalities. Then, using syllabi that were available on the internet (n=13), we searched for more in-depth information, including descriptions of the courses, which in most cases, provided specific information about pedagogy and required readings, among other topics. Using this approach, we were able to identify generalities and nuances in how housing policy, as a subject, is taught across professions.

Results

We found commonalities across courses and a few key differences, as expected. Given that the dataset is limited to the top 100 universities as ranked by the U.S. News & World Report, the results are limited in scope. For example, in terms basic analysis, more courses were taught in a variety of disciplines and departments. The majority of syllabi featured learning objectives that required written and oral skills and evidence of critical thinking. A variety of assignments to were used to demonstrate evidence of learning. Beyond basic facts, results indicate that housing policy itself was viewed through different lenses, depending on the field. Two themes were most consistent, though: affordability and race.

Implications

Housing policy content in higher education courses is important and can presented in a number of ways. The small sample of syllabi examined demonstrate differences within and across professions. We can guide the narrative about housing education by understanding that professions use differing approaches to teach housing content. That being said, we can understand that there are, in fact, commonalities across professions. Housing educators can use these commonalities to their advantage to reach a broader range of students in ways that are meaningful to them. Since housing policy courses may be an elective in some programs, it is important that instructors create a compelling course that engages students, helping them understand that they too, are impacted by housing policy decisions.

Keywords: Housing Policy, Higher Education, Interdisciplinary Approaches

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Discursive Constructions of Mobility: Domestic Violence, Homelessness, and State Laws Across the United States

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Background and Objectives

The ability to move, in terms of both socio-economic status and geography, is an important aspect of many social issues—including homelessness and domestic violence (DV). Indeed, for DV, coercive control may be used to stifle and surveil movement in everyday life (King, 2024). For homelessness, people who are unhoused may sleep on public transportation or be told by law enforcement to “move along” (Moreira & Ceccato, 2021; National Law Center on Homelessness & Poverty, 2019). From a policy standpoint, there are several policy outputs that allow for greater freedom of movement, like full-faith-and-credit powers in protection orders and the state-level adoption of address confidentiality programs (Greater Boston Legal Services and National Network to End Domestic Violence, 2019; Klein, 1995). Given this information, the current research relies on discourse analysis to understand state level laws that simultaneously address homelessness and DV—particularly, to answer the following research question: How do DV-homelessness statutes across the United States (U.S.) contextualize mobility?

Methods

Relying on a sociology of mobilities framework (see Urry, 2000, 2007), the current study progressed in several steps. First, a systematic search was conducted based on systematic review guidance (Page et al., 2021). Particularly, a series of search terms (e.g., “domestic violence,” “homelessness,” “relocate”) was input into the legal database, Westlaw, resulting in 111 initial laws. After applying deduplication and inclusion/exclusion criteria, 18 statutes across 9 states and the District of Columbia were subject to guiding questions of the discourse analysis (e.g., “What is ‘mobility’ in the statute?”; see, e.g., Carter et al., 2022), as well as collocation analysis.

Results and Implications

The results of the current study spell out a process of “leaving,” “fleeing,” and “escaping” DV, then ending up in homelessness. Unhoused survivors then, with the intervening influence of assistance and services, move into housing and permanence, although the possibility of returning to DV or homelessness is present (see Figure 1).

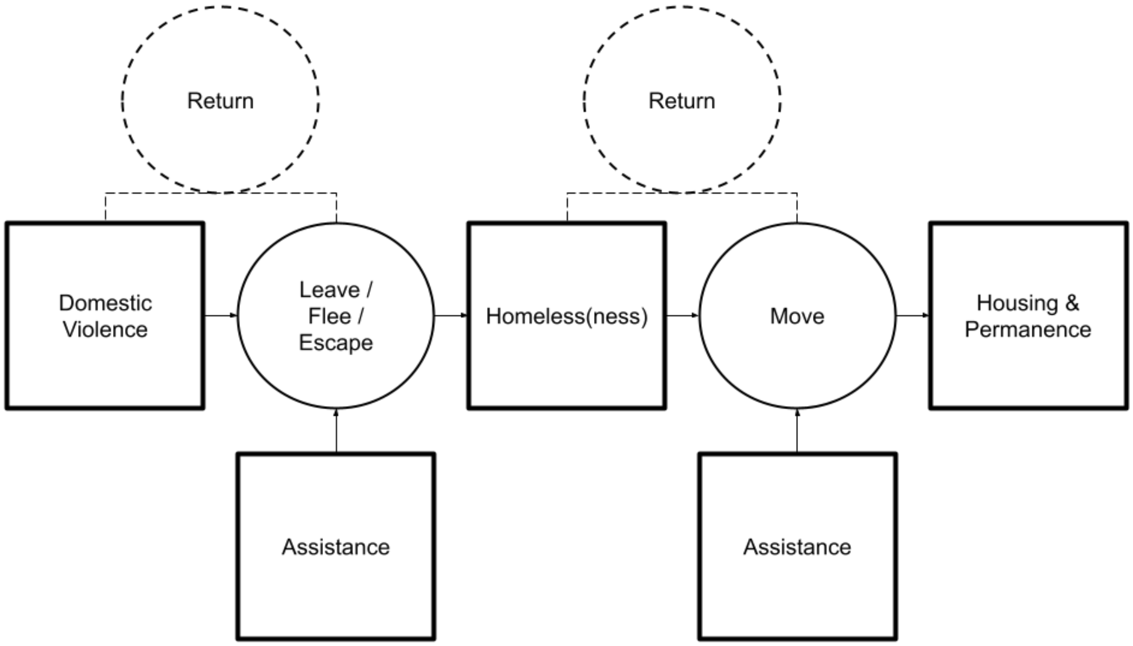

Figure 1. Depiction of overarching statutory process of fleeing DV.

Based on the aforementioned process, two major discourses were constructed from the analysis: (a) entering discourses, whereby people enter homelessness; and (b) exiting discourses, whereby people exit DV. Cross-tabulating the presence/absence of these two discourses resulted in a typology of statutes. categories of statutes: (a) Fleeing DV/Moving into Housing (about 11% of statutes); (b) Fleeing/Leaving/Escaping DV (about 22% of statutes); (c) Moving into Housing (about 40% of statutes); and (d) Directional Ambiguity (about 28% of statutes). The major implication of this study involves the need to implement early intervention in DV and adjacent strategies (e.g., lock change statutes) to keep survivors safe in their homes, away from violent partners and homelessness.

Keywords: Domestic violence; homelessness; law; mobilities

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Reports from The Field: Promoting Aging in Place In Rural Areas in The United States

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North Dakota and South Dakota are rural states in the continental United States (U.S. Department of Agriculture, 2024). Each state has a population of under one million (U.S. Census Bureau, Population Division, 2023). The rural nature of these states makes it more difficult for adults to successfully age in place. The purpose of this presentation is to describe how Extension in these two rural states is working to promote successful aging in place, outline lessons learned during the 2024 efforts and explain the project's future direction.

Removing barriers to aging in place is critical, especially as the baby boom generation enters stages of life when they are more likely to require caregiving and long-term services and support. In fact, the oldest of the baby boom generation will turn 78 in 2024. A particularly significant barrier to aging in place is the design of the home because each person can expect to be impacted by mobility limitations before the end of life. Mobility limitations may be the result of chronic disease, accidents, death and dying, illness and recovery, or aging and frailty. Anecdotal evidence from professionals in the field suggests that many existing homes require renovations (i.e., home modification) when someone in the household develops mobility limitations. Making these renovations is difficult for a variety of reasons, including limitations of existing construction, cost, and the availability of contractors to complete home modification.

Considering this reality, North Dakota State University (NDSU) Extension, South Dakota State University (SDSU) Extension and NDSU Interior Design collaborated to create the Voices for Home Modification of the Dakotas project in 2021. The goal of this project is to increase awareness about how home design can significantly impact the quality of life for individuals with mobility issues, ultimately promoting a vision where every home is designed to accommodate and enhance the well-being of all residents, regardless of their physical abilities. Project contributors include architects, interior designers, gerontologists, occupational therapists, non-profit agencies, emergency service providers, government agencies, and more. Grant funding was secured in 2023 to support activities associated with this project. Project activities include collecting testimonials from individuals and organizations affected by the architectural design of the home, development of consumer resources (funding guide, providers, etc.), social media campaign, research, and an awareness campaign (home shows, presentations, table events, etc.).

Participating in home shows in North Dakota and South Dakota was a key outreach activity supported by the grant project. The planning committee identified the need for an activity to engage event attendees in discussions about their home. A six-question dot survey was designed and facilitated by the NDSU Extension, SDSU Extension and NDSU Interior Design team with the overarching goal to receive insight regarding “Can friends or relatives with mobility disabilities visit or stay in your home?” The dot survey was completed by attendees at five different table events, including the Bismarck-Mandan Home Show (ND), Black Hills Home Show (SD), Red River Home and Garden Show (ND), Sioux Empire Home Show (SD), and the University of South Dakota Wacipi (i.e., Native American dance contest). The results of this dot survey reveal that 79% of the approximately 377 attendees who completed the survey would need to either renovate their home or relocate to alternative housing if someone in their household developed a mobility limitation.

This presentation aims to provide expanded information about the Voices for Home Modification of the Dakotas project, summarize the different strategies used for education and outreach in 2024, review the results of the dot survey and its implications for aging in place in North Dakota and South Dakota, and discuss the next steps for the project in 2025. Additionally, other barriers related to aging in rural states (e.g., access to services and supports, or transportation) will be discussed, highlighting how they contribute to successful aging in place.

Keywords: Aging in Place, Home Modification, Rural Communities

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Housing Insecurity Among College Students: An Exploratory Study of First Generation and Non-First Generation College Students at Two Universities.

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Introduction

Approximately 45% of college students experience housing insecurity (Broton, 2020). Housing insecurity (HI) includes challenges such as difficulty paying rent/mortgage, being housing cost burdened (HCB; rent/mortgage exceeds 30% of income), living in overcrowded conditions, and rotating between family/friends for shelter (US Department of Health and Human Services, n.d.). First generation college students (FGCS), who do not have a parent with a college degree, are susceptible to HI (Broton, 2020; Rehr et al., 2022).

Purpose and Research Questions

This exploratory study examines HI by FGCS and non-FGCS attending a Southern University (SU) and Midwestern University (MU). These universities were selected because of their commitment to serving FGCS and their sizeable FGCS population (43% and 24.6% respectively). The research questions are:

RQ1) What is the housing profile of FGCS and non-FGCS attending SU and MU?

RQ2) What are the predictors of Housing Insecurity among college students attending SU and MU?

Methods

Sample and Data Collection

Data were collected by electronic survey from a convenience sample of students attending SU and MU during fall 2023; 401 students took the survey. RQ1 utilizes the full sample to represent all participants, including partially completed surveys. RQ2 utilized listwise deletion to handle missing values which resulted in a sample of 242 students.

Variables and Data Analysis

The dependent variable, HI consisted of 7 items scored yes or no (Bronton & Goldrick-Rab, 2018; Goldrick-Rab, et al., 2019). Those who responded yes to any of the items (e.g. difficulty paying rent, crowding, moving because felt unsafe) were noted as HI (=1), those who responded no to each item were noted as not HI (=0).

Independent variables included subjective financial knowledge, emergency savings, any debt, FGCS, gender, marital status, race/ethnicity, employment status, class rank, income, and housing tenure. Variables for the housing profile of respondents included housing tenure, HCB, and HI. Descriptive statistics were used for RQ1 and logistic regression with listwise deletion was used for RQ2.

Results

Select results are summarized here; full results will be shared in the presentation. Most respondents were renters (87.3%) and HCB (53.2%). More FGCS reported being HCB than non-FGCS. Some 44.5% of respondents were HI; more FGCS reported being HI than non-FGCS. The most common HI indicator among all respondents was difficulty paying rent (36%). The logistic regression results show that having emergency savings and living with a parent/guardian rent free significantly reduced the odds of reporting HI. However, being employed significantly increased the odds of reporting HI.

Discussion and Implications

Significant predictors of HI were as expected with the exception of employment. Employed students may be more financially independent and may struggle to find and keep affordable housing. These and other findings will be further discussed in the presentation.

Students may benefit from enhanced financial literacy to help them better allocate their income and increase emergency savings in order to ease the difficulty of paying rent. This could occur through personal finance courses or through targeted efforts in financial aid offices. Additional implications and limitations will be given in the presentation.

Keywords: Housing Insecurity, First-Generation College Students, Predictors Of Housing Insecurity

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Probing More Deeply to Understand Educational Needs of First-time Homebuyers

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Purpose

To fill a gap in the academic literature showing that some first-time homebuyer participants possess data-driven training needs rather than "one-size-fits-all." These participants typically receive identical training when preparing to obtain their first home. However, we acknowledge that individual counseling is used in some cases. Our data show that groups of individuals often need extra training, which is not best served by individual counseling. We segmented our homogeneous sample during pre- and post-tests by using a decision-making strategy/tool (Cantrell & Sewell, 2015), enabling us to probe more deeply into potential supplemental training needs of participants who self-reported into specific heterogeneous sample(s). These additional trainings/materials could strengthen some participants' ability to address challenging situations affecting the future success of their mortgage. The decision-making strategy/tool was not used to gauge participants' preparedness for homeownership. Rather, it offered a means for detecting which participants had more "concerns" with their budget and utilities, so they could be "grouped" together to determine what else they might have concerns with or needs to strengthen as they become new homeowners.

Objective

To show how these participants behave in a heterogeneous manner rather than the presumed homogenous manner. All participants might not need identical training; some might need augmented training. This can be identified via the decision-making strategy/tool used (Cantrell & Sewell, 2015).

Methodology

The decision-making strategy/tool used (Cantrell & Sewell, 2015), grouped participants into like-responding segments based on how "bothered" they self-reported being along two segmentation dimensions of multi-item measures derived from previously published studies in the academic literature (Bruner, 2017): monthly household budget and its subset monthly utility bills. If they agreed or strongly agreed that they were bothered along these dimensions, they were grouped into the Bothered Segment and referred to as "Bothereds." Otherwise, they were considered to be "non-Bothereds." 2

Procedures

A total of 305 participants qualified to take pre- and post-tests as part of the requirements for completing the training. This 305-participant subsample analyzed was smaller than the overall sample because the decision-making strategy/tool was only recently added to the training. Bothereds and non-Bothereds composed the entirety of the 305-participant subsample, and no other prior sample collected was segmented or included in this analysis. There were 89 Bothereds and 215 non-Bothereds segmented along the dimension of monthly household budget. Chi-square tests were run on all demographic variables to determine if and where any significant differences existed between these two segments along this first segmentation dimension.

Results

The median annual gross household income of Bothereds was $47,965, which was used as a threshold for comparative purposes. A Chi-square test shows that Bothereds had more white respondents observed as earning in excess of the median income threshold (than was expected) while the opposite was true for black respondents ($\chi 2$ = 30.069, 6 df, $p < .001$, n = 304). Differences in Bothereds' observed-versus-expected earnings were not found for any of the other demographic groups. The 305 participants were able to further self-report their level of botheredness along a second segmentation dimension: monthly utility bills, which is a subcategory of the segmentation dimension: monthly household budget. One reason for self-reporting into this second segmentation dimension (monthly utility bills) is it can further exacerbate some respondents' level of botheredness to the first segmentation dimension (monthly household budget). However, some participants are further bothered by utility bills because it is their personal challenge to reduce utility costs as a matter of principle—be it household budget or environmental (Barr et al., 2005). There were 64 Bothereds and 240 non-Bothereds segmented along the dimension of utility-bill botheredness. A Chi-square test shows that those further bothered by utility bills differentiated themselves according to their credit score for both groups: those scoring below 600 and between 700 and 750 ($\chi 2$ = 21.804, 5 df, $p < .001$, n = 304).

Conclusion

The training team's aim was to determine what supplemental material(s) could potentially assist Bothereds to be more successful with their first mortgage. We now have feedback potentially enabling us to decrease the level of botheredness for specific segments of Bothereds with credit scores less than 600 and between 700 and 750. One training area to initially augment is their knowledge regarding energy efficiency practices and upgrades.

Keywords: First-time Homebuyers, Decision-Making Strategy, Supplemental Training

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The State of Housing Education in 2024

Lisa Tucker, Professor, Virginia Tech University

This panel presentation discusses the state of housing education in the US using one Land Grant University as a Case Study to highlight the historical issues confronting housing in higher education. A team of housing educators and researchers reflect on the current issues facing housing in the US and how higher education should evolve to address these. News headlines highlight the lack of affordable housing to meet current needs. The UN goals around sustainable development and organizations such as USGBC, ILFI, and WELL have addressed sustainability—but this has focused mainly on commercial projects instead of residential design. Further, while architects and designers are trained in certain aspects of design, they are not typically educated to design within strict budgetary parameters. Thus, the needs of ordinary people are not adequately addressed by the current housing market.

Recently, members of the housing faculty at one land grant collaborated on a qualitative review of housing education to identify future needs. The primary emergent themes included affordability, sustainability, multigenerational needs, and how the needs of those seeking housing have changed in recent decades while the overall approach to design has not. The very organizational nature of universities within different 'silos' has made complex world problems—such as housing—much more challenging to educate for and to solve.

At this university, the Center for Housing Research is within the Department of Building Construction in the College of Engineering. Interior design and architecture programs, which are primarily focused on commercial design, are in the College of Architecture, Art, and Design. Residential Design and Property Management are in the College of Liberal Arts and Human Sciences. This fragmentation tends to discourage collaboration across disciplinary lines.

Housing issues are, by nature, complex and cross-disciplinary. Providing graduates with varied perspectives who can successfully address the problems the US requires land grant universities to focus on gathering housing expertise rather than separating them through artificial barriers. This presentation delves into these challenges and possible scenarios to address larger issues surrounding present and future housing needs. More importantly, there is little collaboration. Each college operates on a different budgetary model with some (such as Engineering) focused on government grants.

This presentation delves into these challenges and possible scenarios to address the housing affordability and sustainability crisis. Perhaps even more significant is that these will be the new graduates and professionals who will be working with you on issues of housing. They represent the future of housing and your input and suggestions are critical to the conversation.

Keywords: Housing Education, Affordability, Cross-Disciplinary Collaboration

Homelessness, Housing Insecurity, and Severe Weather

Mary Ellen Welch, Extension Educator, FCS, Healthy Homes
Faye Griffiths-Smith, Associate Extension Educator, Financial Education Project Director, Shelter from the Storm: Preparedness Education for Vulnerable Populations in Connecticut

Situation

Emergency management personnel have identified people who are experiencing homelessness as among the most vulnerable populations in severe weather based on our findings from focus groups and literature review. People who are unsheltered or unhoused face multiple challenges (Edgington, 2009; Messager, 2021). According to Gin et al. (2016), "Individuals experiencing homelessness face disproportionate risks...because of extreme poverty, social marginalization, heightened risk of violence and assault and high prevalence of health conditions" (p. 1). Ramaszko et al. (2017) suggest "The average life span of a homeless person was shorter by about 17.5 years...than the general population" (p. 1). Staying out in the elements limits people's ability to protect themselves, their well-being, and belongings. This USDA-NIFA Smith-Lever Special Needs project included people who are struggling and at risk for housing insecurity, referred to as the ALICE (Asset Limited, Income Constrained, Employed) population by United Way. We will discuss the unique needs of these target audiences, our project design, challenges faced, what we learned, and future implications.

Purpose

Our goal was to reach the populations with severe weather preparedness education specific to their needs to increase their resilience. Developing relevant educational materials for the target populations and sharing them with Extension colleagues was a second goal.

Methods

Our original plan developed prior to the pandemic included 1) convening listening sessions for small groups of social service agency directors and key staff members and 2) conducting interviews with people who have experienced homelessness and housing insecurity. Five communities (four urban, one rural) in our state were identified. Visiting locations the target audiences regularly frequented – food pantries, soup kitchens, and shelters, we engaged participants in conversations as they sought services. UConn project evaluator, Dr. Robert Ricard, Senior Extension Educator emeritus, selected an ethnographic social research methodology. We gathered information from informal interactions, observations, collecting anecdotal information, and responses to three questions. This low intrusion method was designed to build trust. Educational Materials Developed: Colorful Info cards, infographics, and coloring pages were designed in English and Spanish. Two-minute videos were created on each weather condition.

Results

Seven sites were visited three to four times each for a total of 24 site visits between May 2022 and August 2023, reaching 651 diverse contacts. We found that many people, though familiar with basic preparedness tips, were less likely to know why taking these steps was important. People responded positively to conversations about their health and safety in severe weather. Participants requested educational materials to share. Some people were bi-lingual and translated for others. Program directors shared positive feedback. Several participants expressed appreciation for our concern about their welfare.

Conclusions

The participants welcomed information about severe weather preparedness and actions to take to protect their health and safety. These vulnerable populations can benefit from brief individual preparedness conversations relevant to their life situations.

Keywords: Disaster, Extreme Weather, Preparedness, Homelessness, Housing Insecurity

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A typology of citizen and community participation in housing and urban development

Tom Moore, Senior Lecturer, University of Liverpool, UK
John Sturzaker, Ebenezer Howard Professor, University of Hertfordshire, UK

Citizen participation is widely considered as a key ingredient in urban planning and development. However, participation can also take different forms, ranging from initiatives created and mandated by the state, to those that manifest within communities as a response to the needs of local people. Variation also occurs in the purpose of participation, ranging from proactive behaviours that present alternatives to societal problems, to behaviours that are more oppositional in nature. In this paper, we draw on new examples of participation in the fields of housing and urban planning to develop a typology that distinguishes between state-framed and community-framed, and proactive and reactive, types of civil society initiatives. Through this new typology and accompanying matrix, we highlight the differences between participative activity that is community-led but framed by the state, and that which is more clearly framed by the desires of the community itself. In turn, we suggest that this typology highlights key variations in participation, presents implications for our understanding of the democratic possibilities of participation in the planning and development of housing, and offers a framework for international comparative study between different contexts and different areas of urban planning.

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2019-2020 David Turcotte
2020-2021 Kandace Fisher-McLean
2021–2022 Eunju Hwang
2022-2023 Kim Skobba
2023-2024 Axton Betz-Hamilton

Conference Locations & Dates

Conferences held prior to formalization of the organization, AAHE

1946 Urbana, IL: April 1-4
1948 West Lafayette, IN: October 17-19
1957 Urbana, IL: October 9-12
1958 Ames, IA: October 22-25
1959 Stillwater, OK: October 7-10
1960 Ithaca, NY: October 12-15
1961 Manhattan, KS: October 11-14
1962 Minneapolis, MN: October 18-20
1963 University Park, PA: Oct. 30- Nov. 2
1964 East Lansing, MI: October 14-17
1965 Columbia, MO: November 3-6

American Association of Housing Educators (AAHE)

1966 Urbana-Champaign, IL: October 26-29
1967 Lafayette, IN: October 11-14
1968 Athens, GA: October 27-29
1969 Davis, CA: October 15-17
1970 Lincoln, NE: October 14-16
1971 Blacksburg, VA: October 17-20
1972 Dallas, TX: October 10-13
1973 Madison, WI: October 10-13
1974 Boston, MA: October 29-November 2
1975 Fort Collins, CO: October 7-11
1976 Columbus, OH: October 12-16
1977 Tucson, AZ: October 19-21
1978 Minneapolis, MN: October 11-14
1979 College Station, TX: October 16-19
1980 University Park, PA: October 6-8
1981 San Francisco, CA: October 6-10
1982 Knoxville, TN: August 10-12
1983 Lincoln, NE: October 4-7
1984 Washington, DC: August 8-10
1985 Ames, IA: October 15-18
1986 Santa Fe, NM: October 14-17
1987 Newport, RI: November 2-7
1988 Corvallis, OR: October 11-14
1989 Greensboro, NC: October 24-27
1990 Columbia, MO: October 16-19
1991 Durham, NH: October 15-18
1992 Winnipeg, Manitoba Canada: Sept. 16-19
1993 Columbus, OH: October 6-9
1994 Atlanta, GA: October 18-21
1995 Salt Lake City, UT: October 11-14
1996 Manhattan, KS: October 16-19
1997 New Orleans, LA: October 22-25
1998 Seoul, South Korea: August 5-8
1999 Orlando, FL: October 18-23
2000 Stone Mountain, GA: November 15-18
2001 Big Sky, MT: July 22-25
2002 Minneapolis, MN: October 23-26

Housing Education and Research Association (HERA) (name changed)

2003 Washington, DC (w/ AAFCS): June 28-30
2004 Chicago, IL: October 20-23
2005 Denver, CO: October 4-7
2006 Ithaca, NY: October 8-11
2007 Charlotte, NC: October 23-26
2008 Indianapolis, IN: October 7-10
2009 Santa Fe, NM: November 1-4
2010 Portland, OR: November 3-6
2011 Baton Rouge, LA: October 12-15
2012 Roanoke, VA: October 28-31
2013 Tulsa, OK: October 27-30
2014 Kansas City, MO: October 5-8
2015 Springfield, IL: October 11-15
2016 Jacksonville, FL: October 23-26
2017 Lowell, MA: October 8-11
2018 Savanah, GA: October 7-10
2019 Austin, TX: November 10-13
2020 Conference cancelled due to COVID-19
2021 Minneapolis, MN: Oct. 31-Nov. 3
2022 St. Louis, MO: October 16–18
2023 Sioux Falls, SD: October 8-10
2024 Virtual conference, October 14-15