

Homeless Student Stability Program:

Interim Evaluation Report, SFY 2026

Submitted to:

Department of Commerce
Office of Homeless Youth
July 30, 2026

Prepared by:

Bétyna Berice, Senior Research Associate



Contents

Interim Evaluation Report, SFY 2026	1
List of Tables and Figures	4
Introduction	5
Data Sources.....	5
Changes to HMIS Data.....	6
Data Suppression	6
HMIS Limitations	6
McKinney-Vento Expansion and Joint Reporting	8
Passage of Substitute House Bill 2594 (SHB 2594)	8
HSSP/HSSeP Joint Reporting	8
Project Descriptions.....	8
2025-2027 Cohort.....	9
<i>Fiscal Year 2026</i>	9
Council for the Homeless	9
Foundation for Youth Resiliency and Engagement	10
REACH Center	10
TOGETHER!	11
Yakima Neighborhood Health Services	11
Abused Deaf Women’s Advocacy Services.....	12
Anacortes Family Center	12
Communities in Schools of Benton-Franklin	13
Communities in Schools of Lakewood	13
Northeast Washington Education Service District 101 (Open Doors).....	14
Neighborhood House	14
YWCA Seattle King Snohomish.....	15
Housing Stability Services and Supports	15
Number Served	16
Identification and Referrals	16
Coordinated Entry and Other Referrals.....	17
Project Types.....	18
Services Provided and Use of Flexible Funding	19
Other Services Provided	19

2 BUILDING CHANGES

Housing Barriers and Challenges	20
Landlord Relationships and Rental History Barriers	21
Immigration-Related Fears and Barriers.....	22
Funding Limitations and Resource Gaps	22
Unaccompanied Youth Specific Barriers	23
Characteristics, Housing Stability Histories, and Housing Outcomes	24
Household and Student Characteristics	24
Housing Stability Prior to Entry	27
Housing Outcomes.....	28
School Partnerships, Data Sharing, and Academic Supports	32
School District Partners	32
Data Sharing	34
Educational Enrichment Activities	35
Education-Related Barriers and Reporting Student Outcomes	36
Equity and Access to HSSP-Funded Services.....	37
Addressing Equity and Disproportionality	37
Services and Supports for Doubled-Up Students.....	38
Technical Assistance	38
Cohort Engagement and Group Learning Activities	38
Technical Assistance Surveys.....	39
Technical Assistance Goals and Learnings	40
Reflections.....	41
Data Limitations	41
Challenges and Successes	41

List of Tables and Figures

FIGURE 1.....	9
TABLE 1.....	16
HOUSEHOLDS AND CLIENTS SERVED BY AGENCY.....	16
TABLE 2.....	19
HOUSEHOLDS SERVED BY HMIS PROJECT TYPE PER ENROLLMENT	19
TABLE 3.....	19
HOUSEHOLD FLEXIBLE FUND USE AND EXPENDITURES BY AGENCY	19
TABLE 4.....	24
CLIENTS SERVED BY RACE/ETHNICITY ENROLLED IN FY2026(MUTUALLY INCLUSIVE)*†	24
TABLE 5.....	25
NUMBER OF CLIENTS PER HOUSEHOLD ENROLLMENT*	25
TABLE 6.....	26
HOUSEHOLD COMPOSITION PER ENROLLMENT BY FAMILY STATUS, PARTNER STATUS, AND AGE.....	26
TABLE 7.....	27
AGE RANGES OF UNIQUE CLIENTS.....	27
HOUSEHOLD RESIDENCE PRIOR TO ENTRY BY CATEGORY AND TYPE	27
TABLE 9.....	28
HOUSEHOLD HOUSING STABILITY HISTORY	28
TABLE 10.....	28
HOUSEHOLD ENROLLMENT EXITS AND TOTAL HOUSEHOLD ENROLLMENTS BY AGENCY	28
TABLE 11.....	29
HOUSEHOLD ENROLLMENT DESTINATION AT EXIT BY CATEGORY AND TYPE*	29
HOUSEHOLD ENROLLMENT EXIT TYPE AND RATE BY AGENCY	29
HOUSEHOLD ENROLLMENT CHANGES IN HOUSING STABILITY FROM ENTRY TO EXIT BY CATEGORY AND TYPE	30
TABLE 14.....	31
HOUSEHOLD ENROLLMENT CHANGES IN HOUSING STABILITY BY AGENCY.....	31
TABLE 15.....	31
ENROLLMENT LENGTH IN DAYS BY EXIT TYPE	31
TABLE 16.....	32
HOUSEHOLD ENROLLMENT LENGTH IN DAYS BY AGE	32
TABLE 17.....	32
ENROLLMENT LENGTH IN DAYS BY AGENCY	32
FIGURE 2.....	33
LOCATION OF SCHOOL DISTRICTS FOR STUDENTS SERVED BY GRANTEES	33

Introduction

Washington State's [Homeless Student Stability Program](#) (HSSP)¹ provides grant funding to bring housing and education systems together to link students experiencing homelessness and their families to stable housing and community resources. The goals of the program are to provide educational stability by promoting housing stability within the student's school district and to encourage the development of sustainable, collaborative strategies between housing and education partners.

The [Washington State Department of Commerce](#) (Commerce) contracted Building Changes to provide technical assistance and evaluate 12 HSSP grant projects for fiscal year 2025-26 (FY26). In June 2025, the [Office of Homeless Youth and Protection Programs](#) (OHY) made the decision to renew all existing HSSP contracts through the next biennium. All 12 grantee communities were given additional funding, and their contracts were extended to June 30, 2027. This evaluation covers the first year of this contracted period of July 1, 2025 to June 30, 2026. The data used in the evaluation are from the previous cohort 1 and cohort 2, which have been combined into one cohort for this evaluation period.

Homelessness is an experience that may lead to the need to engage with multiple services to fully address housing needs for a student and their family. These services can vary, especially among different communities. Some households may experience multiple episodes of homelessness and thus enroll in multiple projects to find stable housing. Other than when noted, analysis in this report uses total, duplicated counts of households and clients in order to capture the total number of times people accessed services through HSSP.

Through March 31, 2026, HSSP grantees served an unduplicated total of 233 households comprised of 806 individual clients. Households continued to receive services as of June 30, 2026. Of the 156 total household exits, 44% (68 households) exited to a permanent destination and 43% (67 households) increased their housing stability. An additional six households, or roughly 4% of exits, stabilized within and maintained a permanent residence.

This interim report provides details on several components of HSSP based in part on reporting requirements in the authorizing legislation and the contract with Commerce including information on program implementation, services, client characteristics and outcomes, partnerships with school districts, technical assistance provided by Building Changes, grantees' reflections on their program, and other topics.

Data Sources

To conduct the evaluation, Building Changes collected and analyzed the following quantitative and qualitative data sources:

- *Individual-level HMIS Data:* In partnership with Commerce, Building Changes collected Homeless Management Information System (HMIS) data entered by grantees for all program

¹ RCW 43.185C.340. Full text available at <https://app.leg.wa.gov/RCW/default.aspx?cite=43.185C.340>.

participants including heads-of-households and any related clients covering the period from July 1, 2025 to March 31, 2026. The data were extracted in June 2026.

- *Grantee Narrative Reports*: Grantees submitted biannual narrative reports between October 2025 and April 2026. The reports collected responses to questions related to housing services/supports, academic services/supports, partnerships, equity, and program spending.
- *Memorandums of Understanding (MOUs)*²: In partnership with Commerce, Building Changes collected completed MOUs with some partner districts/agencies for each grantee.

Changes to HMIS Data

As of October 1, 2025, the U.S. Department of Housing and Urban Development (HUD) introduced new data standards for FY2026³. Among changes to the data standards included updates to the way sex, race & ethnicity, and gender data are collected. Continuing to FY2026, race and ethnicity are collected as one category, and the new standard modifies the Hispanic/Latina/o category. Prior to FY2026, sex and gender were collected separately, which included “Man/Woman,” “Non-Binary,” and “Two-Spirit”; however, the new standard removed gender and changes sex to be “Female/Male” with no inclusive option for those who identify outside of the gender binary. Additionally, a new element of Mental Health Consultation was added in the FY2026 update.

Data Suppression

To protect privacy, counts and percentages are collapsed across subcategories or suppressed when there are few households or students. Data is suppressed when the number of households is less than five, the number of households fleeing domestic violence is less than 10, or the number of individuals is less than 10. In cases where the count or percentage could be inferred from the totals, the next lowest category was also suppressed.

HMIS Limitations

Building Changes is contracted by OHY at the Commerce to provide technical assistance to HSSP grantees, which includes providing interim program evaluation reports and a final program evaluation per grantee cycle. The HSSP statute, RCW 43.185C.340⁴, mandates the use of HMIS by all grantees and requires reporting on the following measurements:

- i) Length of time enrolled in the grant program;
- ii) Housing destination at program exit;
- iii) Type of residence prior to enrollment in the grant program; and
- iv) Number of times homeless in the past three years.

² RCW 43.185C.340(4). The HSSP law requires each grantee to provide a memorandum of understanding between grantees and partner schools or districts “defining the responsibilities and commitments of each party to identify, house, and support students experiencing homelessness. The memorandum must include: (a) How housing providers will partner with school districts to address gaps and needs and develop sustainable strategies to help students experiencing homelessness; and (b) How data on students experiencing homelessness and their families will be collected and shared in accordance with privacy protections under applicable federal and state laws.”

³ U.S. Department of Housing and Urban Development. (2025). *HMIS data collection requirements for transition to FY202 HMIS data standards*. HUD Exchange. [FY 2026 HMIS Data Standards Manual](#)

⁴ Full text available at <https://app.leg.wa.gov/RCW/default.aspx?cite=43.185C.340>.

In addition to the above measurements, Building Changes has historically reported on number of students served, age categories of clients, household sizes, race and ethnicity of clients, gender identity and sexual orientation of clients, and other information to help ensure programs are reaching the intended population, making impacts in underserved communities, and/or understanding who is seeking services from the programs. Although we get a picture of this information through interacting with grantees on a regular basis and biannual narrative reports, the primary way to access this information is through analysis of a programs' HMIS data.

In the past, Building Changes has received de-identified HMIS data for HSSP programs on an annual basis in order to report this detailed, programmatic information while still maintaining client privacy in presentation of the data. However, in recent years, Continuums of Care (CoCs) and the Data and Performance Unit (DPU) at Commerce have provided us with less data due to more stringent policies around data suppression. Furthermore, they have been unable to provide data to us in a timely manner to meet program reporting requirements outlined in our contract. This is often due to the need to pull data at a quarterly cadence as well as large inaccuracies in the data we receive in recent years that require CoCs and/or the DPU team to resend data multiple times over the span of a few weeks. To address this massive undertaking, DPU now sends Building Changes data quarterly, as well as annually. Although these teams do work tirelessly with us, they often still provide limited, suppressed data with inaccuracies in the timeline we need to finish reporting. As a result, Building Changes has become more limited each year in our ability to evaluate the HSSP portfolio.

One example has been providing limited data that prevents us from being able to identify students in the HSSP data, thus creating limitations in speaking to how many students are served through HSSP due to missing school district data and limited access to age data. Additionally, we have not been able to see an accurate picture of race and ethnicity information of households or clients for the last three years due to interpretations on suppression requirements of the data. Furthermore, due to recent updates in guidance from the federal government, as of this past year we no longer receive sex, gender, and sexual orientation data and are no longer able to provide accurate household information based on sex, gender, and sexual orientation.

Building Changes strongly recommends that Commerce provide pathways to allow contracted entities, such as Building Changes, to be able to accurately and safely analyze HMIS data to meet legislative requirements, monitor programs with the HSSP team at Commerce, and evaluate a program like HSSP as a whole. Furthermore, by restricting access to more detailed demographic data (i.e., no ability to see specific racial or ethnic, sex, sexual orientation, and gender categories), HSSP cannot speak to meeting marginalized communities and making strides in decreasing overrepresentation of specific communities, something clearly outlined as a goal of the work in our contract and by Commerce itself. We believe there are pathways to evaluate these programs' HMIS data while maintaining privacy laws and ensuring compliancy with local, state, and federal law. Some recommendations are implementation of Memorandums of Understanding (MOUs) for specified purposes, more responsive ways to navigate reporting requirements for allowed contractors, and/or clear pathways for access and analysis of HMIS data for evaluation purposes.

McKinney-Vento Expansion and Joint Reporting

Passage of Substitute House Bill 2594 (SHB 2594)

During the 2026 legislative session, [Building Changes helped lead the effort](#) to ensure educational protections for children and youth experiencing homelessness remain in place amid federal uncertainty. Building Changes collaborated with Representative Kristine Reeves and Representative Travis McEntire to introduce House Bill 2594, which was subsequently enacted as Substitute House Bill 2594 (SHB 2594). The legislation codifies the federal [McKinney-Vento Homeless Assistance Act](#) in Washington State law in order to ensure that the access of children and youth experiencing homelessness to a free, appropriate public education remains consistent amid emerging federal uncertainty. The bill largely mirrors federal law while incorporating two notable provisions. First, Section 1101 provides that, so long as Washington Office of Superintendent of Public Instruction (OSPI) and school districts take actions that satisfy the requirements of the McKinney-Vento Act as it existed on January 1, 2026, those actions shall be deemed to satisfy the corresponding requirements of SHB 2594. Second, the bill requires OSPI to prepare and submit a report to the Governor and the Legislature every four years on the status of the education of children and youth experiencing homelessness, including the actions taken by OSPI and an assessment of their effectiveness. The Governor signed the bill into law on March 24, 2026.

HSSP/HSSeP Joint Reporting

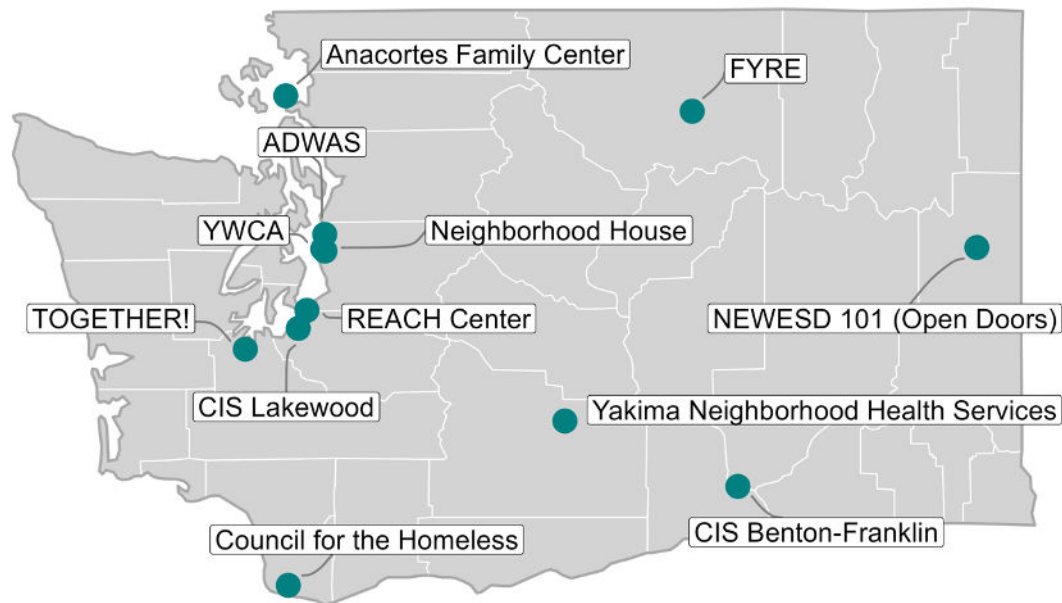
During the 2023 legislative session, House Bill 1622 (HB 1622) was enacted to more closely align the objectives of the [Homeless Student Stability Education Program](#) (HSSeP) and HSSP, while also establishing additional collaboration and reporting requirements for the OSPI and Commerce. Pursuant to the law, the two agencies are required to coordinate on shared goals and outcomes for their respective programs and to jointly publish a public report beginning in 2024 and biennially thereafter. Although the agencies have collaborated on shared goals since the enactment of HB 1622, they did not produce a joint report in either 2024 or 2026. This outcome was due in part to limited coordination between the agencies' data teams and to misalignment among grantees across the two programs. In response, Building Changes recommends that the agencies establish a joint Request for Proposal (RFP) process and adopt coordinated, standardized data practices across both programs in order to strengthen collaboration and reduce barriers to the production of future joint reports.

Project Descriptions

In June 2025, the funding was renewed for the next full biennium, extending their HSSP contracts to June 30, 2027. Commerce awarded 12 grantees a total of \$3,170,000 in HSSP funding for the 2-year renewal, \$785,00 for FY26 and \$ 735,000 FY27. The name and location of each grantee is shown in **Figure 1**.

Figure 1.

Location of HSSP Grantees
2025–2027 Cohort



This section provides a brief description of each grantee’s HSSP project as described in their initial proposal and/or in subsequent narrative reports) and describes MOUs completed with partner districts.

2025–2027 Cohort

Fiscal Year 2026

Council for the Homeless

Council for the Homeless (CFTH) is a nonprofit organization in Clark County whose mission is to “provide community leadership, compelling advocacy, and practical solutions to prevent and end homelessness.”⁵ CFTH has received HSSP funding since 2016 and has continued to evolve their program to best meet student and family needs. Their program continues to partner with Vancouver and Evergreen School Districts to increase family housing stability for McKinney-Vento households. Their program has also added partnership with four new districts during this granting period: Battleground, Camas, Washugal, and Ridgefield. CFTH employs Housing Navigators to work with Family Community Resource Centers (FCRCs) within each partner district to identify households experiencing homelessness, provide Diversion and other housing supports, utilize flex funds to meet varying needs, and connect students and families to other services in the community. CFTH program staff work with community partners and culturally specific agencies to engage in problem solving and discuss strengths, challenges, and connections to resources. CFTH focuses on providing housing

⁵ <https://www.councilforthehomeless.org/>

support using Diversion funds and navigation services and supporting the development of the Anchor Communities Initiative to serve young people experiencing homelessness in Clark County.

CFTH completed MOUs with six school districts. During this grant period, they added four new MOUs at Ridgefield, Washougal, Camas, and Battleground. They also continue to maintain their MOU with Evergreen School District Foundation and Vancouver Public Schools. The MOUs outline the purpose, funding, process, and eligibility criteria, as well as details how they will work together to utilize funding to help McKinney-Vento students gain housing stability within their districts.

Foundation for Youth Resiliency and Engagement

Foundation for Youth Resiliency and Engagement (FYRE) is a nonprofit organization who opened their doors in October 2020 to serve young people ages 12-24 in Okanogan County. Their mission is “to advocate for equitable opportunities that allow all youth to thrive.”⁶ FYRE’s initial program model was designed to address four key areas: 1) youth infrastructure and Coordinated Entry (CE) monitoring; 2) strengthening schools; 3) youth and family resilience; and 4) safe and immediate connection. Embedded activities include providing stipends to youth to participate in their Youth Housing Coalition, increasing coordination with school and district support staff to connect young people to identified resources, and providing and exploring ways to establish monthly connections with youth experiencing housing instability across their rural community. They also provide funds for low-barrier assistance with security deposits, rent, utility costs, gas, and phone cards. To address needs that arise from operating in a rural county, FYRE invested in an outreach van to ease resource provision and meet students and young people where they are.

FYRE has completed MOUs with four local schools and school districts: Pascal Sherman Indian School, Omak School District, Tonasket School District, and Okanogan School District. These MOUs outline how FYRE collaborates with district homeless liaisons and other designated school staff to identify and refer young people ages 12 and up experiencing homelessness to FYRE for housing-related services and supports.

The REACH Center

The REACH Center (REACH) is a youth service center in Pierce County that provides a variety of services including housing support and has a mission to “equip and embolden young people to achieve success in education and employment through a strong network of dedicated partners.”⁷ REACH has received HSSP funding since 2020 and has evolved their program by adding one additional full-time Peer Outreach Specialist. They have also added another school district in Pierce County, bringing the total to five Sumner-Bonney Lake, Bethel, Puyallup, Franklin-Pierce, and Tacoma. REACH works across these four districts and one tribal school to support McKinney-Vento eligible youth ages 13-21 and their households. REACH’s Peer Outreach Specialists utilize Diversion; provide prevention services; help young people and their households with hotels/motels for emergency shelter; and work in connection with a wide network of community partners to help support, navigate, and connect youth to needed resources. Their program focuses on strengthening relationships with their school district partners.

⁶<https://www.okfyre.org/>

⁷<https://www.reachtacoma.org/>

REACH has completed MOUs with Bethel Public Schools, Puyallup School District, Sumner-Bonney Lake, Franklin-Pierce, Tacoma Public Schools, and Chief Leschi Tribal School that outline the responsibilities of each partner including providing services and referrals, convening meetings, participating in case conferencing to support interventions, and providing private space for conversations and intakes.

TOGETHER!

TOGETHER! is a nonprofit organization serving students and youth across Thurston County with a mission to “advance the health and wellbeing of all young people.”⁸ TOGETHER!’s program aims to partner with North Thurston Public Schools, Tumwater School District, Olympia School District, Yelm School District, and their local community to implement a Host Homes Program. Unaccompanied students are referred by their school district partners, connected to TOGETHER! staff to share their situation, and are then matched with an available Host Home option. TOGETHER! was tasked with Host Home recruitment, training, and working with those Host Homes to offer ongoing support in their host role. Staff provide wraparound support to the students through a strengths-based approach. This includes ensuring they are on track academically, helping students gain life skills to provide for their future stability, connecting them to physical health and mental/behavior health care as needed, and assisting them to build a supportive network of adults, peers, and community.

TOGETHER! has completed MOUs with three school districts in the county, including three of the largest: Tumwater School District, North Thurston Public Schools, and Olympia School District. They are currently in the process of getting an MOU with Yelm School District. The agreement outlined their work together utilizing their Community Schools Model which is focused on meeting the academic, social, emotional, and health supports available to identified students.

Yakima Neighborhood Health Services

[Yakima Neighborhood Health Services](https://thurstontgether.org/Who-We-Are/Mission-Vision) (YNHS) is a nonprofit agency in Yakima County with a mission to “provide affordable, accessible, quality health care; promote learning opportunities for students of health professions; and end homelessness and improve quality of life in our communities.”⁹ YNHS has been funded since the 2021 grant cycle and has continued their work this round with their local Educational Service District (ESD) 105, which included working in partnership with 15 school districts located in Yakima County. Their program brings McKinney-Vento liaisons and YNHS staff together to identify students and families in need of assistance and provide resources and referrals to obtain housing, access support services, and provide connections to health care services. Their strategies include Diversion, use of hotels and motels for emergency shelter, prevention and stabilization services, and connections to available resources including rental assistance programs. They also assist households with basic needs including food, clothing, gas, and car repairs.

YNHS completed an initial MOU with ESD 105 in June 2022 and updated it in December 2025 to extend through the 2026-27 school year. Their agreement includes an overview of each party’s agreed upon roles (e.g., attending meetings, identifying and referring students, offering housing assistance and support services, and more).

⁸ <https://thurstontgether.org/Who-We-Are/Mission-Vision>

⁹ <https://www.ynhs.org/>

Abused Deaf Women's Advocacy Services

[Abused Deaf Women's Advocacy Services](#) (ADWAS) serves Deaf, DeafBlind, and DeafDisabled survivors of gender-based violence in King County with a mission to “transform their lives while striving to change the beliefs and behaviors that foster and perpetuate violence.”¹⁰ ADWAS is the only Deaf-centered domestic violence/sexual assault agency in the country with Deaf staff operating a 24/7 crisis hotline, emergency shelter, transitional housing units, a children's program, and outreach services. As a result, many survivors travel from across the country or even internationally to access their services. ADWAS' HSSP program provides support services for students and families from Seattle Public Schools who are living in their supportive housing program. Residents in this housing program, titled “A Place of Our Own,” can access a range of support services aimed at addressing immediate needs while empowering them for long-term stability. During their stay, students and families work with advocates to build personalized plans for securing long-term housing, developing financial literacy, accessing educational support, and connecting with employment resources. Such programming has included a Homework Club with tutors, individualized parenting classes, American Sign Language (ASL) classes for both Deaf students and Children of Deaf Adults (CODAs), and an art class to support children and youth who have experienced trauma have a safe and creative space to express themselves. HSSP funds are also being used to host the only summer camp for Deaf and CODA children in western Washington.

ADWAS has a historical relationship with Seattle Public Schools and continues to work with Edmonds School District. They have signed Letters of Agreement with both districts that describe the way that districts will share students' specific tutoring needs that can be addressed at ADWAS' Homework Club.

The Anacortes Family Center

[The Anacortes Family Center](#) (AFC) is a nonprofit housing provider in Skagit County with a mission of providing shelter and comprehensive services to “achieve long-lasting personal success and self-sufficiency and to prevent homelessness in our community through advocacy and by providing affordable housing options.”¹¹ AFC's program provides 60-90 day emergency shelter paired with wraparound supports for students and families in the Anacortes School District. Case managers work with clients to establish and assess goals, identify barriers, and determine appropriate responses to achieve those goals. AFC is the only shelter program in Skagit County that allows families to live under one roof, and they offer weekly life skills classes for both adults and children which includes topics like budgeting and saving, credit repair, parenting after trauma, bullying awareness, and good study habits. AFC also provides access to contracted therapists for every family member that identifies a need.

AFC has had a MOU in place with Anacortes School District since February 2022. Their agreement outlines their communication cadence as well as the ways they exchange information related to academic, social-emotional, and behavioral needs of students.

¹⁰ <https://www.adwas.org/>

¹¹ <https://www.anacortesfamily.org/>

Communities in Schools of Benton-Franklin

[Communities in Schools of Benton-Franklin](#) (CISBF) is a branch of the national Communities in Schools model with a mission “to surround students with a community of support, empowering them to stay in school and achieve in life.”¹² CISBF works with Student Support Coordinators to serve students directly in 33 schools across five districts in Benton and Franklin Counties. They function as a community resource hub within each school building. Student Support Coordinators help McKinney-Vento-identified students navigate the Coordinated Entry system and access emergency shelter, basic needs, and housing support and assistance. The program is designed to be a low-barrier access point for students and their families with Support Coordinators serving full-time in each school building. Supports for students and families include rent, arrears, deposits, utility assistance, basic needs support, move-in and moving costs, and short-term emergency shelter.

CISBF established MOUs with five school districts in Benton and Franklin counties: Finley, Kennewick, Pasco, Prosser, and Richland. Each MOU outlines the key responsibilities and deliverables of both parties, including a partnership with Safe Harbor Support Center to help make payments to families for support services and housing costs.

As of this granting period, CISBF has experienced a delay in start of services due to significant staffing emergencies. They are working with Gina Thompson of OHY to help get the program back on track and begin serving McKinney-Vento-identified students across their five district MOUs (Finley, Kennewick, Pasco, Prosser, and Richland). For that reason, they are not included in the data results for HMIS and narrative reports.

Communities in Schools of Lakewood

[Communities in Schools of Lakewood](#) (CISL), similar to CISBF, is a nonprofit organization operating in schools in Pierce County.¹³ Their McKinney-Vento program offers an integrated supports model that works out of schools in the Clover Park School District. The McKinney-Vento Site Coordinator supports students and families by offering direct support and meeting them where they are. The program provides three tiers of access for students experiencing homelessness in the district: 1) A daily afterschool program that includes the provision of basic needs, access to flexible funding for housing costs, Coordinated Entry navigating, Diversion, and more; 2) Weekly wellness small groups and transitional programming as well as opportunities for high school students interested in tutoring younger students; and 3) One-on-one case management with a specific focus on unstably housed students and families and unaccompanied youth. CISL has used HSSP funds to hire a second McKinney-Vento Site Coordinator to increase capacity. Both Site Coordinators are certified through Community Homeless Resolution Partner (CHRP), Coordinated Entry, the [Homelessness Prevention and Diversion Fund](#) (HPDF), and Youth Mental Health First Aid.

CISL has an ongoing MOU with Clover Park School District that they updated in August 2024 to outline the goals of their HSSP program. During this grant period, they added an MOU with Franklin-Pierce School District. The MOUs define the tiers of support offered by CISL and notes the roles of the CISL

¹² <https://bentonfranklin.ciswa.org/>

¹³ <https://lakewood.ciswa.org/>

site coordinators located at Clover Park School District and Franklin-Pierce School District in working collaboratively with school administrators, principals, and leadership.

Northeast Washington Education Service District 101 (Open Doors)

The [Northeast Washington Education Service District 101](https://www.esd101.net/learning/open_doors) (NEWESD 101) is the first ESD to ever be awarded HSSP funds. Their [Open Doors Youth Reengagement program](https://www.esd101.net/learning/open_doors) serves disconnected youth in Spokane County with the mission of “partnering young adults on their pathway to a better tomorrow.”¹⁴ NEWESD 101’s Open Doors program operates as a consortium of 16 regional school districts. McKinney Vento Liaisons at each district refer students to the Open Doors program where they regularly meet with case managers who support them with academic progress, GED attainment, and workforce development. Students enrolled in Open Doors also have access to resources at NEWESD 101’s Next Generation Zone which include basic needs, employment and training services, and access to scholarship funds. NEWESD 101’s HSSP program will include providing rental assistance, hotel and motel vouchers, and other basic needs funding to eliminate any barriers students may face to academic success.

Open Doors has completed MOUs with 13 of the 59 school districts in NEWESD 101: Central Valley School District, Cheney School District, Deer Park School District, Freeman School District, Mead School District, Medical Lake School District, Nine Mile Falls School District, Newport School District, Pullman School District, Rosalia School District, Spokane Public Schools, East Valley School District, and West Valley School District. Each MOU details the responsibilities of each partner in reengaging students who have previously dropped out of school with opportunities for credit recovery, case management, and other supports.

Neighborhood House

Neighborhood House is one of the oldest human services agencies in the Seattle region with a mission to “build community and increase access to housing, health, education, and economic opportunity.”¹⁵ Neighborhood House aims to help individuals and families obtain and retain permanent, stable housing through short-term rental and utility assistance, housing search support and move-in costs, economic empowerment coaching, employment services, and other tailored supports. Neighborhood House is utilizing HSSP funds to support their Student and Family Stability Initiative (SFSI), a partnership with King County Housing Authority, United Way of King County, and Highline, Tukwila, and Renton School Districts that helps McKinney Vento-eligible families move into permanent housing. Neighborhood House covers move-in costs and a temporary income-based rental subsidy while providing healing-centered engagement, employment and training navigation, economic empowerment, and legal services. HSSP funds will primarily go to serving migrant and asylum-seeking students and families who are living unsheltered in encampments in Tukwila.

Neighborhood House established MOUs with Highline and Tukwila School Districts in April 2025. As of October 2025, they have an MOU with Renton School District. The three MOUs are in place for two years and detail the role of each partner in carrying on the SFSI program, as well as the specific program standards that demonstrate partnership. These goals include 80% of enrolled families

¹⁴ https://www.esd101.net/learning/open_doors

¹⁵ <https://nhwa.org/about-us/>

successfully obtaining permanent housing, 80% of housed families successfully transitioning off of rent assistance, and 80% of families being housing stable between six and twelve months after program participation.

YWCA Seattle | King | Snohomish

[YWCA Seattle | King | Snohomish](#) is a long-running service provider operating in King and Snohomish counties with the mission of “eliminating racism, empowering women, and ensuring all people in our community have the opportunity to thrive.”¹⁶ YWCA centers its advocacy and service on BIPOC communities, particularly Black/African-American women and girls. Their culturally-specific programming and services include children and youth services, shelter and housing, gender-based violence services, employment services, and healthcare access. YWCA provides direct housing support via eviction prevention assistance, rapid re-housing, hotel and motel vouchers, VI-SPDAT assessments, Diversion, and emergency shelter. In addition, they provide community-based youth development and education through their Femme2STEM program which provides economic empowerment and STEM education for girls of color and a Teen Advocacy Program which focuses on gender-based violence prevention and education amongst Black/African-American girls. YWCA’s HSSP program is based on a prior Student Stability Program which, from 2020-2021, focused on supporting Black/African-American students and families in Seattle Public Schools via culturally-specific advocacy, trauma-informed systems navigation, and financial assistance for obtaining housing. Housing and Youth Advocates meet with students and families where they are by offering flexible and off-site appointments and workshops-events that provide comprehensive support and education around housing, life skills, and economic independence.

YWCA established a Letter of Agreement (LOA) with Seattle Public Schools (SPS) in March 2025. The LOA details YWCA’s referral process, including how they will work closely with SPS Family Support Specialists to identify and screen students and families. The LOA also sets an annual program assessment cadence and a collaboration goal of 80% or more students and families referred to YWCA stabilizing their housing.

Housing Stability Services and Supports

This section describes information related to housing stability services and supports provided by HSSP grantees including the number of students and households served, identification and referral methods, partnerships with Coordinated Entry, project types, specific support services, use of flexible funding, and housing-related barriers. Each of the quantitative measures described in this subsection are drawn from an analysis of individual-level HMIS data from the cohorts of grantees. It is important to note that differences across agencies may reflect, in part, differences in program models (e.g., shelter or Diversion), geographic scope (e.g., specific schools or multiple districts), focus population (e.g., unaccompanied youth or families), and the distinct needs and barriers the populations face (e.g., families fleeing domestic violence, various immigrations status, disabilities).

¹⁶ <https://www.ywcaworks.org/>

Number Served

From July 1, 2025 to March 31, 2026, HSSP grantees served an unduplicated total of 806 individual clients in 233 households. Council for the Homeless and REACH served the most clients, with the two agencies combined, served 112 unique households (48% of all households) and 435 unique clients (54%). As this is an interim report covering part of the first year of this two-year cohort, enrollment numbers are not as comprehensive as they will be at the end of Year 2 (Table 1).

Table 1.

Households and Clients Served by Agency

Agency Name	Unique Households	Total Households	Unique Clients	Total Clients
Anacortes Family Center	6	6	20	22
Communities in Schools Benton-Franklin	7	7	25	25
Communities in Schools Lakewood	supp.	supp.	supp.	supp.
Council for the Homeless	63	63	259	259
FYRE	21	21	21	21
Neighborhood House	15	15	48	48
NEWESD101	20	20	70	74
REACH	49	49	176	180
TOGETHER!	supp.	supp.	supp.	supp.
YWCA	5	5	13	13
Yakima Neighborhood Health Services	42	42	165	165
Total	233	233	806	816

Note: *Unique households* refer to the unduplicated count of distinct households across all programs. *Total households* refer to the distinct household values within each program, meaning a household enrolled in two or more programs will be counted once per program. *Unique clients* refer to the unduplicated count of individual clients across all programs. *Total clients* refer to all client records including clients enrolled in two or more programs.

Identification and Referrals

At the start of the grant year, grantees used a variety of methods to identify and refer students to HSSP services. Typically, district McKinney-Vento liaisons and school support staff identified students experiencing homelessness based on the McKinney-Vento definition. Referrals were made directly to agency HSSP staff over the phone, through email, in-person, or using a secure online portal. The majority of grantees said that most of their referrals came from their partner school districts.

REACH noted that they have an online intake form that school staff complete with the client to ensure a warm handoff. CFTH noted that most referrals come from Family Community Resource Coordinators (FCRCs) at their partner school districts, who submit referrals through a secure online form directly to HSSP staff. They noted that referrals were slower than expected at the start of the school year, in part due to one district being on strike. TOGETHER! noted that approximately 90% of referrals came from their three partner districts and were typically made informally via email, phone, or text by school-based support staff such as counselors, social workers, and student navigators.

Multiple grantees also relied on other referral methods outside of the district. YNHS utilized street outreach workers who engaged families living outdoors or in their cars and helped enroll school-aged

children. FYRE noted that the majority of their referrals came from youth themselves through word-of-mouth, with additional referrals coming through a form established by their local Community Action Council. CISL also noted an increasing number of requests for support from our organization coming from community members who have heard about us from word of mouth

Following the updated guidance issued by OHY and Building Changes in the 2025-2026 grant year, referral patterns shifted for some grantees. *The updated guidance clarified that HSSP funds could only be used for households at risk of homelessness after all other resources had been exhausted, landlord negotiations had been attempted, a viable housing stability plan was in place, and OHY and Building Changes had reviewed and approved the expenditure.*

As a result, some grantees reported a narrowing of the types of referrals they were able to accept. YWCA reported a significant decline in referrals as Seattle Public Schools McKinney-Vento liaisons recalibrated to the updated eligibility criteria, noting that many households historically referred to their program were seeking eviction prevention services that no longer aligned with the program model. NEWESD101 noted that after the guidance update, they shifted their focus more intentionally toward families already enrolled under McKinney-Vento, which they felt left a large percentage of at-risk households without assistance. CISL noted that while they continued to receive referrals from school partners, they also began receiving referrals from community contacts, apartment complexes, and landlords who recognized when a family was at risk and in need of support. CFTH and REACH reported minimal changes to their referral processes as their programs already primarily served literally homeless households.

Coordinated Entry and Other Referrals

At the start of the grant year, grantees reported varied relationships with Coordinated Entry. CFTH continues to serve as the administrative body of Clark County's Coordinated Entry system, while YNHS functions as a Coordinated Entry access point in their community. FYRE serves as the primary site for youth-based services in their local Coordinated Entry system. TOGETHER!, while not a Coordinated Entry project, noted that their case managers frequently collaborated with Coordinated Entry and other housing providers to help youth and hosts access community resources.

Several grantees reported offering Diversion prior to entering Coordinated Entry, noting that they maintained partnerships with Coordinated Entry to explore all possible avenues of support for clients. YNHS noted that families may also self-refer to their Connections office, which is well known in the community as a Coordinated Entry access point. FYRE noted that because their primary focus is on unaccompanied youth, they prioritize flexible methods for these youth to stabilize, often facilitating longer-term stays with friends or family members rather than routing youth through Coordinated Entry.

Some grantees noted difficulties in working with Coordinated Entry. NEWESD101 noted that most families they serve had already made contact with Coordinated Entry before engaging with their program, and that families were often not confident in seeing success after being placed on a waitlist. They noted that working with private landlords directly had been more effective in getting families housed quickly. CFTH noted that when families referred to HSSP needed more support than the program could provide, they gave families the option to get a housing assessment through

Coordinated Entry to be placed on a housing priority list.

Following the updated guidance, the role of Coordinated Entry partnerships became more important for several grantees as they worked to exhaust all other resources before using HSSP funds for rental arrears or eviction prevention. REACH noted that their program had already aligned with the updated guidelines by exhausting local rental assistance resources and negotiating with landlords prior to using HSSP funds, though they expressed concern about the timeliness of the new approval process with OHY and Building Changes. Neighborhood House noted that the updated guidance led to a more structured and collaborative approach to eviction prevention, with their team working more intentionally to negotiate directly with landlords and connect families to other available resources before utilizing HSSP funds. CFTH noted that they operate other Diversion and Prevention programs that can assist households who are still housed and have rental debt, and that they redirect households to these programs when appropriate rather than using HSSP funds.

Project Types

Grantees enrolled students and families into specific HMIS project types based on residence at entry. However, the project type in HMIS may not accurately or fully describe the specific services households received. Most grantees described using a combination of Diversion, prevention, emergency shelter and motel stays, and other support services, as well as referrals to partners including behavioral health or legal aid services. Due to this, individuals and households could be enrolled in multiple project types if they were receiving concurrent supportive services under this work.

While grantees described using Diversion, it is not a project type in HMIS and thus there was no way to reliably identify who received Diversion and who did not. Counties in Washington often try to enroll clients who receive Diversion in project types such as “Other” or “Services Only,” but there is no federal regulation of which project type Diversion services are entered into and thus those who receive Diversion versus other services under that project type are hard to differentiate in program such as these. For example, CFTH has Diversion Navigators and described using a Diversion approach but the households they served were primarily enrolled in programs listed as either Homelessness Prevention or Rapid Re-Housing (RRH). It is unclear from the data whether all households categorized into the RRH project first received Diversion services or whether some received standard RRH services with no Diversion or some received only Diversion services. In this case, “Other” projects only refer to TOGETHER!’s long-term Host Homes.

Based on these limitations in the data, the project types shown in **Table 2** may provide an incomplete picture of how grantees served students and families. The most utilized project types were Homelessness Prevention and Rapid Re-Housing.

Table 2.

Households Served by HMIS Project Type per Enrollment

Program Type	Households	
	N	Percent
Homelessness Prevention	141	61%
Rapid Re-Housing	60	26%
Services Only	25	11%
Emergency Shelter	supp.	supp.
Other (Host Homes)	supp.	supp.
Total	233	100%

Services Provided and Use of Flexible Funding

Grantees described providing a variety of specific services and support regardless of the project type(s). These included assistance with rent; move in costs (e.g., application fees and deposits); basic needs (e.g., food, clothing, household items); utility payments; debt reduction; referrals to mental health; obtaining documentation; transportation costs (e.g., bus fare and gas cards); and employment resources, among others.

Through March 31, 2026, three HSSP grantees — Yakima Neighborhood Health Services, Foundation for Youth Resiliency and Engagement, and YWCA — utilized flexible funds to support 39 households, totaling \$75,641 in flexible fund expenditures. The average flexible fund amount per household was \$1,940, with a median of \$2,135. Yakima Neighborhood Health Services served the most households with flex funds (24 households, \$57,781 total), while Foundation for Youth Resiliency and Engagement served an average of \$986 per household and YWCA served an average of \$2,522 per household (table 3).

Table 3.

Household Flexible Fund Use and Expenditures by Agency

Agency Name	Households	Total Dollars	Average*	Median*	Minimum*	Maximum*
FYRE	supp.	\$12,816	\$986	\$534	\$20	\$3,873
YWCA	supp.	\$5,045	\$2,522	\$2,522	\$1,045	\$4,000
Yakima Neighborhood Health Services	24	\$57,781	\$2,408	\$2,546	\$50	\$5,000
Total	39	\$75,641	\$1,940	\$2,135	\$20	\$5,000

Note: Only agencies with reported flexible funds are included in this table. Counts in some categories are suppressed to protect privacy and are indicated using "supp."

* per household calculations

Other Services Provided

Some grantees chose to utilize their HSSP funds for salaries for case workers or supportive programming for students and families. As a result, far more students and families are impacted by HSSP funds than appear in the quantitative data. While some of this programming can be found in the

"Educational Enrichment Activities" section, the following are two examples of such agencies whose unique models impacted students and families outside of the traditional pathways. These supportive services promote the capacity and impact of each HSSP grantee to provide specific, culturally-relevant supports that fill critical gaps in the education system.

- ADWAS provides a Homework Club that offers weekly, structured tutoring support for children in their program. The club is led by college student tutors, many from the University of Washington, who are familiar with current school curricula and provide individualized academic support in subjects such as math. A key strength of the program is that tutors are ASL-fluent, which allows for direct communication with both students and their Deaf parents — reducing stress within the household and strengthening overall family stability. Since the start of the school year, teachers at Olympic View have reported that students who participate in Homework Club have achieved an approximate 95% homework completion rate and have demonstrated stronger comprehension and retention, particularly in mathematics. Students have also shown increased classroom engagement and confidence, with some assisting their peers with math assignments.
- FYRE takes a whole-person approach to educational enrichment that goes beyond traditional tutoring and academic support. FYRE believes that educational enrichment is about being able to concentrate in school, feeling safe, having basic needs met, and feeling heard and seen; which are critical for youth experiencing housing instability. To address these needs, FYRE provides gas cards, food, flexible funding for sports and extracurricular activities, bilingual tutoring, and culturally appropriate afterschool space and activities. During the 2025-2026 grant year, FYRE also launched a driver's education program for unaccompanied youth, recognizing that transportation is critical for economic and educational stability. More than 10 young people passed the written driver's test through a speed course offered at FYRE, and the program is now running a small cohort each month. Additionally, FYRE supported two youths in participating in a local advocacy effort to shift healthcare access for unaccompanied youth, an experience that helped youth feel connected to their community and see themselves as leaders. FYRE also hired a Healthy Youth Coordinator with connections to Paschal Sherman Indian School, allowing them to offer arts and culture programming to residential students on a weekly basis through their Traditional Tuesday program.

Housing Barriers and Challenges

The rising cost of living and housing affordability emerged as a universal barrier across all HSSP grantees in the 2025-2026 grant year. Without exception, every grantee reported that increasing rent prices, combined with stagnant or insufficient household income, made it increasingly difficult for the students and families they serve to secure and maintain stable housing.

Grantees across the state described a housing market that has become increasingly out of reach for the families they serve. CFTH noted that rental prices have soared while people's incomes have not, making housing navigation increasingly difficult for families seeking rentals within their budget. YNHS

similarly noted that families are struggling with food and gas costs in addition to housing, with families being referred to food banks and other community resources to meet basic needs. Neighborhood House noted that the most common barriers they encounter include challenges in obtaining necessary documentation, managing significant household debt, and securing landlords or property managers willing to rent to their families. FYRE noted that their community has very limited housing resources and that many of the youth and families they serve have networks that are also struggling financially. TOGETHER! noted that many of their host families depend on state or federal benefits such as SNAP or rental assistance and that they approach these partnerships carefully to help hosts navigate their own service eligibility.

To address housing affordability challenges, grantees employed a variety of strategies. CFTH noted that their internal Day 1 Fund has allowed them to expand services to outlying communities that would otherwise go unserved, and that their housing specialists remain dedicated to finding housing options that are truly affordable for families. Neighborhood House hired a Landlord Engagement Specialist to work directly with families to support their housing search and help remove barriers to securing stable housing. NEWESD101 noted that building relationships with private landlords directly has been one of the most effective strategies for getting families housed quickly, with landlords sometimes offering flexibility on application requirements and move-in costs. YNHS noted that their case manager encourages connections and referrals to employment specialists who help with job development, resume building, and job coaching to help families increase their income. Several grantees also noted the importance of braiding multiple funding streams to stretch resources further and ensure families receive the comprehensive support they need.

Landlord Relationships and Rental History Barriers

Multiple grantees noted difficulties working with landlords as a significant barrier to housing stability. Past rental debt or prior evictions often resulted in automatic denials, making it difficult for families to secure new housing even when they had income to sustain rent. CFTH noted that rental arrears have become the most common housing barrier they encounter, yet it is also the most difficult to alleviate for families. They noted that Pacific Islander households in particular face significant challenges navigating lease expectations, leading to many households not paying rent on time and needing eviction prevention support. NEWESD101 noted that working with private landlords directly has been one of the most effective strategies for getting families housed quickly. CISL noted that they continue to strengthen partnerships with landlords and property managers, which has also led to an increase in referrals from those same landlords when they recognize a family may be at risk and in need of support.

Grantees described several strategies for overcoming landlord-related barriers. NEWESD101 noted that over the course of the grant year they developed stronger relationships with certain properties and landlords that they have been able to rely on when helping families access safe, quality housing opportunities, noting that having those connections has made a meaningful difference in their ability to navigate challenges and respond more efficiently. Neighborhood House noted that their team worked on negotiating directly with landlords to reduce rental arrears and that they partnered with American Financial Solutions to assist clients with understanding their credit reports and negotiating past housing debt. REACH noted that their program has consistently worked to advocate on behalf of families with landlords to reduce or remove fees and help minimize outstanding balances to prevent

displacement. CFTH noted that when working with doubled-up households they provide additional rental education, explaining lease expectations and the importance of only having those on the lease residing in the home to prevent eviction. Several grantees also noted the importance of building trust with landlords over time as a long-term strategy for improving housing access for the families they serve.

Immigration-Related Fears and Barriers

Several grantees reported an increase in immigration-related fears and barriers among the students and families they serve during the 2025-2026 grant year, particularly following changes in federal policy. REACH noted that they observed a decrease in immigrant families seeking support in the Sumner area, with McKinney-Vento liaisons reporting that many families felt unsafe reaching out or attending appointments due to fear around immigration enforcement. TOGETHER! noted a notable increase in the urgency of immigration-related needs among the Latino students they serve, as well as within their host families, with many youth and families seeking timely legal immigration support. However, access to legal services was significantly delayed due to high demand on partners such as [Northwest Immigrant Rights Project](#). YNHS noted that recent activities related to students' or families' documented status added additional challenges, including a reluctance to seek services. CISL also noted that concerns related to immigration enforcement and fear connected to U.S. Immigration and Customs Enforcement (ICE) have increased stress for some students and families, affecting their sense of safety and willingness to seek support.

Grantees described several strategies for addressing immigration-related fears and barriers. REACH adjusted their approach by meeting families where they feel safe, offering more flexible service options, and strengthening confidentiality practices to build trust with families who may otherwise be reluctant to seek support. YNHS noted that their outreach teams worked with school liaisons and families to establish trust and offer services, and that their agency has policies in place to protect the most vulnerable and treat families with dignity and respect. TOGETHER! noted that they approach community outreach and fundraising carefully, using inclusive and protective language that prioritizes the safety and privacy of immigrant and migrant youth. They also worked to connect families to legal immigration support through partners such as Northwest Immigrant Rights Project, despite the delays in accessing those services. FYRE noted that they openly discuss systemic barriers with youth, hire people with lived experience, and understand the unique circumstances affecting stability including fear of systems, which has been particularly important for undocumented youth in their program.

Funding Limitations and Resource Gaps

Grantees consistently noted that HSSP funding alone is insufficient to meet the full scope of community need and that broadening funding sources is critical to maximizing impact. FYRE noted that their community has very limited funding support and that capacity, distance, and financial limits made it difficult to serve students across their large geographic service area. TOGETHER! noted that one of their other large funding sources recently concluded, creating uncertainty around program sustainability and staffing capacity going into the next fiscal year. They noted that while they successfully hired a third case manager, they are not confident in their ability to maintain their current staffing structure. CFTH noted that while there are not enough resources in Clark County to meet the

22 BUILDING CHANGES

level of need, the demand for housing assistance is very high but resources are insufficient to meet everyone's needs.

To address funding limitations, grantees employed a variety of strategies to maximize the impact of available resources. CFTH noted that their internal Day 1 Fund has allowed them to expand services to outlying communities that would otherwise go unserved. TOGETHER! noted that they recently received smaller grants from the Tulalip Tribes, the City of Olympia, and the City of Lacey, which they allocate strategically to stretch resources further and ensure sustainability. FYRE noted that they have tried to lean more into local adult-serving agencies to support parents so that young people who can reunify with a more stable household can do so, freeing up HSSP funding to support youth in far riskier situations. Neighborhood House noted that HSSP funds are crucial to their approach to providing equitable services, as other federal funding grants have specific requirements that might be a barrier to some households. Several grantees also noted the importance of leveraging community partnerships and braiding multiple funding streams to extend the reach of their services and ensure that families do not fall through the cracks when HSSP funds are exhausted or unavailable.

Unaccompanied Youth Specific Barriers

Several grantees noted unique challenges in serving unaccompanied youth, including legal barriers, difficulty accessing resources for minors, and complex case management needs. FYRE noted that their primary focus is on unaccompanied youth and that the complexity of their cases, including behavioral health challenges, court obligations, and transportation access, requires a high level of coordination and time-intensive support from staff. They noted that some situations highlight the absence of permanent supportive housing or transitional housing that allows children in their community, leaving some families with no viable options. TOGETHER! noted that receiving parental or guardian consent for a minor is often the biggest barrier in enrolling them into the Host Homes program. NEWESD101 noted that one of the biggest needs they are currently seeing is having more options to serve underage youth, as when a youth is not old enough to legally sign a lease it becomes much harder to help them access safe and stable housing, even when there is a clear need.

Grantees described several strategies for addressing the unique needs of unaccompanied youth. FYRE noted that they have piloted ways to be more effective with this age group by making service-related expenses accessible to recreation staff, inviting youth to join advocacy meetings, and being more flexible overall in their service delivery. They also noted that hiring a Healthy Youth Coordinator with connections to Paschal Sherman Indian School has allowed them to serve residential students in a more flexible and responsive way. TOGETHER! noted that when parental or guardian consent cannot be obtained, case managers make referrals to meet any immediate needs the student may have and communicate with school staff to ensure they are still receiving services while they wait for circumstances to change. They also noted that they are exploring ways to continue offering limited support for students as they navigate early adulthood, without detracting from services provided to current secondary students. NEWESD101 noted that they have worked to identify alternative funding sources and community-based supports for underage youth who cannot yet legally sign a lease, and that building stronger relationships with school districts and housing providers has been critical in identifying and responding to these situations more quickly.

Characteristics, Housing Stability Histories, and Housing Outcomes

This section describes the characteristics and outcomes of students and families served by the continuing HSSP cohort from the beginning of each project through March 31, 2026. Each of the measures described in this subsection are drawn from an analysis of individual-level HMIS data. In some cases, we present data on the unduplicated number of households and students to avoid overcounting due to enrollments in one or more programs. As noted previously, differences across agencies may reflect, in part, differences in program models (e.g., shelter or Diversion), geographic scope (e.g., specific schools or multiple districts), and focus population (e.g., unaccompanied youth or families).

Household and Student Characteristics

Race and ethnicity data for clients enrolled in HSSP FY2026 was provided by the Data Performance Unit (DPU) and is presented in **Table 4**. It is important to note that data came pre-suppressed per HMIS and data privacy standards and no denominator was provided with this data, which limits our ability to calculate percentages or draw conclusions about the proportion of clients served within each racial and ethnic category. Categories are mutually inclusive, clients who identified with more than one race or ethnicity are counted under each selection, meaning these counts should not be added together.

Among reportable categories, White clients had the highest count (152), followed closely by Hispanic/Latina/e/o (150), Native Hawaiian or Pacific Islander (98), and Black, African American, or African (96). Asian or Asian American clients numbered 12, and race was unknown for 141 clients.

Due to the limitations noted above, including the absence of a denominator, pre-suppressed data, and recent changes to race and ethnicity data collection, our ability to draw meaningful conclusions from this data is limited. We encourage readers to interpret these figures with caution.

Table 4.

Clients Served by Race/Ethnicity Enrolled in FY2026(Mutually Inclusive)*†

Race/Ethnicity	N
White	152
Asian or Asian American	12
Unknown Race	141
Hispanic/Latina/e/o [‡]	150
Black, African American, or African	96
Native Hawaiian or Pacific Islander	98
American Indian, Alaska Native, or Indigenous [§]	supp.
Middle Eastern/North African [§]	supp.

*Categories are mutually inclusive, meaning clients may have selected more than one.

† Aggregates of race count by fiscal year. Clients who choose more than one race/ethnicity are counted under each selection.

‡Includes clients who selected multiple races as well as clients who selected one race and Hispanic/Latina/e/o.

§Data suppressed(supp.) per HMIS data privacy standards.¹⁷

Household size per program household enrollment ranged from 1 person (15% of households) to 7 or more people (5% of households). The mean number of clients per household enrollment was 3.5 (Table 5).

Table 5.
Number of Clients per Household Enrollment*

Household Size	N	Percent
1	34	15%
2	31	13%
3	57	24%
4	56	24%
5	27	12%
6	17	7%
7 or more	11	5%
Total	233	100%
Mean	3.5	
Median	3	

Note: Totals may not add to 100% due to rounding.

*Based on unique clients within each household and program combination.

Approximately 85% of household enrollments included two or more members and were classified as families and 64% were families headed by a single person (i.e., household members did not include a spouse or partner). About 4% of household enrollments were a single individual age 18 and above, while 8% were individuals under or equal to the age of 17 (**Table 6**).

Many, if not all, single member households headed by individuals aged 17 years or less may be unaccompanied youth as defined by OSPI. However, the available data does not allow us to reliably identify all unaccompanied youth as some may present to agencies as a member of a household as defined by HUD.

In narrative reports, grantees shared specific challenges that unaccompanied youth face when accessing stable housing. FYRE, which primarily serves unaccompanied youth, noted that this population faces compounding challenges including behavioral health concerns, court obligations, transportation limitations, and complex case management needs that require significant staff time and flexibility. They prioritize Diversion, reunification, and stabilization as their primary goals, and have piloted more flexible approaches including making service-related expenses accessible to recreation staff and inviting youth to participate in advocacy meetings. TOGETHER! noted that receiving parental or guardian consent for a minor is often the biggest barrier in enrolling youth into the Host Homes program, and that when consent cannot be obtained, case managers make referrals to meet immediate needs while communicating with school staff to ensure the student continues receiving services. Despite these challenges, TOGETHER! noted that many successful placements

¹⁷ <https://deptofcommerce.app.box.com/s/8zcvytdzv08v3hou244uwuzmtt00vfxj>

involve formalizing natural community support networks, such as friends or extended family members willing to host youth, into safe and stable living arrangements.

Table 6.

Household Composition per Enrollment by Family Status, Partner Status, and Age

Household Composition	N	Percent
Family (2 or more people)	199	85%
<i>No spouse/partner</i>	<i>148</i>	<i>64%</i>
<i>With spouse/partner</i>	<i>51</i>	<i>22%</i>
Individual (1 person)	34	15%
<i>HoH <= 17</i>	<i>18</i>	<i>8%</i>
<i>HoH > =18</i>	<i>9</i>	<i>4%</i>
Total	233	100%

Note: Totals may not add to 100% due to rounding.

Because we lacked data to determine which clients were students, we performed an analysis of counts of age ranges of unique, unduplicated clients enrolled in HSSP programs. Over half (58%) of unique clients were aged 24 or under. Students are considered any individual currently enrolled in school between the ages of 4 and 21. Due to recent updates to our age categories, we are able to determine about 45% of HSSP clients are between the ages of 5-17 which fall into this age range; however, without improved school district information, we cannot accurately determine whether or not they are current students (**Table 7**).

Table 7.
Age Ranges of Unique Clients

Age range	Unique Clients	
	N	Percent
0-4	62	8%
5-10	170	21%
11-14	115	14%
15-17	81	10%
18-24	41	5%
25-30	41	5%
31-40	111	14%
41-50	71	9%
51-60	13	2%
61+	6	1%
Unknown age	95	12%
Total	806	100%

Housing Stability Prior to Entry

As shown in **Table 8**, about 16% of households were fleeing domestic violence at entry. Additionally, 10% of households were living in temporary situations including staying or living at a friend's or family member's room, apartment, or home, or staying in a Host Home

Data on housing stability history (defined as the number of times experiencing homelessness in the three years prior to program entry) was missing or unknown for 66% of households. It is unclear from the data whether this item was simply not entered or whether missing data means this is the first time the household has experienced homelessness over that period. About 4% of households have experienced homelessness four or more times in the past three years (**Table 9**).

Table 8.
Household Residence Prior to Entry by Category and Type

Residence Prior to Entry	N	Percent
Fleeing Domestic Violence	37	16%
Temporary/Doubled-up	24	10%
Unsheltered	<i>supp.</i>	<i>supp.</i>
Permanent	<i>supp.</i>	<i>supp.</i>
Emergency Shelter/Safe Haven	<i>supp.</i>	<i>supp.</i>
Unknown	156	66%
Total	236	100%

Note: Counts in some categories are suppressed to protect privacy and are indicated using "supp." Totals may not add to 100% due to rounding.

Table 9.

Household Housing Stability History

Number of times homeless in past 3 years	N	Percent
One Time	26	11%
Two Times	7	3%
Three Times	supp.	supp.
Four or more times	10	4%
Client doesn't know/refused	supp.	supp.
Missing	189	80%
Total	236	100%

Note: Totals may not add to 100% due to rounding. Counts in some categories are suppressed to protect privacy and are indicated using "supp."

Housing Outcomes

A total of 156 household enrollments exited from a program, while 80 household enrollments were still active in programs. The proportion of enrollments with an exit of any kind varied by agency (**Table 10**).

Table 10.

Household Enrollment Exits and Total Household Enrollments by Agency

Agency Name	Total Exits		Total Enrollments		Total Exit Rate
	N	Percent	N	Percent	
Anacortes Family Center	6	4%	6	3%	100%
Communities in Schools Benton-Franklin	5	3%	7	3%	71%
Communities in Schools Lakewood	supp.	supp.	supp.	supp.	supp.
Council for the Homeless	62	40%	67	28%	93%
FYRE	7	4%	21	9%	33%
Neighborhood House	supp.	supp.	supp.	supp.	supp.
NEWESD101	15	10%	20	8%	75%
REACH	32	21%	49	21%	65%
TOGETHER!	supp.	supp.	supp.	supp.	supp.
YWCA	supp.	supp.	supp.	supp.	supp.
Yakima Neighborhood Health Services	20	13%	42	18%	48%
Total	156	100%	236	100%	66%

Note: Totals may not add to 100% due to rounding. Counts in some categories are suppressed to protect privacy and are indicated using "supp."

Of household enrollments that exited a program (n=156), 44% exited to a permanent location including units owned by the client; subsidized or unsubsidized rental units; and living permanently with family or friends (**Table 11**).

Table 11.

Household Enrollment Destination at Exit by Category and Type*

Exit Destination	N	Percent
Permanent	68	44%
Temporary	<i>supp.</i>	<i>supp.</i>
Unknown	81	52%
Unstable	<i>supp.</i>	<i>supp.</i>
Total	156	100%

Note: Totals may not add to 100% due to rounding. Counts in some categories are suppressed to protect privacy and are indicated using “supp.”

The number and proportion of exits to permanent housing also varied by agency. Council for the Homeless had the highest number of permanent exits (56) and the highest permanent exit rate among agencies with reportable data (90%). NEWESD101 also had a high permanent exit rate (80%). Several agency-level counts are suppressed to protect privacy (**Table 12**).

Table 12.

Household Enrollment Exit Type and Rate by Agency

Agency Name	Permanent Exits		Total Exits		Perm.
	N	Percent	N	Percent	Exit Rate
Council for the Homeless	56	82%	62	40%	90%
NEWESD101	12	18%	15	10%	80%
Anacortes Family Center	0	0%	6	4%	0%
Communities in Schools Benton-Franklin	0	0%	5	3%	0%
Communities in Schools Lakewood	supp.	supp.	supp.	supp.	supp.
FYRE	0	0%	7	4%	0%
Neighborhood House	supp.	supp.	supp.	supp.	supp.
REACH	0	0%	32	21%	0%
TOGETHER!	No exits reported				
YWCA	supp.	supp.	supp.	supp.	supp.
Yakima Neighborhood Health Services	0	0%	20	13%	0%
Total	68	100%	156	100%	44%

Note: Totals may not add to 100% due to rounding. Counts in some categories are suppressed to protect privacy and are indicated using “supp.”

Just under half (47%) of households who exited a program increased or maintained housing stability, including households that moved to permanent housing after fleeing domestic violence, temporary/doubled-up situations, or unsheltered settings, as well as households that maintained permanent housing (**Table 13**).

Table 13.

Household Enrollment Changes in Housing Stability from Entry to Exit by Category and Type

Entry Type	Exit Type	N	Percent
Increase in Housing Stability		67	43%
<i>Fleeing domestic violence (DV)</i>	<i>Permanent</i>	26	17%
<i>Temporary/Doubled-up</i>	<i>Permanent</i>	21	13%
<i>Unsheltered</i>	<i>Permanent</i>	supp.	supp.
<i>Fleeing DV</i>	<i>Temporary</i>	supp.	supp.
<i>Emergency shelter/Safe Haven</i>	<i>Permanent</i>	supp.	supp.
<i>Unknown</i>	<i>Permanent</i>	supp.	supp.
Negative Outcome		83	53%
<i>Unknown</i>	<i>Unknown</i>	79	51%
<i>Fleeing DV</i>	<i>Unknown</i>	supp.	supp.
<i>Temporary/Doubled-up</i>	<i>Emergency Shelter/Institutional</i>	supp.	supp.
<i>Temporary/Doubled-up</i>	<i>Temporary</i>	supp.	supp.
Maintained Permanent		6	4%
<i>Permanent</i>	<i>Permanent</i>	6	4%
Total		156	100%

Note: Counts in some categories are suppressed to protect privacy and are indicated using “supp.” Totals may not add to 100% due to rounding.

The number and proportion of household enrollments that increased or maintained stability also varied by agency. The rate was highest among agencies with reportable data at Council for the Homeless (95%) and NEWESD101 (93%). Several agency-level counts are suppressed to maintain client privacy (**Table 14**).

Table 14.

Household Enrollment Changes in Housing Stability by Agency

Agency Name	Increased/ Maintained Perm.		Negative Outcome/ Unknown		Percent Increased/ Maintained
	N	Percent	N	Percent	
Council for the Homeless	59	81%	supp.	4%	95%
NEWESD101	14	19%	supp.	1%	93%
Anacortes Family Center	0	0%	6	7%	0%
Communities in Schools Benton-Franklin	0	0%	5	6%	0%
Communities in Schools Lakewood	supp.	supp.	supp.	supp.	supp.
FYRE	0	0%	7	8%	0%
Neighborhood House	supp.	supp.	supp.	supp.	supp.
REACH	0	0%	32	39%	0%
YWCA	supp.	supp.	supp.	supp.	supp.
Yakima Neighborhood Health Services	0	0%	20	24%	0%
Total	73	100%	83	100%	47%

Note: Totals may not add to 100% due to rounding. Counts in some categories are suppressed to protect privacy and are indicated using "supp." TOGETHER! did not report any exits and is excluded from this table.

The median number of days enrolled across all households who exited a program was 39 days. Households who exited to a permanent location were enrolled in HSSP for a median of 37 days, compared with 110 days for households that exited to unstable situations and 38 days for households with unknown exit status (**Table 15**).

Table 15.

Enrollment Length in Days by Exit Type

Exit Type	Mean	Median
Permanent (n=68)	48	37
Unstable (n=7)	86	110
Unknown (n=81)	53	38
Overall (n=156)	52	39

The median number of days enrolled among households that exited a program varied by age of the head of household. Median enrollment length was shortest for households headed by someone age 61 or older, or where age was unknown (29 days), and longest for households headed by someone age 15–17 (146 days) (Table 16, next page).

The median number of days enrolled also varied by agency. Households that exited from a program at Anacortes Family Center were enrolled for the fewest number of days (11), while households that exited from programs at FYRE were enrolled the longest at 146 days (**Table 17**).

Table 16.

Household Enrollment Length in Days by Age

Age range	N	Percent	Mean	Median
5-10	supp.	supp.	36	36
11-14	supp.	supp.	106	84
15-17	supp.	supp.	134	146
18-24	7	4%	76	84
25-30	19	12%	38	36
31-40	67	43%	47	37
41-50	40	26%	59	46
51-60	supp.	supp.	46	33
61+ or age unknown	11	7%	30	29
Total	156	100	53	40

Note: Age range 0-4 is excluded because there are no heads of household at that age. Mean and Median are calculating the average enrollment in days for households in each age group. Counts in some categories are suppressed to protect privacy and are indicated using "supp."

Table 17.

Enrollment Length in Days by Agency

Agency Name	Mean	Median
FYRE	136	146
YWCA	114	121
Neighborhood House	72	70
Council for the Homeless	53	39
REACH	45	36
Communities in Schools Lakewood	42	42
NEWESD101	42	41
Yakima Neighborhood Health Services	40	30
Anacortes Family Center	30	11
Communities in Schools Benton/Franklin	18	18
Total	52	39

Note: TOGETHER! did not report any exits and is excluded from this table.

School Partnerships, Data Sharing, and Academic Supports

This section describes information related to school partnerships and academic supports including which districts students attended, data sharing, specific academic supports, education-related barriers, and how grantees track and report student outcomes.

School District Partners

The 2025-2026 grant fiscal year saw grantees work with several school districts across the state and the scope of each program varied. YNHS worked across their educational service district (ESD 105) and served students from several school districts, alternative programs, and tribal schools in Yakima

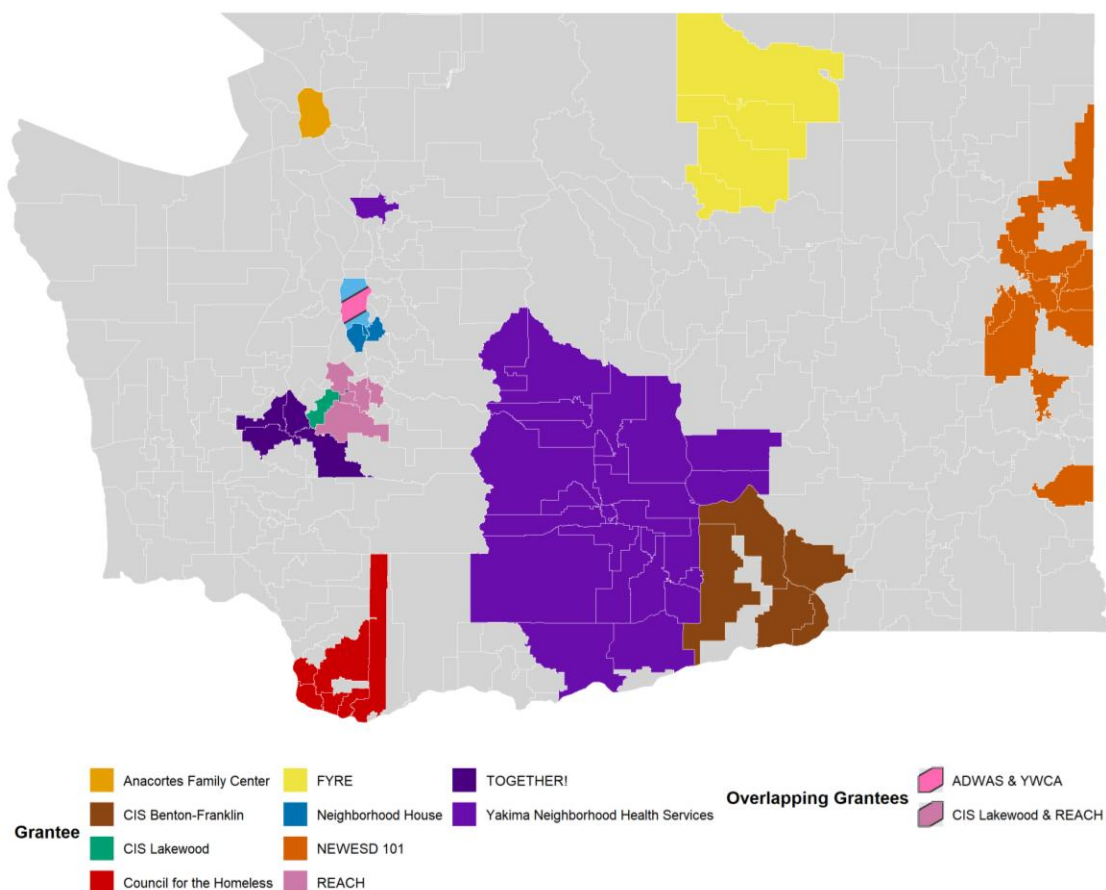
County. Similarly, REACH reported working with many school districts in Pierce County as well as charter schools and alternative education programs (such as Multi Family Center). TOGETHER! worked with students at Tumwater School District, Olympia School Districts, Yelm School District, and North Thurston Public Schools. CFTH worked with Evergreen and Vancouver School Districts and added four more school districts (Battle Ground, Ridgefield, Camas, Washougal) during this grant cycle. FYRE continues to serve three school districts as well as Pascal Sherman Indian School and has made additional outreach to neighboring school districts. The 2025-2026 cohort established their MOUs and began their HSSP work with their partner school districts. Many of these agencies held long-established partnerships with districts already while others began new partnerships.

While we were able to obtain entry and exit school and school district information from HMIS data, the inconsistency in data entry caused incomplete school district data for students that were served. The following list of districts is from both HMIS and agency MOUs.

As shown in **Figure 2**, students served by HSSP to date are from 69 separate school districts and six other education agencies including tribal schools, charter schools, and GED programs. For the first time, some school districts were being served by multiple agencies. This included Seattle Public Schools which was served by both ADWAS and YWCA, and Franklin-Pierce School District which was served by both REACH and CIS Lakewood.

Figure 2.

Location of School Districts for Students Served by Grantees



Note: School district was derived from school at entry or district at exit for students when available or by current MOUs.

Data Sharing

The HSSP authorizing statute emphasizes the importance of data sharing to facilitate cross-systems work to support students and requires that MOUs contain a description of “how data on students experiencing homelessness and their families will be collected and shared in accordance with privacy protections under applicable federal and state laws.”¹⁸

As described above, most grantees have MOUs in place with their school district partners that outline basic data sharing methods, typically through release of information forms for individual students and families. However, reciprocal data sharing practices continue to vary widely across grantees. Several grantees reported having active MOUs with all their school district partners with data sharing components in place, while others noted continued challenges in formalizing these practices.

Grantees primarily share their own intake, enrollment, and progress information with their partner school districts. AFC noted that their McKinney-Vento Liaison has direct access to Skyward, ASD's data management system, and that they share spreadsheets with school staff to communicate information about students and their needs. AFC also uploads intake forms to a secured shared drive accessible by ASD's Transportation and Foods departments and holds monthly meetings with ASD administrators to review data sharing systems. TOGETHER! noted that school staff authorized to share student information, such as counselors, social workers, and student navigators, provide regular updates on attendance, grades, and Individualized Education Programs (IEPs), and that their partner program Tumwater Community Schools has direct access to Skyward, allowing them to obtain data through internal organizational channels. Neighborhood House noted using a shared referral tracker with both Highline and Tukwila School Districts, with consistent monthly meetings and HSSP circle time to ensure alignment. CFTH noted maintaining a client tracker with notes that are securely shared with Family Community Resource Coordinators so they can monitor where a family is in the housing process.

In return, school districts share data back with grantees in multiple ways. Some grantees have direct access to school management systems like Skyward, while others rely on shared spreadsheets, case-by-case updates from counselors, or regular meetings with school staff. NEWESD 101 noted that data sharing occurs through their Center for Future Pathways structure, with MOUs renewed annually and a focus on student outcomes, enrollment verification, and housing stability updates. They noted exploring opportunities to align reporting with district Student Information System exports to streamline referral documentation. YWCA noted maintaining an active MOU with Seattle Public Schools that establishes a referral and communication flow, with plans to develop a data sharing agreement to access student academic reports such as grades and attendance.

While the amount of academic data sharing remains limited across grantees, most expressed a continued commitment to strengthening data sharing agreements and practices. FYRE noted that tracking and sharing academic outcomes is an area for improvement, acknowledging that school capacity challenges and the flexibility offered in alternative settings make it difficult to receive automatically generated academic progress reports. They noted that their advocacy team has increased outreach to schools this year to check on attendance, grades, and graduation status, and

¹⁸ RCW 43.185C.340(4).

that they are switching to a new case management system to better track engagement types and outcomes. NEWESD 101 noted working toward embedding a continuous feedback loop and strengthening alignment between school districts, housing providers, and community-based organizations to ensure no student's educational progress is derailed by housing instability.

Educational Enrichment Activities

Grantees reported that the primary focus of their programs was to increase housing stability to help support students succeed academically. Several grantees emphasized that stable housing is itself the most critical educational intervention. *When youth are not preoccupied with meeting their basic needs, they are able to attend school consistently, participate in class, and engage with enrichment activities at higher rates.* Some grantees focused on wraparound supports, providing basic needs such as school supplies, food, clothing, gas cards, and electronic devices to support students' engagement, while others offered more direct academic programming.

Beyond basic wraparound support, many grantees noted individualized support programming they offer for students. TOGETHER! noted that at onboarding, case managers work 1:1 with youth on individualized academic goal planning, exploring and identifying top academic goals for the school year and developing action plans to achieve them. YWCA similarly reported that their individual goal planning centers youth leadership and voice, allowing students to identify their own academic goals and self-report on their progress. CISL noted providing individualized case management for students tracking progress toward individualized goals in attendance, behavior and social-emotional learning, and course performance through their internal data management system.

Beyond individual support, most grantees offered other academic group programming. ADWAS continued their Homework Club, held weekly on Thursdays, which provides structured tutoring support from ASL-fluent University of Washington tutors. Teachers at Olympic View reported that students participating in Homework Club have achieved an approximate 95% homework completion rate, with stronger comprehension and retention particularly in mathematics, and increased classroom engagement and confidence. ADWAS noted that the ASL-fluent tutors reduce stress within the household by allowing direct communication with both students and their Deaf parents, strengthening overall family stability. AFC's McKinney-Vento Liaison established a new tutoring program in the second semester where students meet with volunteers weekly on campus for academic support, resulting in significantly increased student confidence in their academic progress. AFC also continued their onsite teen group, mentorship program, and college and career enrichment opportunities for high school juniors and seniors.

FYRE continued their driver's education programming, offering a speed course for the written driver's test for seniors, alternative students, and GED students. More than 10 young people passed the written test through the course and FYRE is now running a small cohort each month, recognizing that transportation is critical for youth's economic and educational stability. FYRE also hired a Healthy Youth Coordinator with connections to Paschal Sherman Indian School, offering arts and culture programming to residential students weekly through their Traditional Tuesday program. Additionally, two HSSP youth participated in a local advocacy effort to shift healthcare access for unaccompanied youth, reflecting FYRE's commitment to connecting youth to leadership opportunities beyond traditional academic support.

TOGETHER! deepened their partnership with the [Association of Washington Student Leaders](#) and [La Cima](#), with four Host Homes students participating in La Cima this past year. All four expressed interest in pursuing advanced educational pathways including New Market Skills Center and Running Start, and two students successfully enrolled in the Running Start program. NEWESD 101 continued integrating academic enrichment directly into career navigation, GED instruction, and leadership development at the Next Generation Zone, with students having access to GED test prep, workforce development, financial literacy, tenant education, and postsecondary readiness workshops.

Grantees reported that the primary focus across all programs was working on students' housing stability and basic needs rather than on direct academic support. Several noted that some students lack access to the type of supports they need to succeed academically, and that motivational interviewing and individualized case management were key tools in helping families understand what is available and advocating for students within the school system.

Education-Related Barriers and Reporting Student Outcomes

Challenges reported by grantees varied but centered on a few common themes. Several grantees noted difficulty accessing academic data from school districts, with FYRE noting that school and academic outcomes are sometimes the last thing being coordinated when so much of the focus is on immediate safety and basic needs. FYRE noted their advocacy team increased outreach to schools this year to check on attendance, grades, and graduation status, and that they are switching to a new case management system to better track engagement types and outcomes.

Multiple grantees noted that different schools apply the McKinney-Vento definition differently, creating referral mismatches and questions of eligibility. YWCA noted that many referrals from Seattle Public Schools McKinney-Vento liaisons were for eviction prevention rather than for doubled-up or literally homeless households, requiring significant outreach and clarification across the entire school system. NEWESD 101 similarly noted confusion following the updated guidance on rental arrears, which required recalibrating referral expectations with district partners.

AFC noted that ASD leadership acknowledged a lack of follow-up on student absences as a district-wide concern, and that the McKinney-Vento Liaison's diligence in raising this issue led to a commitment from new district leadership to make it a top priority. CFTH noted that while onboarding four new Clark County districts was slower than anticipated, consistent check-ins with district family coordinators helped lay the groundwork for smoother referral processes.

Despite these challenges, grantees generally reported close and collaborative working relationships with partner districts. Strategies to overcome barriers included establishing consistent meeting schedules for case conferencing and information sharing, stationing staff directly in school buildings, implementing verbal consent protocols for urgent situations, and leveraging long-standing relationships with district partners to navigate challenges more efficiently.

Equity and Access to HSSP-Funded Services

This section describes how HSSP grantees addressed equity in service provision, examines access to HSSP by comparing characteristics of students served by HSSP to state and local data including comparisons by race/ethnicity and residence at entry, and discusses services for doubled-up students.

Addressing Equity and Disproportionality

The HSSP authorizing statute prioritizes funding to organizations that demonstrate a commitment to develop and implement evidence-informed strategies to address racial inequities.¹⁹ All grantees highlighted the importance of addressing equity and discussed a variety of strategies to build more equitable programs and systems.

Grantees consistently reported that BIPOC students and families are disproportionately represented among those experiencing homelessness in their communities. TOGETHER! noted that approximately 65% of the youth they serve identify as students of color, despite Thurston County being a predominantly white community. CFTH reported a steady increase in referrals from Pacific Islander households, many of whom face significant barriers navigating lease expectations and the housing system. YWCA's program was specifically designed to center the lived experiences and cultures of Black and African-American youth and families, who are most impacted by combined systems of housing and educational injustice. FYRE uses an internal prioritization tool adapted from Youth for Youth (Y4Y) to ensure they are prioritizing BIPOC youth, LGBTQ+ youth, undocumented youth, pregnant and parenting youth, and those who are systems-involved.

A significant theme across the 2025-2026 grant year was an increase in immigration-related fears and barriers. Several grantees noted a reluctance among immigrant and non-citizen families to seek services due to fears around immigration enforcement. REACH noted a decrease in immigrant families seeking support in the Sumner area, while TOGETHER! noted an increase in urgency around immigration-related legal needs among the Latino youth and host families they serve. YNHS noted that their outreach teams worked closely with school liaisons and families to establish trust and offer services, and that their agency has policies in place to protect the most vulnerable and treat families with dignity and respect.

Grantees reported several strategies to advance equity including hiring bilingual and culturally representative staff, offering translation and interpretation services, using prioritization tools to center intersectional identities, providing trauma-informed and culturally responsive case management, and actively advocating for students' rights within school systems. ADWAS noted that providing ASL-fluent tutoring and support not only improves academic outcomes but also strengthens trust and reduces stress within Deaf households. Neighborhood House noted that HSSP funds are particularly critical for equity because other federal funding grants have specific requirements that may be a barrier to some households, allowing them to support families who would otherwise not be served.

¹⁹ RCW 43.185C.340(5).

Services and Supports for Doubled-Up Students

One of the defining characteristics of HSSP is the ability to serve students and families experiencing homelessness based on the McKinney-Vento education definition rather than HUD prioritization criteria. HSSP programs are able to serve students and families who are living in doubled-up situations due to financial hardship — a population not typically served by other programs.

Grantees noted that most referrals they receive involve families who are already doubled-up or staying in a vehicle rather than families who are at imminent risk of becoming homeless. Several grantees noted that doubled-up households often involve multiple families living in a single unit, with CFTH noting that many Pacific Islander households in Clark County are tripled-up, creating particularly complex housing situations. CFTH noted that when serving doubled-up households they provide additional rental education, explaining to families that when they transition into permanent housing only those on the lease are permitted to reside in the home to prevent eviction.

Grantees described serving doubled-up households in largely the same way they serve other McKinney-Vento households — by identifying instability, creating a housing plan, and connecting families to resources. REACH noted providing targeted assistance such as utility payments, groceries, and other essential household items to help stabilize doubled-up families while working toward independent housing. TOGETHER! noted that for unaccompanied youth who are staying with friends or extended family members in what might otherwise be considered a doubled-up arrangement, their program is able to formalize and sustain those arrangements as Host Homes placements, turning natural community support networks into safe and stable living situations. AFC noted serving doubled-up households in the same way as other McKinney-Vento households, including enrolling students in school, assessing needs, providing IEP and transportation support, and assisting families in achieving their self-identified goals.

While grantees appreciated the ability to serve doubled-up students and families using the McKinney-Vento definition, several noted that services are more limited for these households because they often cannot access more traditional housing resources. NEWESD 101 noted that working directly with private landlords has been one of the most effective strategies for getting doubled-up families housed quickly, as many families have already made contact with Coordinated Entry and are not confident in seeing success through that system. CFTH noted that when families need more support than HSSP can provide, they give families the option to get a housing assessment through Coordinated Entry to be placed on a housing priority list while remaining welcome to re-engage with HSSP if their circumstances change.

Technical Assistance

This section provides details on technical assistance (TA) provided to grantees by BC over the prior year (July 2025 to March 2026) and reports on grantee satisfaction with technical assistance support.

Cohort Engagement and Group Learning Activities

Since the start of the 2025-2026 grant year, ongoing communication with each grantee occurred via email, phone, and video calls. Building Changes staff met monthly with each grantee for individualized check-ins centered around program development, MOU preparation with school

districts, allowable costs, and HMIS data entry. As the year progressed, meetings transitioned to bimonthly or as needed, focusing on budget spenddown and capacity building.

All grantees were invited to participate in HSSP group learning activities. Grantees met every other month for Learning Circles, which covered topics including regional resource sharing and case conferencing, program reflections and success stories, statewide Diversion resources, and capacity building. Building Changes also continued to offer HSSP Office Hours in partnership with OHY as an additional touchpoint for grantees to get real-time support.

Building Changes facilitated and connected grantees to a number of training opportunities throughout the year. In September 2025, Building Changes promoted a Motivational Interviewing and Behavior Change training in partnership with the [Institute for Individual and Organizational Change](#), covering motivational interviewing fundamentals, behavior change, and effective communication techniques. In October 2025, Building Changes facilitated an HSSP 101 Training in partnership with [ABC Training & Consulting](#), designed for both case managers and program managers as part of an ongoing HSSP professional development series. Following the training, Building Changes distributed OHY guidelines, allowable cost reference materials, and a data sharing agreement example. In March 2026, Building Changes shared training resources from [Kids Mental Health Washington](#) focused on supporting students and families experiencing grief and supporting neurodiverse populations, as well as registration information for Supporting Migrant Youth and Rent Smart trainings.

All agencies and school district partners were invited to participate in Building Changes' [School/Housing Network](#), which brings school and service professionals across Washington together to learn from one another, identify and strengthen approaches for serving students experiencing homelessness, and leverage opportunities to impact policy.

Building Changes also facilitated HSSP/HSSeP Communities of Practice in partnership with OSPI, [College Success Foundation](#), and OHY. In-person convenings were held around Washington where HSSP grantees, partner school districts, HSSeP grant recipients, other Community Based Organizations, and other OHY grantees gathered to highlight community work, collaborate on common challenges, review allowable expenses, and network with other advocates.

Building Changes continued publishing a monthly newsletter to over 250 people including all HSSP grantees, their partner districts, and HSSeP grantees, containing resources, program success stories, and upcoming training opportunities.

Technical Assistance Surveys

In March 2026, Building Changes surveyed grantees regarding their satisfaction with technical assistance. Of the staff at grantee organizations who responded (n=15), 80% shared they were very satisfied or satisfied with overall technical assistance provided by Building Changes. Nearly 93% of respondents were very satisfied or satisfied with the availability and responsiveness of Building Changes staff, and 87% were very satisfied or satisfied with opportunities for one-on-one check-ins with Building Changes staff. About 80% of respondents said that the information they received through technical assistance was extremely or very useful.

When asked to rank which technical assistance offerings were most helpful, monthly 1:1 check-ins were ranked first by the majority of respondents, followed by Learning Circles. When asked to rank group collaboration offerings, Learning Circles were ranked most helpful, followed by Virtual Training, and the School/Housing Network. Satisfaction was highest with Learning Circles and connections to resources and training opportunities, with 87% of respondents very satisfied or satisfied with each. About 67% were very satisfied or satisfied with both the Community of Practice and the School Housing Network training series.

In open-ended responses, grantees shared appreciation for Building Changes staff availability and responsiveness, clarity on program expectations, tailored supports, and the enthusiasm and encouragement provided by Building Changes. Suggestions for improvement included shorter Community of Practice sessions, more advanced training content, more HSSP-specific focus at larger convenings, and more time in small groups of similar projects to discuss programmatic barriers and solutions. Requested training topics for the coming year included follow-up Diversion training, cultural competency, de-escalation, unaccompanied youth, youth mental health, attendance and academic stability strategies, tenant rights, and HSSP best practices for serving doubled-up families.

Technical Assistance Goals and Learnings

In reflection of the past year and in response to grantee feedback and the Technical Assistance Satisfaction Survey, Building Changes hopes to continue to tailor and improve our support for HSSP grantees and the program at large. Grantees expressed strong appreciation for the availability and responsiveness of Building Changes staff and the individualized support provided through monthly 1:1 check-ins, which were ranked as the most helpful technical assistance offering. Building on this feedback, Building Changes will continue to prioritize individualized support while also strengthening group learning opportunities.

Grantees requested more advanced training content, more HSSP-specific focus at larger convenings, and more time in small groups of similar projects to discuss programmatic barriers and solutions. In response, Building Changes will explore opportunities to create smaller peer-based learning groups where grantees with similar program models can problem-solve together and share approaches. Requested training topics for the coming year include follow-up Diversion training, cultural competency, de-escalation, unaccompanied youth, youth mental health, attendance and academic stability strategies, tenant rights, and HSSP best practices for serving doubled-up families. Building Changes will work to incorporate these topics into the training calendar for the upcoming year.

Some grantees noted confusion around who to contact for contract requirements and allowable uses, and that responses from OHY were sometimes difficult to obtain in a timely manner. The updated guidance on rental arrears and eviction prevention created confusion and required significant recalibration for several grantees, particularly those who had been serving at-risk households as a core part of their program model. Several grantees also noted the challenge of navigating referral mismatches with school district partners, where McKinney-Vento liaisons were referring families for eviction prevention services that did not align with HSSP eligibility, requiring significant outreach and clarification.

Building Changes will work to provide clearer guidance on roles and responsibilities and improve communication pathways between grantees, Building Changes, and OHY to reduce confusion and ensure timely support.

Reflections

This section captures grantees feedback on program successes, challenges, and data limitations encountered during the reporting period.

Data Limitations

Several data limitations affected our ability to fully analyze and report on HSSP program outcomes this year. Changes to HUD data standards effective October 1, 2025, impacted how race/ethnicity, sex, gender, and sexual orientation are collected in HMIS, limiting our ability to report on these demographic elements consistently or completely. Additionally, incomplete data and data entry errors across grantees further limit our ability to draw meaningful conclusions from certain data elements. These gaps are in part due to the complexity of HMIS data entry requirements, which multiple grantees identified as a significant barrier to program implementation. Building Changes plans to work in partnership with grantees and OHY to develop clear HSSP-specific HMIS instructions and guidelines to reduce errors and improve completeness of data in the coming year.

A significant structural limitation this year was the timing of the report. Because this interim report is due in June, data is only available through March, leaving April through June unaccounted for. This means the data presented in this report does not reflect a complete program year and likely undercounts the total number of households and clients served, services provided, and outcomes achieved. As a result, some quantitative findings in this report should be interpreted with caution. Building Changes recommends considering moving the end of grant report deadline to August 30th of the final grant year to allow for a more complete and accurate picture of program outcomes. Building Changes will continue to work with OHY to explore options for improving the timing and completeness of data reporting to better capture the full scope of HSSP impact.

Challenges and Successes

The most common administrative challenge related to HMIS data entry, which multiple grantees identified as time-intensive, burdensome, and difficult to manage alongside their existing workloads. Grantees noted that the system's rigidity makes it difficult to remain truly client-centered, and several noted anxieties among clients about how their data is recorded and used. Funding uncertainty also emerged as a significant challenge, with several grantees noting difficulty in planning and sustaining programming given the current tenuous funding landscape. Technical assistance survey respondents echoed these themes, requesting clearer guidance on allowable costs and contract requirements, more timely responses from OHY, and more HSSP-specific training and peer learning opportunities. Overall, Building Changes looks forward to continuing to deepen connections with grantee communities, OHY, and OSPI over the next year, and to working collaboratively to address these challenges in ways that reduce burden and strengthen impact.

Immigration-related fears presented a significant and growing challenge across grantee communities. Several grantees noted that immigrant and non-citizen families were increasingly reluctant to seek services due to fears around immigration enforcement, creating barriers to outreach and engagement that required flexible and trust-based approaches to overcome. TOGETHER! noted increased urgency around immigration legal needs among the Latino youth and host families they serve, while REACH noted a decrease in immigrant families seeking support in their service area.

When asked about things that went particularly well within their programs, grantees listed a range of successes. Multiple grantees noted that the flexibility of the grant allowed them to provide rapid, low-barrier housing assistance to families in need. FYRE highlighted multiple programming successes including their driver's education speed course, with more than 10 young people passing the written driver's test and a monthly cohort now running, and two HSSP youth participating in a local healthcare advocacy effort that resulted in a clinic creating training to improve healthcare access for unaccompanied youth. TOGETHER! celebrated four Host Homes students participating in La Cima, with two subsequently enrolling in Running Start programs. ADWAS noted significant improvements in student homework completion and academic confidence through their Homework Club, with teachers reporting approximately 95% homework completion rates. CFTH noted successfully expanding HSSP services to four new Clark County districts, deepening their reach into more rural communities. Several grantees also noted the strength of their relationships with school district partners as a key success, with long-standing partnerships enabling more coordinated and responsive support for students and families.

Several grantees also highlighted successes in building new partnerships and expanding their capacity to serve students and families. CISL finalized a direct referral relationship with Tacoma Pro Bono, giving students and families more direct access to legal support for housing-related issues and strengthening the broader partnership infrastructure that makes long-term stability more possible. Neighborhood House hired a Landlord Engagement Specialist whose work improved their ability to negotiate with landlords and remove barriers to housing, and a former client successfully secured employment with their agency after completing financial literacy training through the program. NEWESD 101 developed stronger relationships with private landlords leading to faster housing placements and built a co-case management approach with school counselors that allowed for more holistic and responsive student support.

Overall, Building Changes looks forward to continuing deepening our connection with grantee communities, OHY, and OSPI over the next year.