IMPACT THROUGH INSIGHT

June 2025

Low-Income Student Housing Opportunities Study

Washington State Board for Community and Technical Colleges (SBCTC)

Prepared for: Washington State Legislature on Behalf of SBCTC

Acknowledgments

Study Partners

SBCTC partnered with **ECOnorthwest, Local Initiatives Support Corporation (LISC) Puget Sound, Bora Architects,** and **DCW Cost Management** to produce this study. The consultants collected, organized, and synthesized the information presented in the study.

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About SBCTC

The Washington State Community and Technical College system is made up of 34 colleges. The colleges operate under the general direction of the SBCTC, and the direction of Boards of Trustees of 30 college districts. The colleges are geographically dispersed throughout the state, varying in size, and serving from about 4,500 to 35,000 students each. The system enrolls approximately 183,000 full-time equivalent (FTE) students annually with a mix of academic, vocational, and basic skills instructional programs.

Table of Contents

Executive Summary: Needs, Barriers, and Recommended Legislative Actions 1
1. Study Purpose and Context 8
2. Student Housing Needs and Design Considerations 16
3. Housing Market Analysis 23
4. On-Campus Site Suitability Exploration 39
5. Student Housing Development Feasibility 43
6. Findings 61
7. Recommendations 66
8. Conclusion 76
Appendices 77

Executive Summary: Needs, Barriers, and Recommended Legislative Actions

This study responds to a legislative directive to **evaluate the feasibility and potential benefits of building low-income student housing on Washington's community and technical college campuses.** Specifically, this study sought out to:

- Assess rental housing markets around each college including metrics related to need for low-income student housing, direct stakeholder engagement with campus staff, and an assessment of how new low-income student housing may affect local rental markets.
- Explore potential campus land that could be used for housing development.
- Examine the capital and operating costs of new student housing.
- Identify potential priorities and policy recommendations for consideration by the State Legislature, community and technical colleges, and SBCTC.

This study builds on existing and ongoing research and awareness about basic needs insecurity among Washington's community and technical college students. Results of the latest statewide survey are documented in the 2025 Basic Needs Security Report.[1] The findings show that **over half of students in Washington's public colleges experience food or housing insecurity**, with disproportionate burdens among low-income students, students of color, veterans, and former foster youth.

This study complements existing research with:

- A new **survey of 337 staff and partners** who regularly work with students (e.g., basic needs staff, residence hall managers, financial aid officers, college administrators, nonprofit partners, and housing authorities).
- **Interviews** with 30 staff and partners.
- An **analysis of housing market trends** near Washington's community and technical colleges.
- A **preliminary analysis of site suitability** for potential on-campus accommodation of new student housing.
- A **financial assessment of student housing development feasibility,** accounting for development costs, operational costs, and subsidies that might be required.

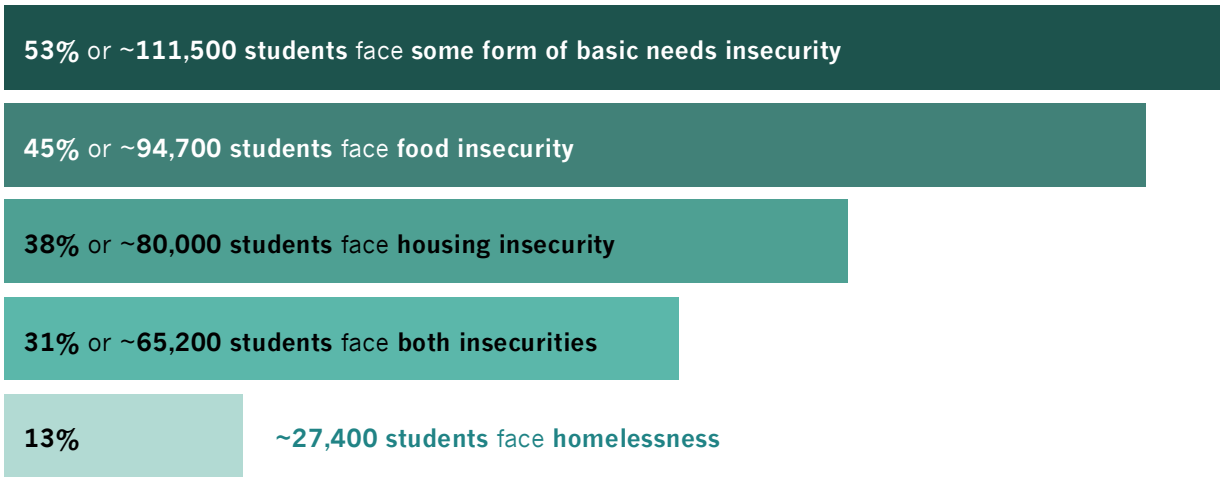
[1] Reassessing Basic Needs Security Among Washington College Students. Washington Student Experience Survey: Second Administration Findings Report. January 2025. https://wsac.wa.gov/sites/default/files/2025.BasicNeedsReport.pdf

Key Findings

The study's findings paint a nuanced picture of student housing needs across Washington's community and technical colleges. While the pressures facing students vary by region and population, five common themes emerged that illustrate the scale of the challenge and the types of interventions most likely to make a difference.

1. Housing Need Is Widespread but Varies in Intensity and Form

Housing insecurity is a common experience for college students across Washington. In most regions, students are more likely than other renters to be cost-burdened. While affordability is the main issue in urban areas like King County and Pierce County, rural colleges face limited availability of units. Certain student groups face higher risks of housing instability, including parenting students, former foster youth, LGBTQIA2S+ and gender-expansive students, first-generation students, justice-involved students, and students of color. Some students also fall through administrative gaps that unintentionally exclude them from housing assistance. **These disparities highlight the need for regionally targeted and student-centered solutions.**



"We lose so many students because they're stuck in this middle area—not in crisis enough for emergency housing, but still unable to secure stable housing."

2. Local Rental Markets Are a Major Barrier to Stability

Students are navigating rental markets that are not designed for them. Units near campuses are often priced above what students can afford and come with requirements such as income minimums, credit checks, or rental history that students cannot meet. Importantly, existing on-campus housing at some colleges is already under-occupied, not because of a lack of demand, but because students simply cannot afford the rents. As a result, students end up in overcrowded, unsafe, or temporary housing, which disrupts their academic progress. These market dynamics and structural barriers underscore the importance of considering students in broader housing strategies and increasing campus engagement in local housing conversations.

3. Some Campuses Have Viable Land, but Few Are Prepared to Move Forward

Preliminary analysis identified 10 campuses with land that may be suitable for student housing. In 6 of these campuses, there is an alignment between student housing need and land availability. However, even on campuses with available land, few are ready to build. Barriers include lack of infrastructure, exclusion from campus master plans, or concerns about losing flexibility over long-term land use. Infrastructure upgrades, permitting, environmental review, and community engagement all take time and resources. Without funding for pre-development and planning support, most colleges will not be able to advance potential projects.

4. Deep Affordability Is Not Financially Feasible Without State Support

The financial analysis in this study shows that housing affordable to low-income students cannot be developed or operated without public subsidy. Even modest housing designs require external investment to keep rents accessible. Without targeted support, new housing is likely to serve students with higher incomes, rather than those at greatest risk of dropping out due to housing costs. Continuity of housing during academic breaks and integration of support services are also critical for students facing compounding challenges.

"The pressure to recuperate operational costs means that even the housing we do have isn't truly accessible for the students who need it most."

To cover the costs of operating student housing, including reserves, and the costs of paying debt service in 2025 market conditions, colleges would need to charge between $1,500 and $2,100 per month per bed.

Because of the financial challenges associated with developing and operating new student housing on-campus, and because there is limited land availability, new student housing development is unlikely, and the impact of the limited additions to student housing supply on the local rental housing market is expected to be minimal.

5. Most Colleges Are Motivated to Explore Housing Solutions but Need Support Tailored to Their Context

Colleges across the state are aware of how housing instability affects their students and are interested in finding solutions. However, readiness varies widely. Some colleges have experience with housing partnerships or auxiliary housing models—others are early in the conversation. Colleges are seeking support to develop housing models that reflect the diversity and lived experiences of their student populations. **Tailored technical assistance and implementation support will be critical to help colleges turn interest into action.**

Recommendations

To address student housing needs in Washington and address the findings, this study provides recommendations for consideration by the State Legislature, community and technical colleges, and SBCTC.

Top Short-Term Legislative Priorities

The State Legislature plays a key role in **unlocking funding**, **removing policy barriers**, and **enabling the financial tools** needed to make student housing feasible and affordable. This section outlines our short-term recommendations over the next few years for the legislature, SBCTC, and colleges to consider.

Expand Access to Capital Funding for Student Housing Development

Why is this needed?	What can the legislature do?
Community and technical colleges lack access to a stable, scalable funding stream for affordable student housing.	♦ **Make student-serving housing eligible under the Housing Trust Fund** for deeply affordable units tied to student income levels ♦ **Fund pre-development grants and technical assistance** for promising student housing projects

Remove Structural Barriers That Prevent Students from Securing Stable Housing

Why is this needed?	What can the legislature do?
Students face persistent exclusion from rental housing due to restrictive policies, ineligibility for subsidies, and local market conditions which threatens their ability to remain in college.	♦ **Scale up the Supporting Students Experiencing Homelessness (SSEH) program,** allowing all colleges to sustain and grow housing supports amid rising costs. ♦ **Expand funding for rental assistance through education-linked programs** by partnering with Moving to Work (MTW) housing authorities and using aid-based eligibility markers (e.g., FAFSA, Pell, SNAP). ♦ **Prioritize technical assistance and flexible resources** to support colleges in high-cost, high-need regions—using enrollment and rental market data—to guide targeted investment. ♦ **Support programs and that reduce barriers** related to qualifying income, rental history, and credit checks.

Strengthen Policy and Operations to Support Student Housing Sustainability

Why is this needed?	What can the legislature do?
Operating student housing requires distinct policy, financial, and coordination tools—yet current systems are fragmented and often incompatible with students' realities. Maintaining existing resources is important but not enough.	♦ **Advance state and federal policy reforms to remove regulatory barriers** including fast-track public construction approvals and advocating for modernized HUD and LIHTC rules that currently exclude students from subsidized housing eligibility. ♦ **Align homelessness systems with student needs by updating Coordinated Entry policies** to recognize students in unstable housing (e.g., couch-surfing, overcrowding) as high-priority participants. ♦ **Implement a state-backed housing subsidy strategy** combining proactive supports like ongoing rental assistance and reactive emergency aid (e.g., eviction prevention), coordinated with local government and nonprofit programs. ♦ **Establish a statewide student housing coordination system** by funding SBCTC to build shared data infrastructure and create a centralized technical assistance hub to support colleges with planning, operations, and funding strategies.

Expand Site Readiness, Land Access, and Partnerships for Student Housing

Why is this needed?	What can the legislature do?
Some colleges lack the tools or capacity to assess and activate developable land or partnerships for housing, especially if they face local regulatory constraints.	♦ **Fund site readiness assessments** to help interested colleges evaluate potential housing locations on or near campus through early-stage planning grants for zoning, feasibility, and land use alignment. ♦ **Promote housing partnerships between colleges** by supporting SBCTC-led collaborations that allow nearby colleges or public institutions to pool resources, avoid duplication, and expand access through shared housing solutions.

SBCTC Priorities

The State Board for Community and Technical Colleges (SBCTC) plays a critical leadership role in addressing student housing needs across Washington's 34 community and technical colleges. SBCTC already coordinates systemwide initiatives, administers housing-related grants and student support programs, delivers technical assistance for contracts and capital planning, and ensures that basic needs strategies align with equity and enrollment goals. Moving forward, SBCTC can work to **coordinate systemwide efforts**, **deliver technical assistance**, **manage shared data**, and **champion policy reforms** that reflect student realities.

To strengthen student housing solutions, SBCTC should prioritize:

- **Coordinating cross-college partnerships and planning** to explore shared housing models, pooled land use strategies, and regional collaboratives that expand access and reduce costs.

- **Advocating for policy and funding changes** at the state and federal levels, including student-inclusive housing eligibility, capital funding tools, and streamlined construction approvals.
- **Providing colleges with targeted technical assistance, case studies, templates, and data tools** to support pre-development, feasibility analysis, and operational decision-making.
- **Working with colleges to ensure housing strategies are embedded within broader student success efforts** by aligning them with basic needs, enrollment stabilization, and equity goals.
- **Raise the visibility of student housing insecurity** by continuing to support the Washington Student Experience Survey and sharing the data with municipalities, housing advocates, philanthropies, and other potential supporters.

College-led Priorities

Community and technical colleges are on the front lines of addressing student housing insecurity. While many institutions lack adequate capital funding or rental subsidies, especially to support low-income students, they hold essential levers such as land, partnerships, operational flexibility, and proximity to students. Colleges can play a catalytic role by integrating housing into long-range planning, adopting student-centered financial practices, and building local collaborations that expand access and reduce risk. These actions are especially critical in regions where the private market is unaffordable or unwelcoming to student renters.

To expand and sustain housing access, colleges should prioritize:

- **Designing flexible housing solutions that are responsive to diverse student needs**, not only through the types of housing offered, such as short-term, transitional, or mixed-use options, but also through flexible delivery models like master leasing, which can provide faster, lower-barrier access.
- **Integrating housing into long-range campus planning** by incorporating the findings from Basic Needs Plans and Strategic Enrollment Plans into campus master plans.
- **Aligning rent structures, billing timelines, and financial aid disbursement**. This includes college-controlled actions, such as shifting from quarterly to monthly rent payments or matching billing cycles to financial aid disbursements, as well as external engagement with local housing providers to ensure financial aid income is recognized as verifiable income during rental screenings.
- **Adopting student-centered lease and financial policies**, such as eliminating co-signer requirements, allowing lease lengths shorter than 12 months, bundling utilities to reduce move-in costs, and coordinating with financial aid offices to ensure timely access to student loans that can support housing expenses.
- **Strengthening internal housing operations** including financial planning for housing operations, staff training, and long-term maintenance budgeting, which is particularly important where colleges manage housing assets directly.

To meet broader demand for housing and reduce housing barriers beyond campuses, colleges should:

- **Expanding partnerships with housing authorities, nonprofit developers, and nearby institutions** to share operational and financial responsibilities. Highline College's collaboration with King County Housing Authority (WISH program) is a promising example of education-linked vouchers for students.
- **Engage with private housing providers** to reduce screening barriers—such as requiring income thresholds, credit checks, or disqualifying aid as verifiable income.
- **Pursue shared or joint-use housing models i**n collaboration with nearby institutions or community partners to expand access without requiring colleges to build and manage housing independently.

To ensure students can access and sustain housing, colleges should:

- **Expand outreach and navigation services** by investing in housing navigators, rental market education, and proactive referrals to local resources such as Coordinated Entry systems and voucher programs.
- **Leverage and adapt models from Supporting Students Experiencing Homelessness (SSEH) grantees**, which have successfully implemented campus-based housing navigation and crisis support frameworks.

1. Study Purpose and Context

Washington's community and technical colleges are on the front lines of a growing statewide crisis. A significant and rising number of students are unable to meet their basic needs, particularly stable housing. Legislative reports and statewide survey data, including findings from the 2025 Basic Needs Report, confirm that over half of students in Washington's public colleges experience food or housing insecurity,[2] with disproportionate burdens among low-income students, students of color, veterans, and former foster youth. These conditions directly impact student retention, academic performance, and credential attainment, undermining the long-term return on the state's investment in higher education and workforce development.

In recognition of this reality, the Legislature has acted in recent years to address the housing and education crisis, including through the 2023–2025 Operating Budget and the enactment of HB 1559 (Postsecondary Basic Needs Act). These efforts funded targeted pilot programs, required data collection, and directed state agencies and colleges to identify scalable strategies to mitigate homelessness and housing instability among students. The Legislature also directed a study of low-income student housing opportunities, which this study fulfills.

Conducted by the State Board for Community and Technical Colleges (SBCTC) on behalf of Washington's 34 community and technical colleges, **the purpose of this study is to examine whether state investment in developing low-income student housing would help address the state's housing shortage.** Specifically, it evaluates student housing needs, local rental market conditions, capacity of college-owned land that might be able to support development, and the financial feasibility of a few housing models. Grounded in statewide data and developed in collaboration with college partners, this study provides legislators with actionable insights to inform strategic investments that improve housing stability, increase educational access, and support Washington's long-term workforce and economic goals.

Proviso Language

During the 2024 legislative session, the Washington State Legislature included a proviso in the 2023-2025 Operating Budget asking SBCTC to submit a report on a study of low-income student housing opportunities. The proviso states in Part VI, Section 601 (60):

> *"$275,000 of the workforce education investment account—state appropriation is provided solely for a study of low-income student housing opportunities on community and technical college campuses to help address the housing shortage. The study shall include an analysis of the rental housing market serving each college campus; each college's need for low-income student housing;*

[2] See definitions on page 4 of Reassessing Basic Needs Security Among Washington College Students Washington Student Experience Survey: Second Administration Findings Report January 2025.

the estimated capital and ongoing costs to operate and maintain low-income student housing; and the impact on the local market rental housing supply should new low-income housing be constructed on a community or technical college campus for students. The study shall be submitted to the appropriate committee of the legislature, pursuant to RCW 43.01.036, by June 30, 2025."

Intended Use of This Study

This study was prepared with two audiences in mind.

- First, this is a statewide study of student housing needs and barriers to inform the actions of **state legislators and their policy staff.** The main body of the study summarizes housing needs and opportunities, makes comparisons across community and technical colleges, and identifies potential priorities and policy recommendations for consideration by the Legislature.
- Second, this is a toolkit to answer key questions for **community and technical colleges.** The study applies standardized methods and metrics across all community and technical colleges to analyze rental market conditions, student housing needs, and site suitability for on-campus housing. These can be a starting point for future conversations about student housing needs and the role of colleges, though future action will require college-specific studies conducted within the context of needs and interests that are unique to each college.

Limitations of This Study

The analysis and findings of this study are based on public data that is available statewide, previous surveys, a limited survey of people who work with students daily, information provided by SBCTC, and guidance from the task force established for this study. The study was conducted from March 2025 to June 2025, with the survey of student-facing staff open from March 10th to April 4th. Although this study compiled standardized metrics of student housing for each college based on publicly available data, the timeline of the study was not suitable for extensive conversations and vetting of site-specific details with representatives from each college while also ensuring a fair and consistent opportunity for each college to provide input.

The **site suitability analysis** is a high-level review of potential site opportunities using a standardized process and information that was equally available for all colleges. Still, all the colleges were contacted either through the survey, additional interviews, or the task force, and their inputs helped improve the accuracy of information in this study.

The **findings** and **recommendations** in this study were presented to and reviewed by the task force. While there was a broad agreement on the study's usefulness, there was not a consensus on every item. Moreover, because student needs and the available resources vary across colleges, there is no single set of common solutions. Rather, the study is intended to provide information needed to support further evaluations and college-led decision making.

The Link Between Housing and Student Success

What Does Housing Insecurity Look Like for Students?

Housing insecurity is a broad term that captures a range of experiences, all of which point to instability in where and how a student lives. It can include things like frequent moves, difficulty paying rent, overcrowded conditions, couch surfing, and even unsheltered homelessness.[3] Two in five students reported some form of housing insecurity in the past year, and about one in ten had experienced homelessness.[4] Students also face other dire needs, like food insecurity, moving multiple times per quarter, or facing a persistent threat of eviction (see Exhibit 1, and see Exhibit 2 for a subset of survey results for community and technical college students).

Exhibit 1. Basic Needs Insecurity of Washington Community and Technical College Students

Source: 2024 Washington Student Experience Survey, Community and Technical College Results, SBCTC Research, May 2025.

Overall, about half of students, or about 111,500 students, face some form of basic needs insecurity.

But the issue goes beyond just not having a roof over your head. Many students live in situations that do not meet formal definitions of homelessness but still seriously affect their safety, health, and ability to focus on school.

For instance, a student bouncing between friends' couches might not be counted as "homeless" on paper, but they still face daily uncertainty and stress.

This kind of instability is especially important to understand in the context of SBCTC colleges, where student demographics are diverse, and housing options vary from one campus to another. Housing insecurity affects a wide range of students, but not all experience it equally. There are significant disparities based on race, income, gender identity, sexual orientation, and parental or foster care status.

Low-income students are especially vulnerable. Financial shortfalls often force students into overcrowded or unsafe housing, or to rely on short-term emergency solutions.[5] Many low-income renters, including students, face structural barriers such as lack of rental history, documentation, or

[3] Washington Student Achievement Council. Reassessing Basic Needs Security Among Washington College Students. Washington Student Experience Survey: Second Administration Findings Report. January 2025. https://wsac.wa.gov/sites/default/files/2025.BasicNeedsReport.pdf

[4] Washington Student Achievement Council. January 2025.

[5] Washington Student Achievement Council. January 2025.

income verification required to access stable housing.[6] The lack of affordable, low-barrier housing, especially near campuses intensifies the problem.

Exhibit 2. Housing Insecurity and Homelessness Among Community and Technical College Students, 2024

COLLEGE	EXPERIENCED HOUSING INSECURITY	EXPERIENCED HOMELESSNESS
Bates Technical College	47%	21%
Bellevue College	31%	10%
Bellingham Technical College	51%	17%
Big Bend Community College	26%	6%
Cascadia College	29%	14%
Centralia College	32%	14%
Clark College	34%	12%
Clover Park Technical College	51%	18%
Columbia Basin College	37%	13%
Edmonds College	35%	11%
Everett Community College	39%	15%
Grays Harbor College	48%	22%
Green River College	32%	11%
Highline College	44%	18%
Lake Washington Inst. of Tech.	32%	10%
Lower Columbia College	45%	18%
North Seattle College	50%	21%
Olympic College	33%	11%
Peninsula College	39%	19%
Pierce College District	33%	9%
Renton Technical College	53%	21%
Seattle Central College	39%	16%
Shoreline Community College	35%	11%
Skagit Valley College	38%	12%
South Puget Sound Comm College	38%	12%
South Seattle College	49%	18%
Spokane Community College	46%	17%
Spokane Falls Community College	37%	15%
Tacoma Community College	42%	13%
Walla Walla Community College	46%	15%
Wenatchee Valley College	26%	10%
Whatcom Community College	32%	7%
Yakima Valley College	49%	15%
Average	**39%**	**14%**

Sources: 2024 Washington Student Experience Survey, Community and Technical College Results, SBCTC Research, May 2025; Yakima Valley Student Financial Wellness Survey, Fall 2024.

Students of color, particularly Black, Indigenous, and Pacific Islander students, are dramatically overrepresented in homelessness and housing instability data. For example, Black youth in Washington are seven times more likely than their white peers to enter homelessness.[7] These disparities reflect the ongoing impacts of systemic racism in housing, education, and economic

[6] Washington State Affordable Housing Advisory Board (AHAB). Housing Advisory Plan 2023–2028. Washington State Department of Commerce. October 2024. https://deptofcommerce.app.box.com/file/1686939570730

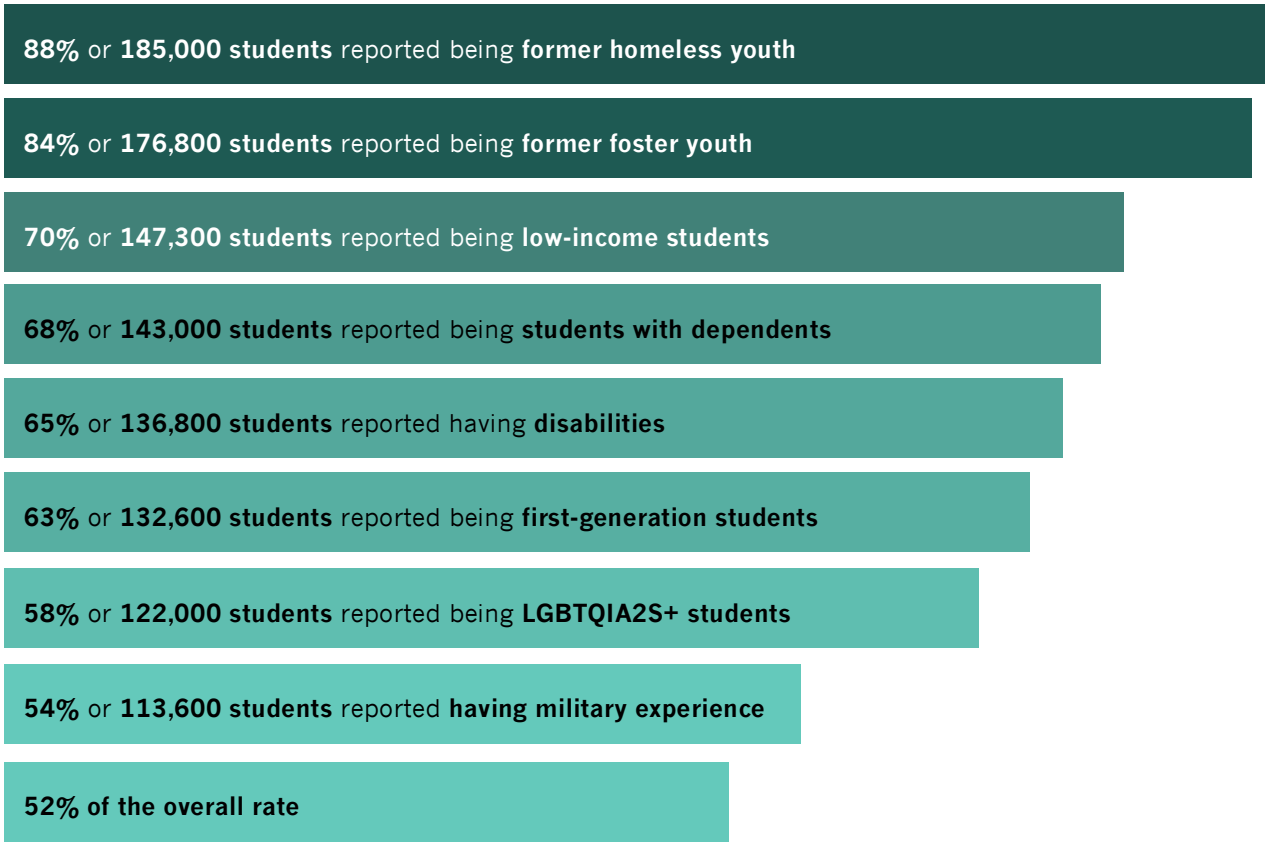
[7] Castro, Leeze. "Yes to Yes" Washington State: Unaccompanied Youth and Young Adult Homelessness Landscape Scan. February 2024. https://raikes-foundation.files.svdcdn.com/production/2024-WA-Unaccompanied-YYA-Landscape-Scan_Full-Report.pdf

opportunity. Redlining, displacement, generational wealth gaps, and racialized enforcement practices have contributed to persistent housing precarity among Black, Indigenous, and People of Color (BIPOC) communities. These factors often converge in higher education, where students of color must navigate both financial strain and lasting effects of structural inequality.

Former foster youth and youth with histories of homelessness face especially high risks, with over 80 percent reporting at least one form of basic needs insecurity, which includes not just shelter but other necessities like food, transportation, and childcare.[8] Students aging out of the foster care system often do not have access to stable housing, financial support, or consistent adult guidance. Even when resources like housing vouchers or emergency aid are available, barriers such as application complexity, lack of documentation, or limited institutional capacity often make it difficult for students to access timely help.

Other subpopulations experience rates of basic needs insecurity higher than the overall rate, as shown in Exhibit 3.

Exhibit 3. Disparities in Basic Needs Insecurity in Washington's Community and Technical Colleges, 2024



Source: Washington Student Achievement Council, Basic Needs Report (2025)

Students transitioning from the justice system face some of the most severe housing barriers. Criminal background checks, rigid screening criteria, and limited rental history often exclude them

[8] Washington Student Achievement Council. January 2025.

from both on- and off-campus housing, especially shared units. Stigma and a lack of reentry-specific support further compound the challenge, particularly for those without stable networks. With targeted strategies like "ban the box" policies or legal aid partnerships, justice-involved students can reduce the risk of housing instability and college attrition.

LGBTQIA2S+ and gender-expansive students also encounter higher rates of housing insecurity, often due to family rejection, discrimination, and a lack of gender affirming services. While Washington State has strong legal protections, many students report experiencing bias and exclusion in practice, particularly when seeking housing and employment.[9] Additionally, students report experiencing not only material hardship, but also stigma and a lack of culturally responsive support services on and off campus.[10]

First-generation college students and parenting students similarly face systemic barriers to stable housing. Even with financial aid, many struggle to meet housing costs while also paying for tuition, food, and transportation.[11]

These disparities emphasize that housing insecurity among students is not simply a matter of individual struggles—it reflects broader systems that disadvantage certain groups. Addressing these inequities requires targeted investments, inclusive housing models, and coordinated strategies that are responsive to the intersecting barriers students face.

Why Does Housing Insecurity Matter?

Housing insecurity directly undermines student success. Students experiencing housing instability are more likely to miss classes, delay graduation, or drop out entirely. The stress and logistical challenges of unstable housing compromise academic performance and mental health. Students report challenges not only in terms of educational outcomes but also on a personal level, where the daily uncertainty of housing erodes a sense of stability and belonging.[12]

Housing insecurity reflects and reinforces existing inequities in higher education. Promoting educational access and equity requires addressing the structural barriers that make housing unaffordable and unstable for so many students. Efforts across Washington have made some progress. State Departments such as the Department of Commerce, the Department of Social and Health Services (DSHS), State Board of Community and Technical Colleges (SBCTC), and Washington Student Achievement Council (WSAC) have expanded basic needs centers, invested in emergency housing supports, and launched innovative solutions like supportive leasing and direct cash transfer programs.[13,14]

Without secure housing, students cannot fully engage in academic life or realize their long-term goals.

[9] Castro, Leeze. February 2024.

[10] Magisos, Ami. Washington Postsecondary Basic Needs Security. Presentation to the WICHE Legislative Advisory Committee. Washington Student Achievement Council. September 12, 2024.

[11] Washington Student Achievement Council. January 2025.

[12] Washington Student Achievement Council. January 2025.

[13] Castro, Leeze. February 2024.

[14] Washington State Affordable Housing Advisory Board (AHAB). October 2024.

Newer initiatives have shown promise. The Postsecondary Basic Needs Act and grant programs that support students experiencing homelessness or exiting foster care have led to strong outcomes. Students participating in these support programs have had high persistence and retention rates—over 90 percent at universities and 77 percent at community and technical colleges.[15]

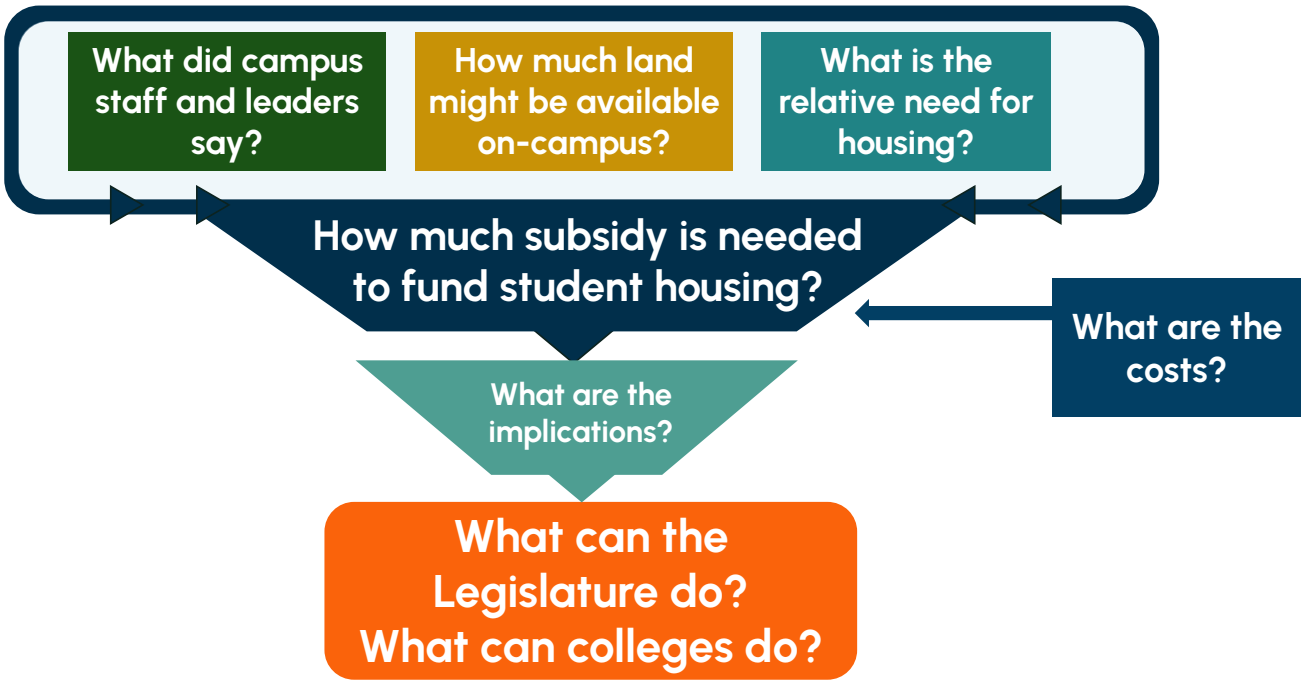
However, systemic barriers remain. Lack of affordable housing, fragmented support systems, and persistent gaps in data and definitions all hinder progress. Even with a 40 percent reduction in youth homelessness since 2016, many young people, particularly those who are BIPOC or LGBTQIA2S+, continue to face exclusion and invisibility in the systems meant to support them.[16]

Elevating the visibility of housing insecurity in Washington's community and technical colleges can help inform strategic investments and institutional practices that create more equitable and supportive environments for all students.

Study Approach

This study was conducted by ECOnorthwest (ECO) and its consultant partners on behalf of SBCTC. The study approach was jointly formulated by ECO and SBCTC at the start of the study and presented to the task force. The approach integrates stakeholder engagement, market analysis, site analysis, and financial modeling to evaluate housing development opportunities and barriers across Washington's community and technical colleges. A synthesis of the study's findings resulted in a series of recommendations.

Exhibit 4. Study Approach Overview



Source: ECOnorthwest

[15] Magisos, Ami. September 12, 2024.
[16] Castro, Leeze. February 2024.

Student Housing Needs and Design Considerations

We conducted a structured engagement process with college leaders, staff, and basic needs providers to understand existing resources, institutional goals, student populations, and constraints to on-campus housing development and operations. This included a survey of people who regularly work with community and technical college students in Washington as well as 30 interviews. The conversations helped to validate findings from data analysis and shape the findings and recommendations.

Housing Market Analysis

We assessed and compared statistics about the rental housing market for each college. This contextual information is useful for understanding housing demand and supply as well as student-specific challenges. The information is summarized at three different geographic levels.

- **Campus:** Enrollment and existing student housing.
- **Neighborhood:** A hyperlocal housing market near each campus where students might be looking for housing.
- **Submarket:** A broader region—with one or more campuses—with similar housing market conditions.

The 34 community and technical colleges are sorted into 17 submarkets for the purpose of this study.

Site Suitability Exploration

We conducted a preliminary, high-level scan of whether community and technical colleges might have land that could support new student housing. Based on a common set of information available across all campuses, the consultant team identified potential opportunities for site development. However, given the diversity of campus contexts, ranging from highly urbanized sites to rural locations with large land footprints, there is no one-size-fits-all answer. The site analysis is intended to help surface questions and support future campus-led evaluations of feasibility, cost, and alignment with institutional goals.

Student Housing Development Feasibility

To understand implications for development feasibility, ECO and Bora created student housing prototypes and estimated their development and operating costs. Based on a few scenarios of potential rents that might be charged, ECO estimated how much of the development could be financed with debt and how much development subsidies might be needed.

Recommendations and Policy Implications

Finally, ECO translated the findings into (1) actionable recommendations that colleges, SBCTC, or the Legislature can take immediately to advance housing efforts along with (2) policy, planning, and funding strategies to support scalable, sustainable student housing models over time.

2. Student Housing Needs and Design Considerations

Washington's community and technical colleges serve a diverse population of students navigating a wide range of life circumstances. While some are recent high school graduates, many are working adults, parenting students, individuals reentering the education system and the workforce, or those seeking to complete short-term training programs. Across these varying experiences, one theme has become undeniable—housing instability is one of the most persistent and disruptive challenges students face. This chapter outlines key findings from a statewide engagement process and highlights the core design and policy considerations necessary to meet the needs of today's students.

Engagement Approach

To better understand student housing needs, barriers, and emerging solutions, LISC Puget Sound led a robust engagement effort on behalf of SBCTC. Between March 2025 and April 2025 this process included:

- A statewide digital survey with input from 337 respondents representing all 34 community and technical colleges.
- 30 in-depth interviews with basic needs staff, residence hall managers, financial aid officers, college administrators, nonprofit partners, and housing authorities.

Though students were not engaged directly, their experiences are deeply reflected in the insights shared by the staff and partners who work most closely with them. These findings offer a candid and urgent view of the barriers students face and the opportunities ahead.

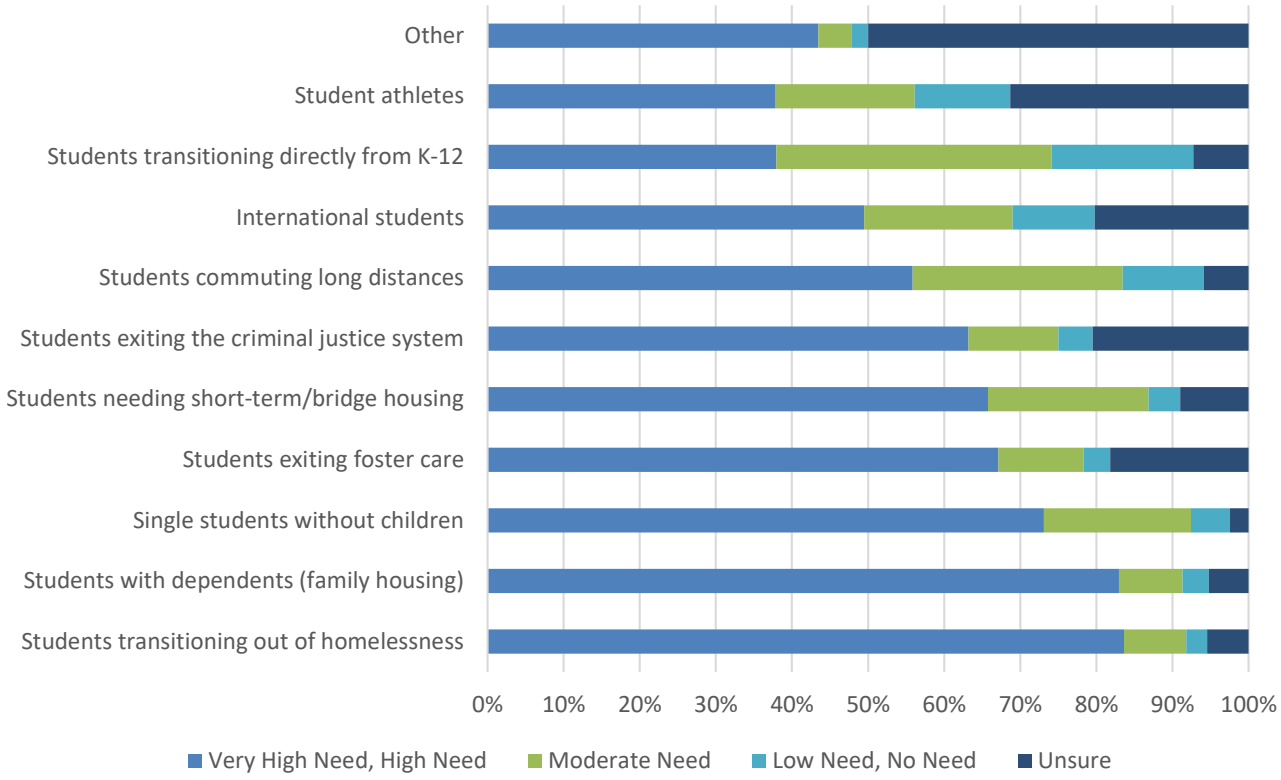
Insights from the Front Lines

There is a clear theme from this engagement—*our current housing systems do not align with who today's students are*. Students are juggling caregiving responsibilities, working full-time or part-time jobs, and managing complex financial constraints. Many are ineligible for traditional housing supports despite living in unstable or unsafe conditions. Others face rent burdens that consume the majority of their income, forcing them to choose between staying housed or staying enrolled.

There are clear disparities in housing need among different student groups. Survey results in Exhibit 5 show that housing need is the most acute among students transitioning out of homelessness and students with dependents. Most students in other student groups are also reported to experience a very high or high housing need. For many of these students, access to low-rent housing alone is not enough—their academic success depends on other supportive elements like case management, mental health counseling, and peer groups.

Colleges are responding with creativity and commitment through emergency aid, partnerships with local nonprofits, and innovative pilot programs, for example. But the available tools are too limited, too fragmented, and too reactive to meet the scale of need. Where on-campus housing exists, it often serves specific student populations and may not reflect the financial or social circumstances of the broader student body.

Exhibit 5. Results of Survey Question: How would you rate the level of need for housing for each of the following student groups?



Source: LISC survey, 2025

The issues raised by colleges fall into three main categories: barriers to developing and managing on-campus housing, challenges students face accessing off-campus housing, and broader structural and policy misalignments that restrict housing access regardless of location. Recognizing and addressing these interlocking barriers is essential to building more effective, inclusive, and sustainable student housing solutions.

Barriers to On-Campus Housing

Even with strong commitment and interest from college leaders, developing and sustaining on-campus housing can present significant logistical, financial, and operational challenges. Colleges reported several challenges:

- **Cost of housing operations**: Colleges lack long-term funding to cover ongoing operating expenses. These include staffing, maintenance, residential life programming, utilities, and

security. As a result, student rents must cover all costs, driving up prices and reducing affordability.

- **Enterprise structure**: Student housing is typically treated as an auxiliary or enterprise unit, meaning it must generate enough revenue to cover its own expenses. This business model prioritizes financial sustainability over accessibility and leaves little room to reduce rents for low-income students.
- **Exclusionary policies**: Some colleges have housing programs that enforce policies such as full-time enrollment requirements, minimum credit thresholds, or no-child rules. While these policies may support aspects of the college's mission, they unintentionally exclude the very students most in need of housing support, including parenting students and those enrolled in non-traditional or short-term programs.
- **Infrastructure gaps**: Colleges without a history of operating housing often lack the staffing or systems needed to manage facilities, provide student support, or address safety and compliance issues. Launching a housing program may require hiring resident advisors, custodial teams, case managers, and administrative staff.
- **Lack of dedicated capital funding**: Colleges do not have access to permanent, dedicated state funding streams for housing development. They must rely on one-time appropriations, local or philanthropic resources, or other limited tools to finance new construction or major renovations. This creates uncertainty, limits the ability to plan long-term projects, and makes it difficult to expand affordable housing options at scale.
- **Design misalignment**: Existing on-campus housing facilities are frequently designed for double-occupancy dorms or international students, rather than the broader community and technical college student population. These designs often lack the flexibility, privacy, and autonomy that community and technical college students, especially parenting students, or those with histories of housing instability, may need. For students who have experienced trauma, homelessness, or domestic violence, shared living arrangements can feel unsafe or retraumatizing. In these cases, lack of privacy or strict communal rules may discourage students from applying altogether, even when housing is available. Inclusive design must balance capacity with dignity and lived experience.

Barriers to Off-Campus Housing

Accessing housing in the private rental market can also be difficult for students, with several key challenges emerging from colleges across the state:

- **Affordability**: Rents near many campuses have increased at a sustained pace—across the state, rents around campuses have grown between 4 percent and 11 percent per year. These trends have outpaced student income and financial aid growth, placing most market-rate units out of reach. While housing cost burdens are common across student populations, the impact is especially acute for community and technical college students, who are more likely to be parenting, working full-time, or living independently without family support. In many cases, students must spend more than half their income on rent, take on multiple jobs, or live in

overcrowded or unstable conditions to remain enrolled. These pressures undermine academic persistence and compound existing inequities in access to higher education.

- **Eligibility constraints and screening barriers**: Private landlords commonly require applicants to show proof of income that is two-and-a-half to three times the monthly rent, pass a credit check and a criminal background check, and have verifiable rental history. These requirements disproportionately exclude students who are early in their financial lives, working part time, or recovering from past instability. For many students, especially those with past justice involvement or limited housing history, these blanket policies act as automatic disqualifiers, regardless of current circumstances.
- **Aid as income**: While many students receive financial aid, it is often not sufficient to cover total housing costs—particularly when factoring in rising rents, limited availability, and competing financial demands. In addition, students regularly encounter challenges in trying to use financial aid as proof of income. Even when students have aid, they frequently struggle to use it as proof of income. Landlords may not recognize financial aid awards, GI Bill benefits, or emergency grants as verifiable income for renters. While some college staff attempt to bridge this gap by writing explanatory letters or contacting landlords directly, these informal efforts are inconsistent, not always effective, and place added burden on already stretched staff. Without broader recognition of aid as income, students remain vulnerable to housing inaccessibility despite having financial support on paper.
- **Housing proximity**: An effect of statewide housing shortage is that students find there is a limited availability of adequate housing and the demand for rental units is very high. This leaves students with affordable housing options that may be located far from campus, forcing them to rely on long commutes, which can be particularly burdensome for those with caregiving responsibilities, limited transportation options, or inflexible course schedules.

Structural and Policy Barriers

In addition to on- and off-campus housing challenges, many of the most persistent barriers are embedded in broader systems—such as policy frameworks, funding structures, and institutional processes—that may not fully reflect the lived realities of today's students. As a result, many students remain ineligible for emergency housing even though they are experiencing housing insecurity.

- **Severe undersupply of affordable housing across Washington:** The state must build over 1.1 million new homes by 2044 to meet demand, including 21,805 units per year affordable to households earning ≤50 percent of area median income (AMI). Yet only 34 subsidized units exist per 100 low-income renter households, leaving most without options. More than 453,000 renter households fall into this income bracket. With 34 percent of all households cost-burdened and homelessness rates rising in most counties, the affordable housing shortfall is a structural crisis that directly impacts students and other low-income populations seeking stable, attainable housing.[17]

[17] Washington State Affordable Housing Advisory Board. (2023). Housing Advisory Plan 2023–2028. Washington State Department of Commerce. https://deptofcommerce.app.box.com/v/2023-2028HousingAdvisoryPlan

- **Federal housing policy exclusions**: Many students are ineligible for traditional affordable housing due to federal restrictions. For example, the Low-Income Housing Tax Credit (LIHTC) program includes a federally determined "student rule" that limits eligibility for full-time students unless they meet specific exemptions such as being a single parent, a veteran, or having previously been in foster care. While full-time students are not explicitly "barred," LIHTC properties must comply with this rule to retain their tax credits, which in practice restricts access for many students. Similar limitations exist in the Housing Choice Voucher program. These rules are federally mandated and cannot be waived by state or local housing authorities, contributing to a persistent disconnect between housing access and higher education policy.
- **Financial aid misalignment**: Financial aid calculations and disbursement schedules often do not reflect the full cost of living for students. Aid may not be released until after rent is due, and some colleges do not include student loans in their upfront financial aid offers making it harder for students to plan for housing costs.
- **Lack of coordination across systems**: College staff consistently reported that students often struggle to navigate disjointed processes across education, housing, and human service systems. Applying for support frequently involves multiple agencies with different eligibility rules, timelines, and documentation requirements, leading to delays or gaps in assistance. Students must navigate complex, uncoordinated processes across multiple agencies to piece together supports often without clear guidance, sufficient documentation, or timely decision-making.
- **Stigma and assumptions**: Students who arrive late, miss class, or struggle to meet academic requirements may be seen as disengaged or unmotivated when they are often managing acute housing instability or financial hardship. Without trauma-informed, equity-centered responses, institutions may inadvertently reinforce barriers to student success.

Bridging Toward Solutions Through Design

Despite these challenges, many colleges are piloting creative solutions and testing new models to meet students where they are. These innovations reflect a growing recognition that addressing housing insecurity requires flexible, partnership-driven, and student-centered approaches and demonstrate that with the right tools, supports, and relationships in place, it is possible to begin addressing long-standing barriers. For example:

- Some colleges have adopted master leasing models, enabling them to lease apartment units directly from landlords and sublet them to students without credit checks or co-signers.
- Others are exploring cross-institutional housing agreements, where students from nearby campuses can live in available residence hall space at partner colleges.
- A few institutions have partnered with local housing authorities to pilot student-specific voucher programs or short-term rental assistance aligned with academic calendars.

- To support off-campus access, some colleges have implemented centralized housing referral systems or embedded housing navigators who assist students in overcoming landlord requirements and locating affordable options.

While the barriers to stable student housing are significant, they also offer a roadmap for action. Each challenge identified by colleges, whether financial, regulatory, or operational, points to an opportunity to build more responsive, inclusive housing models. Institutions are eager for practical strategies that reflect student realities and strengthen educational outcomes. What follows is a synthesis of what LISC heard from the field about how housing design and policy can better support student success. These design insights and ideas pulled from the creative approaches called out above are also reflected and expanded upon in the recommendations section of this study, where they are translated into actionable strategies for colleges, policymakers, and partners.

Designing for Today's Students

Engagement participants emphasized that student housing models must evolve in step with the diverse realities of today's learners. Students are balancing coursework with caregiving, employment, and community responsibilities—and housing must support, rather than complicate, these responsibilities. The design of housing must therefore be both practical and responsive, helping students maintain stability while pursuing their educational goals. Colleges and partners stressed that solutions should prioritize affordability, autonomy, and flexibility to ensure that housing is not a barrier, but a foundation for success.

A student-centered housing model should prioritize:

- **Affordability first**: Affordability emerged as the most urgent concern. Students across Washington are balancing education with work and caregiving responsibilities, making it essential for housing to be priced in ways that reflect their financial realities. Interviewed staff emphasized the need for models that better align with what students can reasonably afford. Suggested approaches include implementing a sliding scale of campus housing rents based on financial aid status (e.g., Pell eligibility), bundled payments with tuition, and access to public or philanthropic subsidies to reduce cost burden and increase housing access.
- **Privacy and dignity**: Students prefer layouts that provide personal space—such as private bedrooms paired with shared bathrooms or kitchens. These models support autonomy while maintaining cost-efficiency and help foster a sense of stability and ownership over one's environment.
- **Family-friendly housing options**: About 1 in 5 community and technical college students are parenting or living with dependents. Housing options that can accommodate children, co-parents, or other household members are limited across both campus and community settings. A more inclusive housing design would include units with multiple bedrooms and more flexible occupancy policies.
- **Flexible lease terms**: Students enrolled in short-term credentialing programs, those working seasonal jobs, or those managing complex life circumstances often cannot commit to standard

10- or 12-month leases. Housing that allows quarter-by-quarter or shorter-term agreements can provide critical stability for students.

- **Low-barrier intake**: Application requirements such as co-signers, income documentation, or credit checks can disproportionately exclude students with nontraditional financial situations or those with past instability. While simplifying intake processes may reduce some risk protections for housing providers, interviewed staff emphasized that rigid screening practices often prevent the very students most in need from accessing housing at all. Simplifying the intake process for students—and ensuring alignment with the timing of financial aid disbursements—can make housing more accessible and less stressful to secure.

These design principles, drawn directly from the insights of college staff that regularly and directly work with students and housing experts, provide a foundation for more equitable and effective housing models. They are not one-size-fits-all, but they reflect recurring themes across institutions and communities statewide. These recommendations are further elaborated in Chapter 7 of this study, which outlines implementation strategies that colleges, policymakers, and partners can pursue to move these ideas from concept to reality.

3. Housing Market Analysis

Stable housing is a critical foundation for student success, yet today's housing market trends increasingly threaten students' ability to afford and maintain a safe place to live. This chapter examines the key challenges and pressures shaping housing access for low-income students across Washington's 34 community and technical colleges. It focuses on key indicators that affect students' access to affordable housing, including demographic trends, population growth, housing affordability, and signs of housing precarity.

The findings highlight persistent gaps between available housing supply and the needs of low-income students. Understanding these market dynamics is critical to evaluating the feasibility of developing affordable student housing on or near campuses.

Methodology and Geographies

To complete this analysis, ECO looked at three different geographic levels: campus, neighborhood, and submarket. **Appendix B, Campus Housing Profiles and Supplemental Charts, includes the profiles of each college campus** summarizing key details including enrollment, nearby population and housing market trends, and regional comparisons of student renters to other renters. All three geographic levels are analyzed in the campus profiles using a repeatable methodology.

This chapter focuses on comparisons across the submarkets. The 34 community and technical colleges are sorted into 17 submarkets for the purpose of this study as shown in Exhibit 6 and Exhibit 7. Comparisons are made for the following characteristics:

- Demographic context (renter households, one-person households, BIPOC population)
- Population change
- Affordability mismatch
- Housing precarity

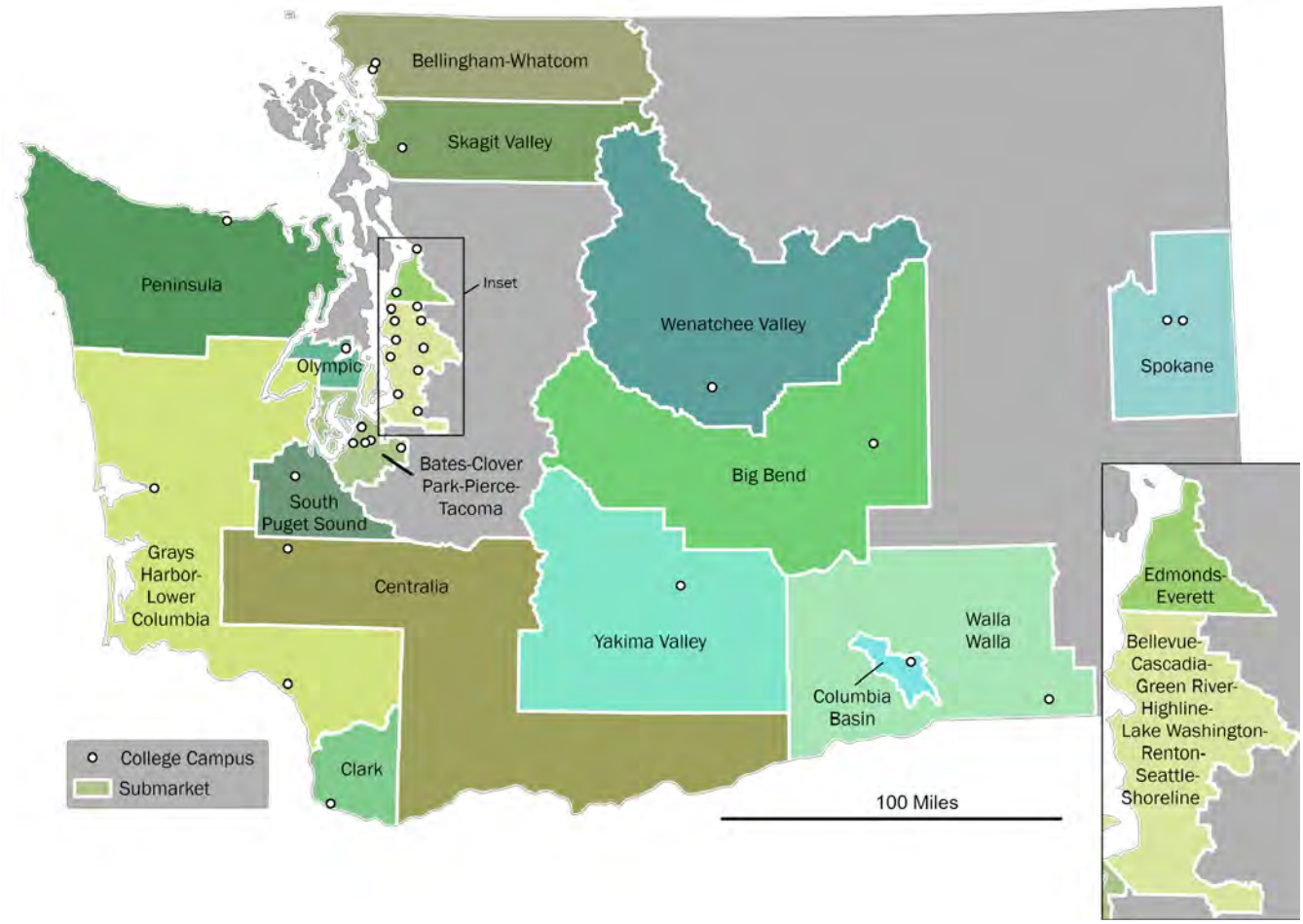
The study also includes a comparison of rent growth across the 34 campuses. Unlike other metrics summarized in this chapter, which are based on submarkets, rent growth is measured for each "neighborhood"—an area immediately surrounding the campus. Each neighborhood is a collection of census tracts—a standard geography used by the U.S. Census Bureau—in the immediate vicinity of the college. Rent growth is discussed between the affordability mismatch and housing precarity sections.

Caveats and Limitations

The data used for this study is representative of primary residents (owners or renters). It is not as reliable for capturing the implications of seasonal occupancy (e.g., agricultural workers and tourists), which is a key feature of some housing markets**. All U.S. Census Bureau American Community Survey (ACS) data have margins of error** and **student-specific data is sometimes estimated.** For example, some student groups (e.g., undocumented students, those with informal housing arrangements) may be missing from the data.

Comparison of submarket characteristics yielded some clear patterns highlighting regional differences in housing needs. While housing insecurity exists across all colleges, this analysis helps prioritize potential areas of student housing investment. Policy implications will depend on which characteristics are elevated. While this study did not model transportation costs, many students report that housing affordability challenges are compounded by long or unreliable commutes.

Exhibit 6. College Campuses and Submarkets



Source: ECOnorthwest

Exhibit 7. Market Analysis Submarkets

Submarket Name	Counties In Submarket	Colleges (Campuses)
Bates-Clover Park-Pierce-Tacoma	Pierce	Bates Technical College (South Campus) Clover Park Technical College Pierce College (Fort Steilacoom) Pierce College (Puyallup) Tacoma Community College
Bellevue-Cascadia-Green River-Highline-Lake Washington-Renton-Seattle-Shoreline	King	Bellevue College Cascadia College Green River College Highline College Lake Washington Institute of Technology North Seattle College Renton Technical College Seattle Central College Shoreline Community College South Seattle College
Bellingham-Whatcom	Whatcom	Bellingham Technical College Whatcom Community College
Big Bend	Grant Kittitas	Big Bend Community College
Centralia	Klickitat Lewis Skamania	Centralia College
Clark	Clark	Clark College
Columbia Basin	Franklin Benton	Columbia Basin College
Edmonds-Everett	Snohomish	Edmonds College Everett Community College
Grays Harbor-Lower Columbia	Cowlitz Grays Harbor Mason Pacific Wahkiakum	Grays Harbor College Lower Columbia College
Olympic	Kitsap	Olympic College
Peninsula	Clallam Jefferson	Peninsula College
Skagit Valley	Skagit	Skagit Valley College
South Puget Sound	Thurston	South Puget Sound Community College
Spokane	Spokane	Spokane Community College Spokane Falls Community College
Walla Walla	Walla Walla Franklin Benton	Walla Walla Community College
Wenatchee Valley	Chelan Douglas	Wenatchee Valley College
Yakima Valley	Yakima	Yakima Valley College

Source: ECOnorthwest

Demographic Context

Washington State has experienced sustained population growth over the past decade, driven by economic expansion and migration. However, this growth has been uneven across regions. While urban areas such as Seattle-Tacoma have expanded rapidly, rural areas have seen slower or even declining population trends. These differences shape local housing demand and the feasibility of new student housing developments.

Many community and technical colleges are in regions facing either housing shortages or affordability challenges. Population shifts like increased migration into mid-sized cities has placed pressure on rental housing markets previously considered more affordable.

Renter Households

Why This Matters	How It Was Calculated
In communities with high renter density, students compete with other renters for a limited supply of affordable housing. This competition drives up rents, narrows housing options, and increases the risk of housing instability for students.	The ACS reports the tenure (renter vs. owner) of surveyed households. This study uses estimates from the 2019–2023 ACS 5-year survey to compare renter households with one or more students to total renter households. Students are defined as a person enrolled in a public college, excluding graduate programs.

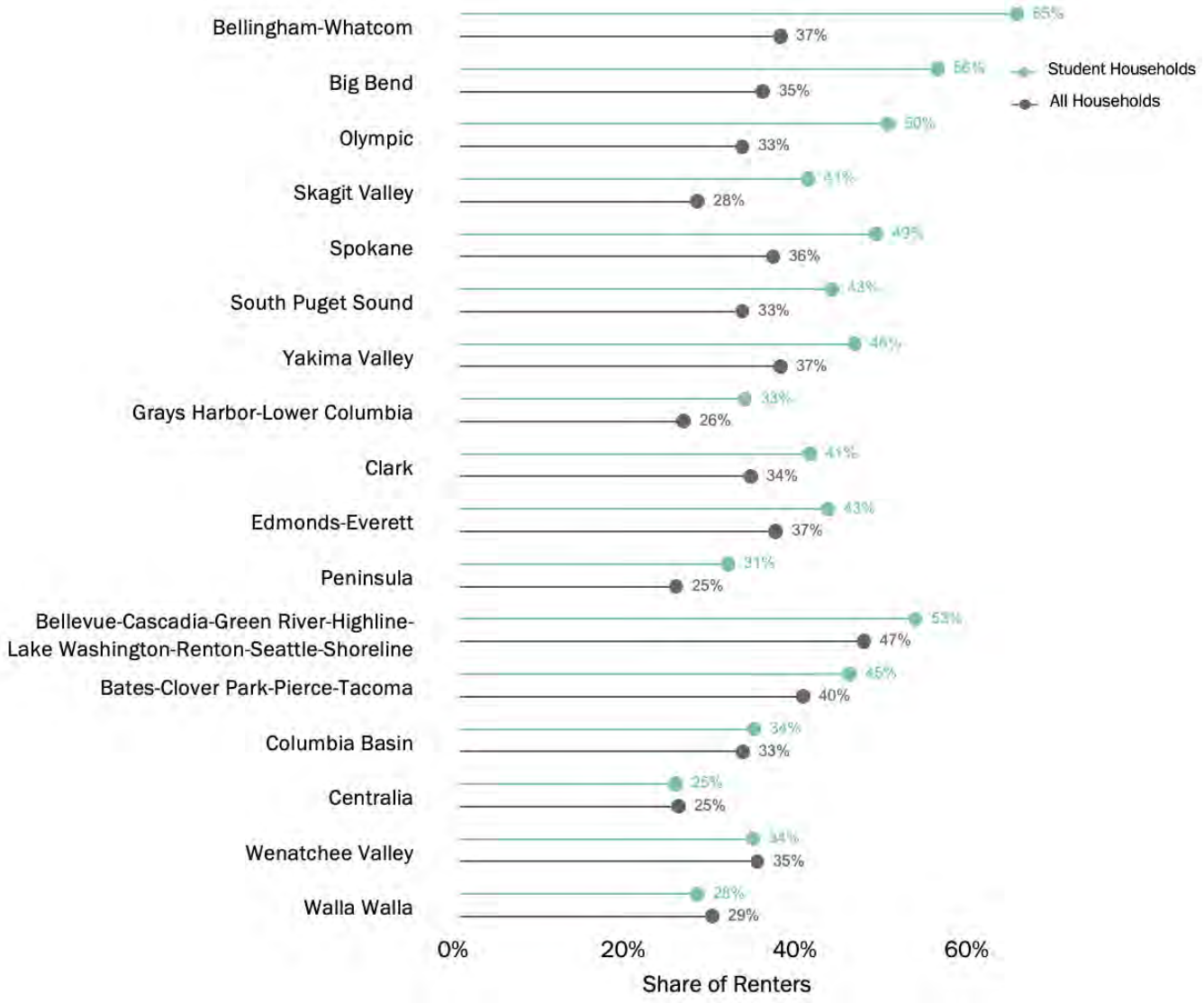
Key Takeaways

Submarkets in the Puget Sound region along the I-5 corridor have a higher share of renters, while communities in the Olympic Peninsula and coastal region have a lower share of renters. This pattern generally holds for renter households with students.

A disproportionately larger share of student households are renters in submarkets serving:

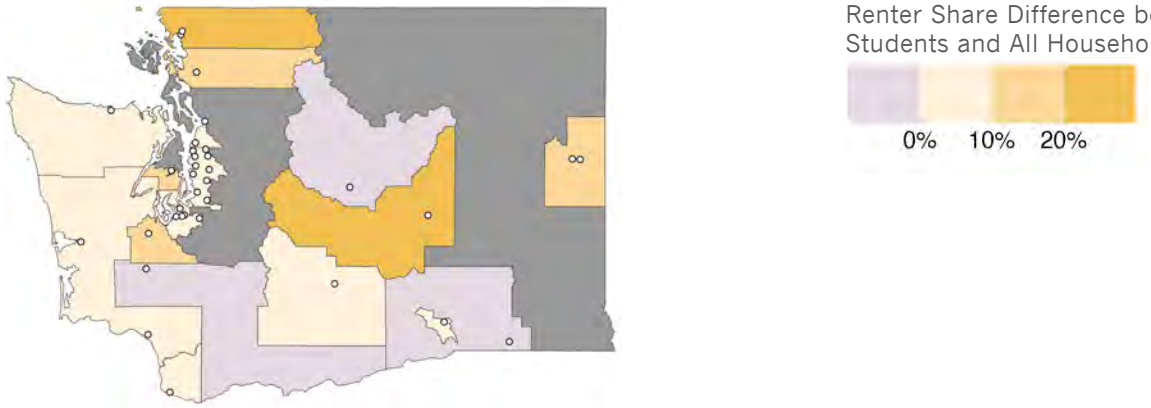
- Bellingham Technical College and Whatcom Community College (65% of households with students are renters vs. 37% of all households)
- Big Bend Community College (56% vs. 35%)
- Olympic College (53% vs. 33%)
- Skagit Valley College (41% vs. 28%)
- Spokane Community College District (49% vs. 36%)

Exhibit 8. Renter Share of Households Across Community and Technical College Submarkets



Source: 2019–2023 ACS 5-year Survey

Exhibit 9. Map of Difference Between Student Renter Households and Total Renter Households Across Submarkets



Source: ECOnorthwest using 2019–2023 ACS 5-year Survey data

One-Person Renter Households

Why This Matters

Single-student households face the highest housing cost per person, yet the private market rarely builds small, affordable units, though there are some exceptions in urban markets. Understanding how many students live alone helps colleges plan housing that is financially accessible and can inform housing prototypes since the data that many students already live with other people.

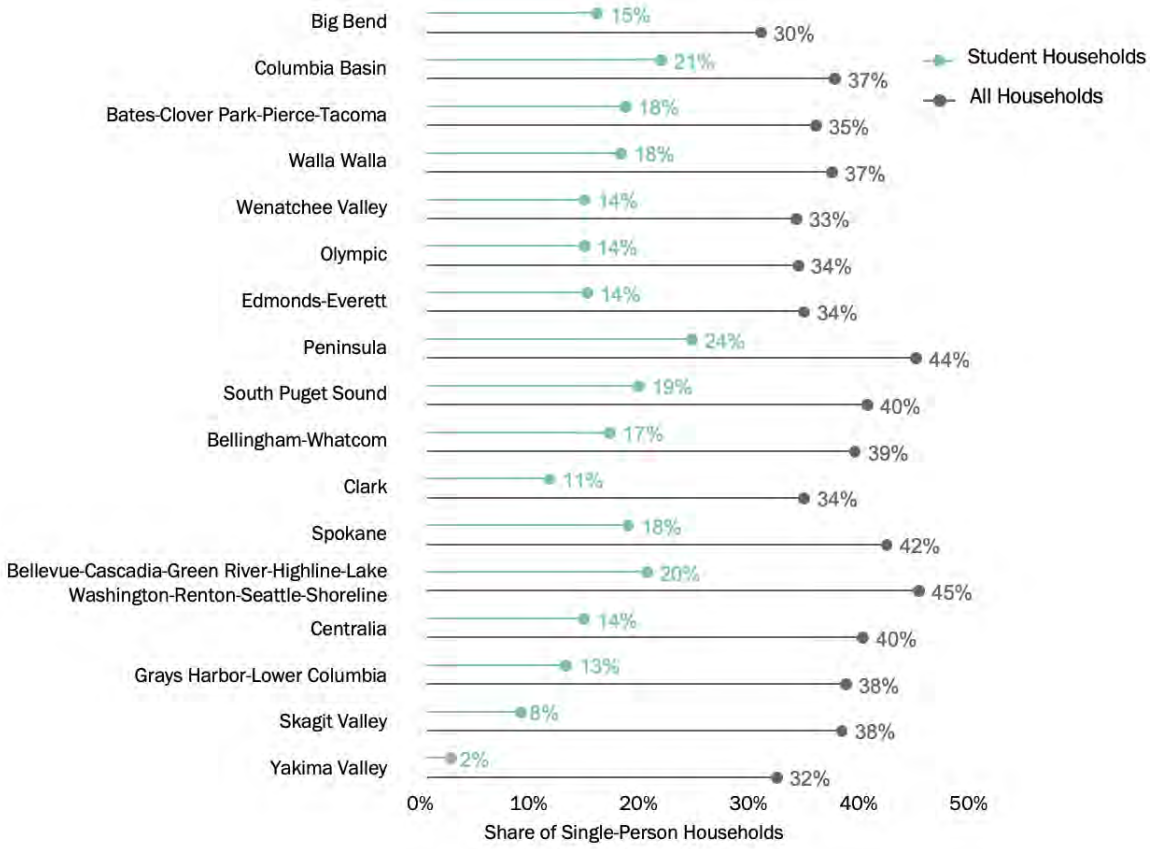
How It Was Calculated

This study shows one-person-renter households among all renters and one-person-renter students among all renter households with one or more students (Exhibit 10). It shows the estimates from the 2019–2023 ACS 5-year survey, which provides estimates for the number of renters by household size. Students are defined as a person enrolled in a public college, excluding graduate programs.

Key Takeaways

Across Washington, students are more likely to live with family members or other students than to live alone. One-person households account for 30 percent to 40 percent of renters near many campuses, but less than a quarter of student renters are likely to live alone. Students living alone often struggle to find affordable studio or one-bedroom apartments.

Exhibit 10. Share of One-Person Renter Households Across Submarkets



Source: 2019–2023 ACS 5-year survey

BIPOC Population and Students

Why This Matters

Historic and systemic barriers have excluded BIPOC populations from stable, affordable housing. In Washington's colleges, BIPOC students are more heavily represented among low-income and housing-insecure populations making equitable, accessible student housing essential to closing racial equity gaps.

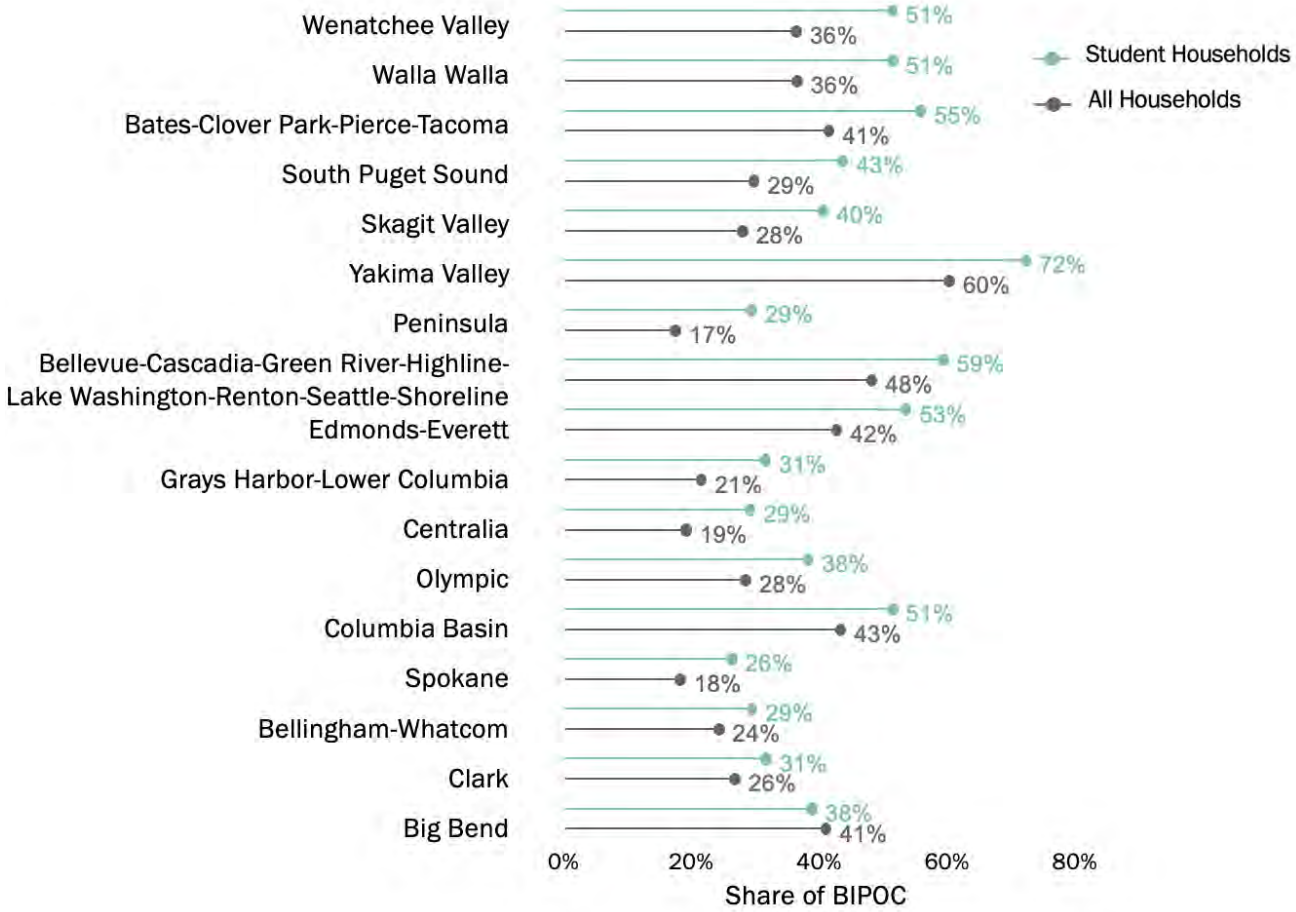
How It Was Calculated

This study shows the share of BIPOC students and individuals (Exhibit 11). It shows the estimates from the 2019–2023 ACS 5-year survey. BIPOC is defined as people who do not identify themselves as white, non-Hispanic. Students are defined as a person enrolled in a public college, excluding graduate programs.

Key Takeaways

Across the state, it is more likely to find BIPOC individuals among students than in the general population. This points to the importance of educational completion in reducing the cross-racial economic gap. Largest differences are observed in Wenatchee Valley, Walla Walla, Bates-Clover Park-Pierce-Tacoma, and South Puget Sound.

Exhibit 11. Share of BIPOC Students and Individuals Across Submarkets



Source: 2019–2023 ACS 5-year Survey

Population Change for Ages 15-34

Why this matters

As the young adult population grows in key regions, rental demand—and competition for affordable housing—will rise. Colleges in these fast-growing areas will face even greater pressure to support students' basic needs. Specifically, it will be important to know how people aged 15 to 34 could change in the next 10 years.

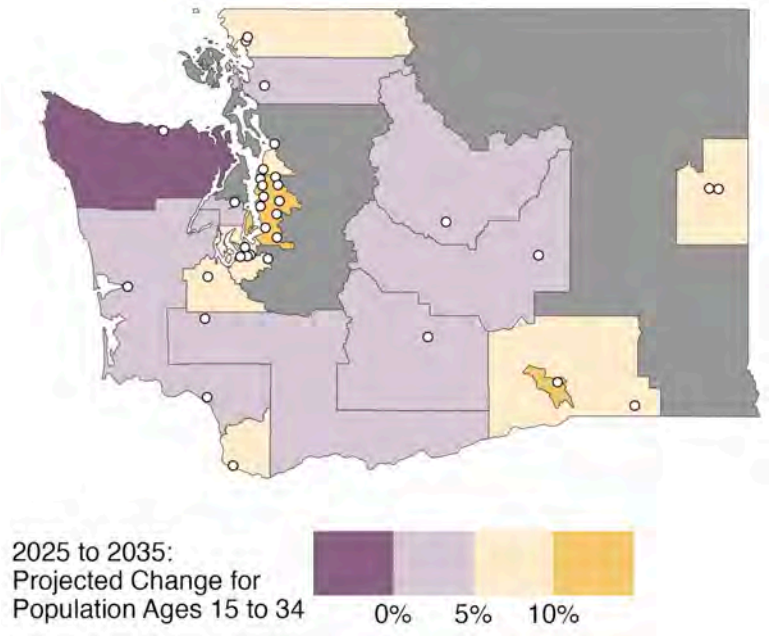
How was it calculated?

ECO created a population projection tool that was used to estimate the number of people aged 15 to 35 in 2035. The analysis is based on the U.S. Census data on population trends between 2010 and 2020 that were projected out to 2035.

Key takeaways

People aged 15 to 34 are expected to grow most quickly near Columbia Basin College (Tri-Cities area) and in King County. Some growth is expected in other large population centers—across the Puget Sound, Bellingham, Walla Walla, and Spokane. People aged 15 to 34 are expected to shrink or not change in the peninsula/coastal region.

Exhibit 12. Projected Population Change for Ages 15 to 34 Cohort Between 2025 and 2035 in Submarkets



Source: ECOnorthwest using 2019–2023 ACS 5-year survey data

Affordability Mismatch

Why This Matters

In many regions, there simply aren't enough affordable rental units for low-income students. Without targeted interventions, the private market alone cannot close this gap.

How It Was Calculated

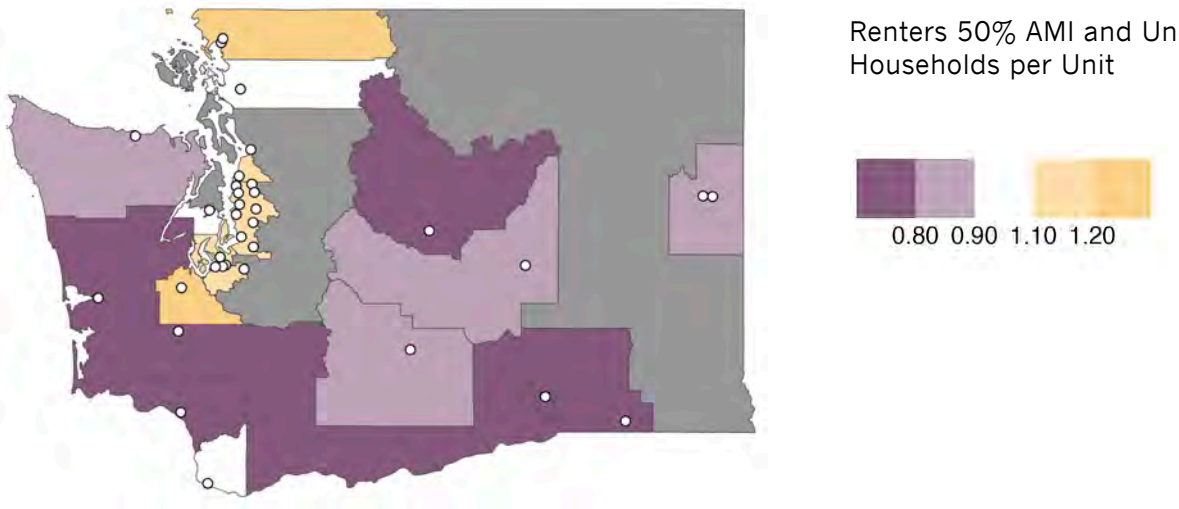
One way of measuring whether there are enough rental units affordable to lower-income households is comparing the number of lower-income renter households to rental units that would be affordable to them. If the ratio is greater than 1, there are more lower-income renter households than rental units affordable to them.

The number of lower-income renter households are based on reported income figures in the 2019–2023 ACS 5-year survey. Lower-income households is defined as 50 percent of the AMI and below. Rents and the number of rental units are also from the 2019–2023 ACS 5-year survey. The units are considered affordable to lower-income households if the annual rental costs do not exceed more than 30 percent of 50 percent of the AMI.

Key Takeaways

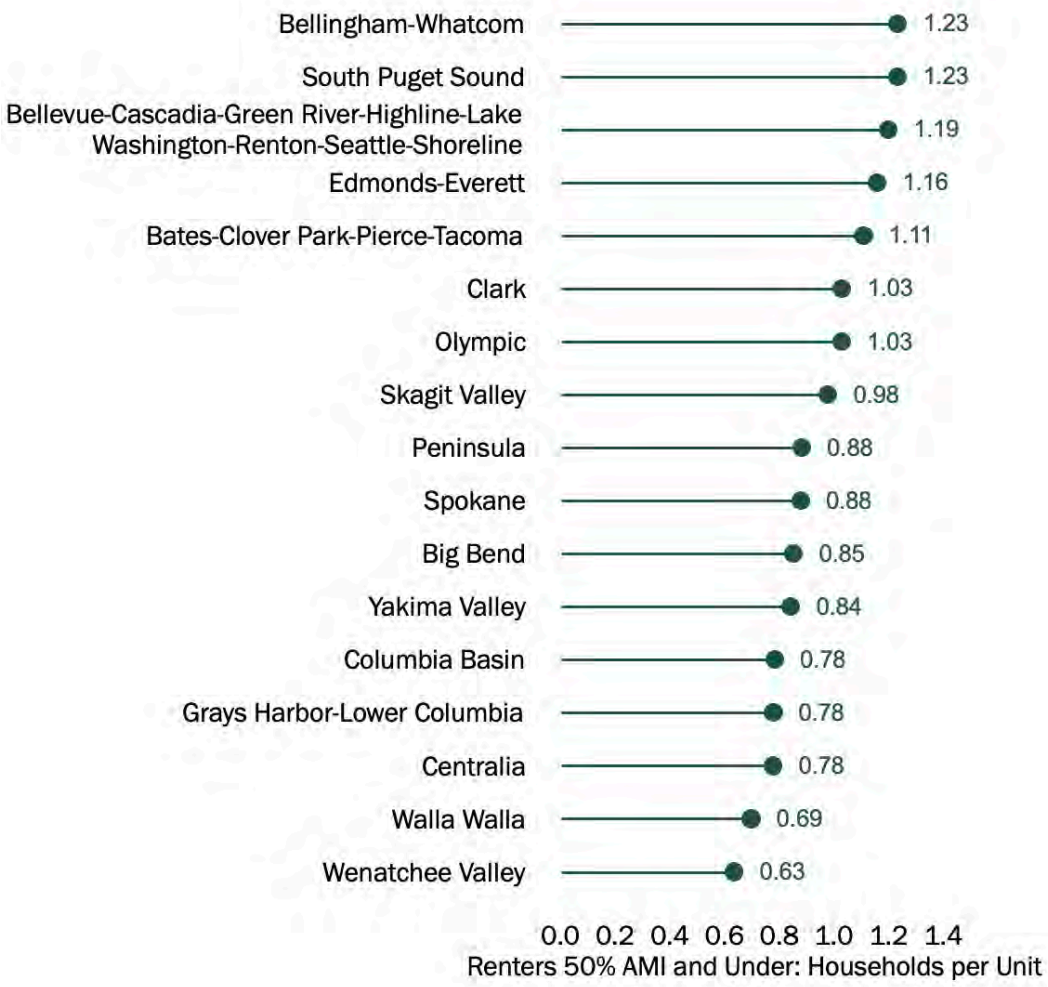
There are more lower income renter households than rental units that are affordable to them in the Puget Sound region along the I-5 corridor as well as near Bellingham (see Exhibit 13).

Exhibit 13. Affordability Mismatch Across Submarkets



Source: ECOnorthwest using 2019–2023 ACS 5-year Survey data

Exhibit 14. Affordability Mismatch Across Submarkets



Source: ECOnorthwest, using 2019–2023 ACS 5-year survey data

Rent Growth

Why This Matters

Rent growth can be an indicator of changes to housing affordability and insecurity. Places that experienced a high and sustained level of rent growth might be where students are struggling more to find stable housing. Moreover, it shows that challenges of the past decade are different from today's challenges. Still, rent growth alone is not a sufficient indicator. It needs to be interpreted in context of income changes, particularly student incomes, as well as changes in student tuition and other expenses.

How It Was Calculated

Average rents are reported in the ACS data. The estimates are comparisons of the 2011–2015 ACS 5-year survey data and the 2019–2023 ACS 5-year survey data. The difference is annualized for an easy comparison of growth trend over time.

The data is calculated for each campus "neighborhood," which is a collection of census tracts in the immediate vicinity of the college. In this study neighborhoods and submarkets are distinct geographic concepts.

Key Takeaways

Across all campus neighborhoods (as distinct from the submarkets outlined in other metrics), the average annual rent growth since 2015 has been between 4 percent and 11 percent. The highest growth has been near the following colleges:

- Everett Community College (11%)
- Wenatchee Valley College (10%)
- Bellingham Technical College (10%)
- Highline College (10%)
- Bates Technical College (9%)

Generally, rent growth has been higher in the Puget Sound region, in northwest Washington, and in central Washington, and it has been lower in eastern Washington and in the Olympic Peninsula and coastal region.

Exhibit 15. Rent Growth Across Campus Neighborhoods (2015-2023 average)

COLLEGE	ANNUALIZED RENT GROWTH (2015-2023)
Bates Technical College	9%
Bellevue College	7%
Bellingham Technical College	10%
Big Bend Community College	7%
Cascadia College	6%
Centralia College	6%
Clark College	7%
Clover Park Technical College	8%
Columbia Basin College	4%
Edmonds College	8%
Everett Community College	11%
Grays Harbor College	5%
Green River College	7%
Highline College	10%
Lake Washington Inst. of Tech.	7%
Lower Columbia College	5%
North Seattle College	8%
Olympic College	7%
Peninsula College	4%
Pierce College Fort Steilacoom	8%
Pierce College Puyallup	7%
Renton Technical College	7%
Seattle Central College	7%
Shoreline Community College	7%
Skagit Valley College	5%
South Puget Sound Comm College	7%
South Seattle College	8%
Spokane Community College	6%
Spokane Falls Community College	5%
Tacoma Community College	8%
Walla Walla Community College	5%
Wenatchee Valley College	10%
Whatcom Community College	8%
Yakima Valley College	4%

Source: ECOnorthwest using 2011–2015 and 2019–2023 ACS 5-year survey data

Housing Precarity

Why This Matters

Cost burden is a key indicator of housing affordability and insecurity. High cost-burden rates among student renters reveal a hidden crisis. When students spend more than 30 percent of their income on rent,[18] they are more likely to face hard choices like skipping meals, delaying graduation, or dropping out. Comparing cost burdening among renter households with and without students can help indicate the severity of housing need among student renters.

While cost burden is a key proxy for housing insecurity, it does not fully capture other forms of precarity that students often experience, such as overcrowding, frequent moves, or reliance on unstable informal arrangements

How It Was Calculated

Cost-burden rates are reported in the ACS data. The estimates are from the 2019–2023 ACS 5-year survey and are filtered for renter households. This study compares renter households to renter households with one or more students. Students are defined as a person enrolled in a public college, excluding graduate programs.

Households that spend 30 percent or more of their household income on housing costs are considered cost burdened. This definition is applied to households with students in this study.

Key Takeaways

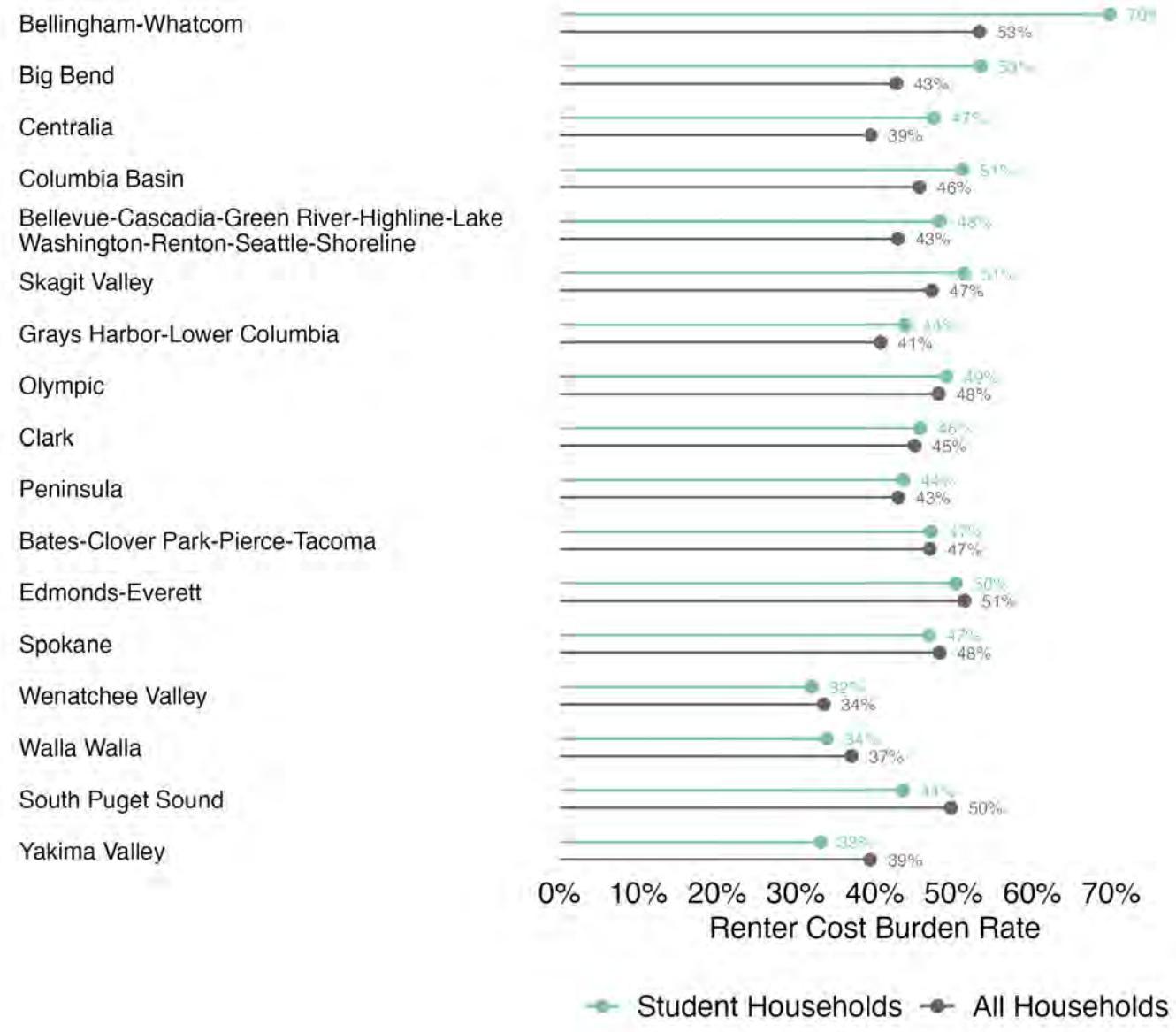
Cost burdening among renter households with students ranges widely from about 30 percent to 70 percent of households in community and technical college submarkets. It exceeds cost burdening among other renter households in 10 of the 17 submarkets. The highest differences are near:

- Bellingham Technical College and Whatcom Community College
- Big Bend Community College
- Centralia College

The next highest differences are near Columbia Basin College (Tri-Cities area) and in King County.

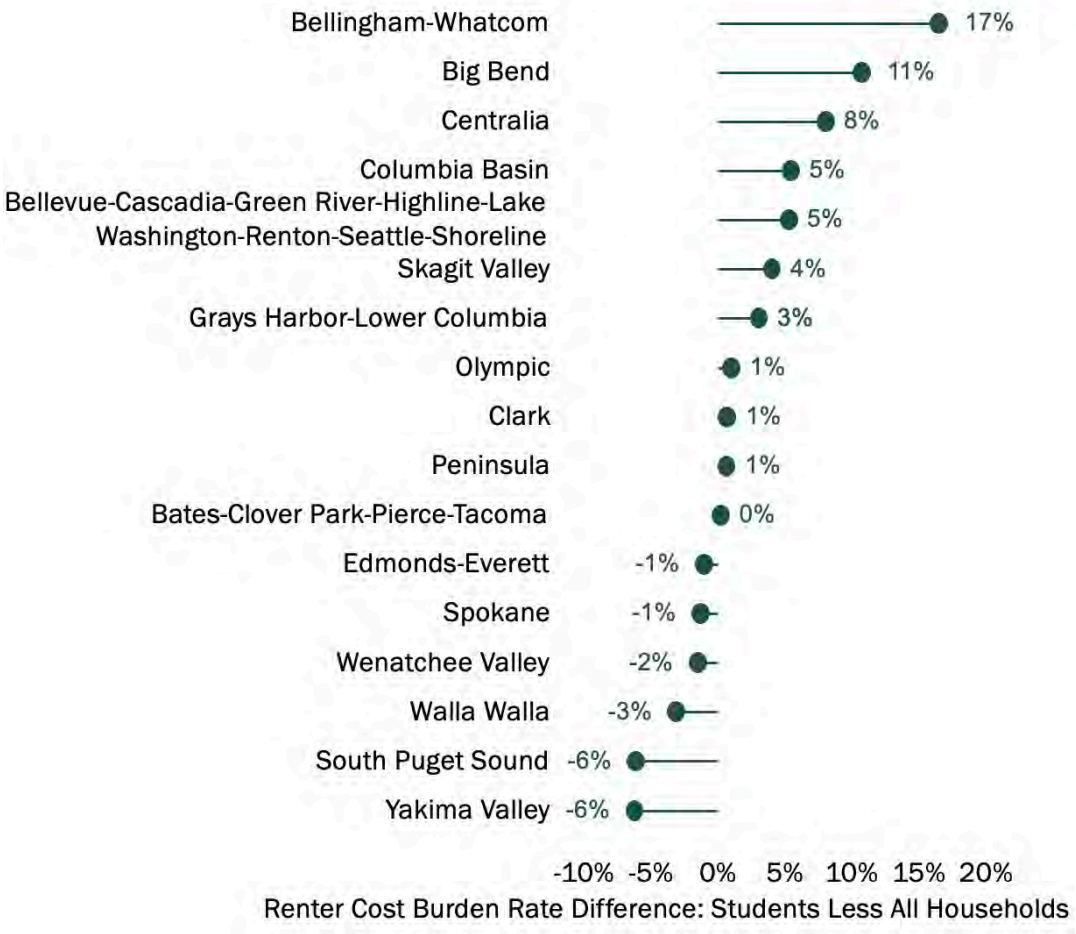
[18] Cost-burdened households are defined by the U.S. Department of Housing and Urban Development as those spending more than 30 percent of gross income on housing. This definition is widely applied in housing affordability research and includes all renter households, regardless of student status. While student income can vary, this threshold still indicates economic pressure and housing insecurity when applied to student households.

Exhibit 16. Cost Burden Among Renters Across Submarkets



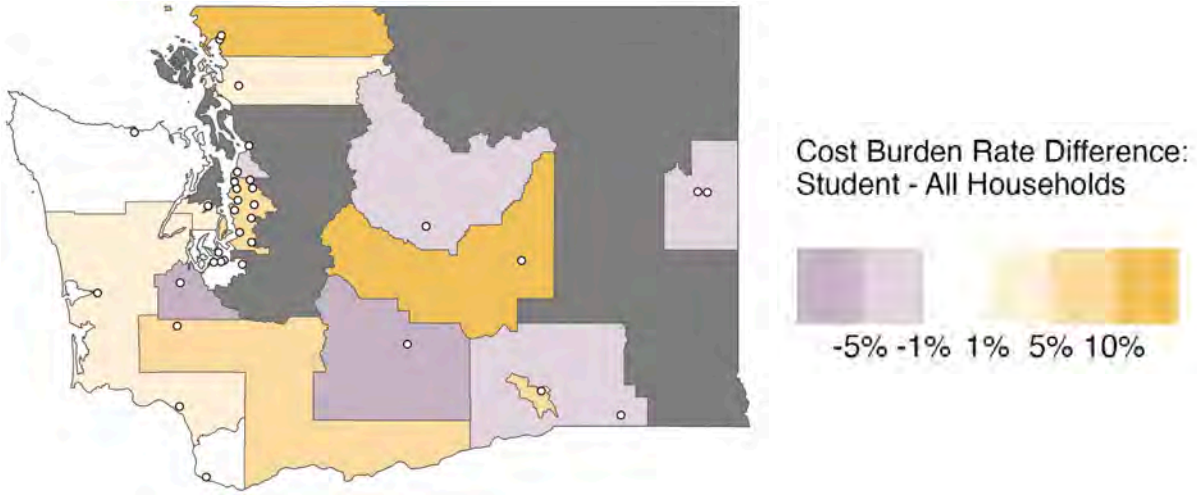
Source: 2019–2023 ACS 5-year survey

Exhibit 17. Difference Between Student Renter Cost Burden and Total Renter Cost Burden Across Submarkets



Source: 2019–2023 ACS 5-year survey

Exhibit 18. Difference Between Student Renter Cost Burden and Total Renter Cost Burden Across Submarkets



Source: ECOnorthwest using 2019–2023 ACS 5-year Survey data

Key Takeaways

Northwestern Washington faces some of the greatest student housing needs, according to this study's analysis of U.S. Census data and local insights. Bellingham Technical College, Whatcom Community College, and Skagit Valley College serve areas with high rents and rent growth, and they a severe mismatch between income and housing costs. Students frequently report couch-surfing or living in vehicles due to the scarcity of truly accessible housing. Even when affordable units exist on paper, financial aid is often not accepted as qualifying income, and full-time enrollment restrictions in programs like LIHTC further limit access. Continued population growth among young adults will only heighten pressure on these already strained markets.

In more rural areas like Big Bend Community College and Centralia College, students still face significant housing barriers though the dynamics differ. In central Washington, Big Bend students are highly rent-burdened relative to local incomes, even though absolute rents are lower. Seasonal pressure from agricultural workers can tighten the rental market around harvest season, though more affordable units may be available if leasing is timed right. At Centralia, affordability is a more acute issue than availability. Students report difficulty accessing units in a rural rental market dominated by a single management company. Financial aid is often not accepted as income, and students are frequently denied housing due to inability to verify adequate income.[19]

King County, Pierce County, Snohomish County, the Tri-Cities, and Spokane could see stronger growth in the 15- to 34-year-old population by 2035 compared to other areas of the state. In King County, there is the strongest mismatch between lower-income renter households and rental units that are affordable to them. However, it is not clear from the market analysis data alone whether student-specific housing interventions are warranted. Student renters are likely facing similar pressures that most renters in these areas are facing, especially in and near King County where rents have increased most quickly. Based on conversations with campus stakeholders in this area, many displaced residents from King County are being pushed to Pierce and Snohomish counties.

Students face greater housing insecurity than other renters. In 11 of 17 submarkets, renter households with students are more likely to be cost-burdened than renter households without students, based on census survey data. This pattern indicates that students face distinct housing affordability pressures compared to the general population.

All community and technical colleges face pressures. While housing challenges are most pronounced in some submarkets, all regions show evidence of housing cost pressures affecting students. Even where cost-burden rates are lower, vulnerable student groups—including parenting students and former foster youth—may still experience substantial housing barriers according to survey data and enrollment demographics.

[19] Spring 2025 Interviews with colleges conducted by LISC.

4. On-Campus Site Suitability Exploration

As Washington explores strategies to expand on-campus student housing, a central question is whether land exists across the state's 34 community and technical colleges to support potential development. Given the diversity of campus contexts—ranging from highly urbanized sites to rural locations—there is no single answer. Campus presidents, planning teams, and facilities leaders remain the authorities on what is appropriate, viable, and mission-aligned for their institutions.

The site suitability analysis in this chapter was also necessary for developing information in Chapter 5. An approximate understanding of suitable sites, their size, and proximity to other campus buildings informed the development of the prototypes and estimates for development and operating costs.

Important Caveats

This study cannot substitute for the depth of insight that comes from campus leadership and local planning expertise. Site-specific planning requires a longer process with public input. While this study reveals some insights, the findings should be interpreted within the following context.

- **This study does not replace campus planning.** It is a preliminary tool intended to support college-led decision-making. Findings are not final and will require refinement or revision through direct engagement with campus teams.
- **Site availability ≠ development readiness or interest.** The presence of undeveloped land does not imply feasibility or campus endorsement. Zoning, infrastructure access, funding pathways, academic priorities, and community dynamics all require detailed, campus-specific consideration.
- **Campus autonomy remains central.** Any decisions about housing development must and will remain in the hands of each college. This analysis is designed to support colleges in advocating for resources—not to pre-select sites or hand off parcels to outside interests.

Exploratory Site Suitability Analysis Approach

The site suitability analysis was structured in three steps.

Step 1. Compile Individual Campus Data	Step 2. Conduct Visual Analysis	Step 3. Evaluate Campuses
Identify Colleges: Based on input from SBCTC, develop a working list of colleges and confirmed campus locations. **Determine Main Campus**: Using college websites and institutional data, focus the analysis on each college's principal campus.[20] **Collect Maps and GIS Data**: Review online campus maps and collect parcel ownership data from public GIS databases to understand whether the land was owned by a college or the state.[21]	**Determine Campus Boundaries**: Using parcel data and campus maps, assess existing campus footprint. **Identify and Mark Land Owned by the College:** Use GIS data to understand parcels owned by the institution or the state (on behalf of the college). **Conduct Supplemental Research**: Gather additional information from county records. This includes a review of some, but not all, campus master plans. A full master plan review for each campus was not possible within the time allotted for this study.[22]	Evaluate campuses for the following criteria: **Vacant Land**: Parcels not developed or visibly protected (e.g., environmental lands, recreational) met this criterion. Areas designated for storage, course instruction, or freight as well as parking lots and forested areas were excluded. **Buildability**: Sites with obvious constraints (physical and operational) not visible in diagrammatic maps but evident in aerial imagery (e.g., slopes) did not meet this criterion. **Development Capacity**: Sites met this criterion if they were large enough to fit a typical, student-oriented multifamily building, after accounting for setbacks, access, and footprint needs. **Proximity to Existing Infrastructure**: Sites that appeared to be near existing campus buildings and amenities met this criterion. The analysis made some assumptions about infrastructure availability based on the locations of existing campus facilities.

Source: Bora Architects

[20] Except in the case of Bates Technical College, where the team analyzed the South Campus.

[21] The site ownership data alone may not be an accurate reflection of what each college has control over; verification through each college is required to validate the findings.

[22] A review of current master plans for each college is necessary to compare our current research on available land to that which is described in the master plans.

Results of Exploratory Site Analysis

The exploratory analysis surfaced a range of potential opportunities and limitations across Washington's 34 community and technical colleges. **Ten campuses** have at least one on-campus area that appears to meet the initial criteria for further exploration of student housing. This includes both colleges with existing housing and those without. For the remaining **24 campuses**, there is no land under current college ownership that meets the screening criteria for this early-stage analysis. Some of these campuses may have parking lots that might be underutilized, but parking utilization was not part of the screening criteria.

Exhibit 19 summarizes campus-by-campus findings and is intended to support future discussions on prioritization, site readiness, and potential next steps.

Exhibit 19. Summary of Land Availability Exploration

Campus has land on-campus meeting exploration criteria. These campuses had at least one parcel of land on campus that met the criteria outlined above.

Has no known student housing	Has on-campus housing	Has off-campus housing or sharing agreement
Clover Park	Bellevue	South Puget Sound
North Seattle+	Big Bend	
South Seattle	Green River	
Tacoma	Skagit Valley	
Walla Walla		

Campus has no on-campus land that meets exploration criteria. There is no land available on campus that could be explored for student housing.

Has no known student housing	Has on-campus housing	Has off-campus housing or sharing agreement
Bates – South Campus+	Centralia	Bellingham*
Clark	Columbia Basin**	Cascadia
Lake Washington+	Edmonds	Grays Harbor
Renton	Everett	Highline
Spokane	Shoreline	Lower Columbia
Spokane Falls	Wenatchee Valley	Olympic
	Whatcom	Peninsula
	Yakima Valley	Pierce – Puyallup
		Pierce – Fort Steilacoom
		Seattle Central

Source: ECOnorthwest
+ College has not provided feedback on this preliminary categorization
* Shares housing with another college or university
** Housing under development

Key Takeaways

- Even if the campuses here that have highest need and available land, **many campuses indicated they are underutilizing existing housing as it stands.** This is because the units are currently priced too high to be attainable for low-income students, based on the interviews conducted by LISC. Some of the most attainable actions could be make current housing resources affordable to students where it exists.
- **Colleges that wish to provide new or more student housing should review or update their campus master plan so that it is acknowledged and supported by adequate planning.** A handful of colleges without known on-campus housing appear to have undeveloped land that could, with further local evaluation, support student housing in the future. These findings are not conclusions but prompts for colleges to explore alignment with their own priorities.
- **Campuses with existing housing may have room to grow.** Institutions already offering student housing and seeing ongoing demand may have the physical capacity to expand over time. Any such opportunities would require detailed campus-led planning and thoughtful community engagement.
- **Off-campus properties may offer long-term flexibility.** Several colleges have off-campus land holdings that, while outside current campus boundaries, could serve future needs. These parcels vary widely in location, ownership, and condition—any next steps would depend entirely on institutional and local context.

Moving Forward in Partnership with Campuses

This analysis is intended to serve as a starting point for campus-led conversations, not as a roadmap for development. Only college presidents, planners, and facilities leaders can determine whether, when, and how student housing fits within their broader mission, enrollment trends, or regional needs.

This study is limited in scope and cannot substitute for the deep, place-based knowledge that resides on every campus. These findings should be viewed as a first layer of information to support strategic thinking. To improve the utility of this work and ensure it reflects current realities on the ground, SBCTC intends to continue gathering and refining campus-level data through 2025. Data will include:

- Current student housing unit and bed counts
- Updated land assessments, informed by local feedback and mapping
- Parcel ownership information for both on- and off-campus properties

SBCTC is looking for and encourages feedback from each college. Campus insights and corrections will guide the next phase of work, with the shared goal of supporting student success through college-defined, locally informed planning.

5. Student Housing Development Feasibility

A core part of this study was creating student housing prototypes to estimate development costs and development feasibility. Guided by stakeholder input and guidance from the task force, the consultant team created two prototypes and estimated their development costs, including cost variations across the state. They also researched operational costs and considerations to illustrate that student rents are not sufficient to support new student housing developments. This chapter also includes other funding and financing considerations to support student housing development, on-campus or off-campus.

Student Housing Prototypes

When considering new student housing developments, there are three broad categories of multifamily housing that could be considered.

Scheme 1: Flexible 4-Bedroom Units is composed of pods that could house at least four students or one or two families. Each pod includes a shared kitchen, a bathroom, and a living area. The pods share a single laundry facility. They can be stacked to achieve greater density and economies of scale.

- **Advantages**: Moderate level of privacy with fewer people sharing a full kitchen. Bedrooms are separated. More cost-efficient to construct per bed because there is a single bathroom and kitchen per unit. Adaptable for various household types (a group of friends, single parents, a small family). Supports tenancy beyond one term or academic year.
- **Challenges**: Limited bathroom and kitchen available per person, requiring roommates who are more comfortable with shared facilities. Operational costs may also rise if units are underutilized or priced beyond student affordability thresholds.
- **Potential Best Fit For**: Colleges seeking durable, flexible housing stock with potential for long-term use beyond student housing (e.g., workforce or faculty housing).

Scheme 2: Micro Units is a series of single-bed and double-bed apartments with each unit including a private toilet and a basic kitchenette. Each floor would share a full-service kitchen, a living space, a laundry facility, and a shower facility.

- **Advantages**: Highest level of privacy with both a toilet and limited cooking appliances in each unit. Appealing to students who prioritize independence over space.
- **Challenges**: More costly to develop because of in-unit plumbing. Common areas and shared amenities introduce operational complexity. These unit types may turn over frequently (more than once per academic year) requiring robust management.
- **Potential Best Fit For**: Urban campuses with high land costs and students who are self-sufficient but need affordable rents and minimal space.

Scheme 3: Dormitory reflects more traditional student housing where rooms and all amenities are shared.

- **Advantages**: Lowest construction cost per bed. A familiar format for housing many students in a centralized format. Lower square footage per student enables higher density.
- **Challenges**: Offers the least privacy. Requires the most amount of institutional management (including residence life programs and staffing). Can experience higher rates of student turnover (more than once per academic year).
- **Potential Best Fit For**: Campuses with experience in operating traditional student housing and a need for high-density, cost-effective housing for younger or more transient student populations.

The consultant team collaborated with SBCTC and sought feedback from the task force to define a range of physical housing models, each tested against a common set of evaluation criteria including privacy, construction cost per bed, operational complexity, and flexibility to serve diverse student populations. The evaluation is summarized in Exhibit 20.

While there may be variations or hybrid versions of these three schemes, they illustrate different considerations that colleges may have when deciding what type(s) of housing to pursue for on-campus development. In addition, the team drew from the interviews LISC conducted to understand student design values (e.g. privacy, family friendliness). The evaluated housing models are limited to multifamily buildings and do not include single-family or townhouse-style buildings, which are more expensive yet more private options that some colleges might consider for limited cases.

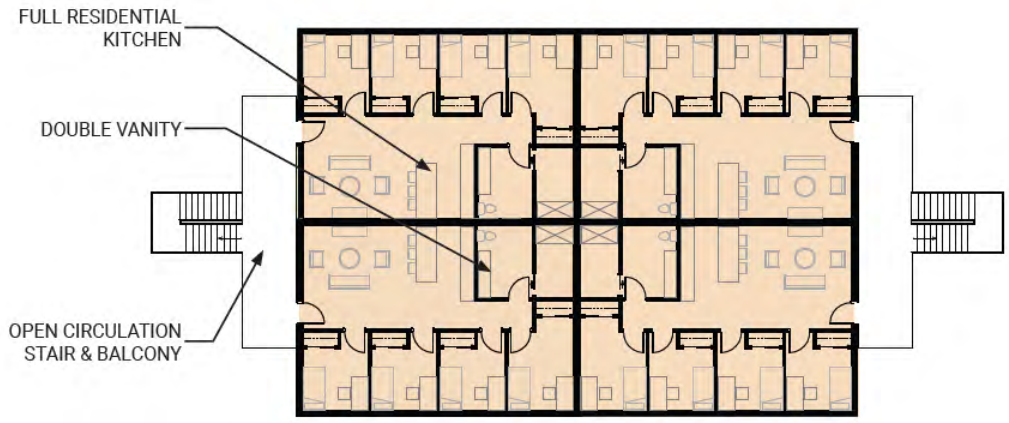
Exhibit 20. Conceptual Evaluation of Student Housing Models

	Scheme 1: Flexible 4-Bedroom	Scheme 2: Micro Units	Scheme 3: Dorm (Not Modeled)
Privacy	**Medium**	**High**	**Low**
Construction Cost per Bed	**Medium**	**High**	**Low**
Operational Considerations	Possibly higher vacancy if rents are too high	Residence hall manager High turnover/vacancy	Residence hall manager High turnover/vacancy
Flexibility (can be used for multiple student types)	**High** (could serve a group of students or a small family)	**Medium** (could serve a pair of students or a parent of a child)	**Low**

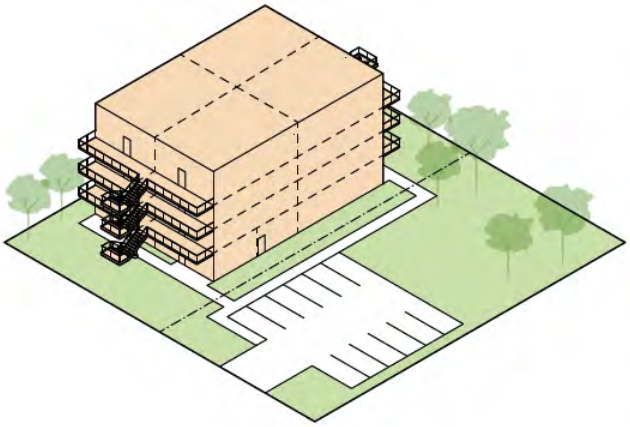
Source: ECOnorthwest

After evaluating the three models, the consultant team reviewed the list with the task force and **advanced two models (Schemes 1 and 2) for further evaluation.** These schemes best reflected the group's priorities for student housing. Exhibit 21 and Exhibit 22 provide an overview of the floor plan, massing, and details for these two models.

Exhibit 21. Floor Plan and 3D Massing of Scheme 1, Flexible 4-Bedroom



Floor Plan | Level 02-04



Square Footage - Scheme 01

4 Bedroom Unit SF = 1,134 SF
2 Bedroom Unit SF = 662 SF
Shared Laundry/Lounge = 387 SF
Exterior Circulation = 2,928 SF
SF per Occupant = 349 SF/Occ

Features - Scheme 01

Full residential kitchen in each unit
Double sink/vanity in each bathroom
Open circulation stair & balcony at each floor
Shared laundry and lounge at level 01
Electric cove heaters & ceiling fans in bedrooms
Mini-split in each living room

3D Massing

Overview:

1/2 Acre (21,780 SF) Site **with** Parking & Open Space
1/4 Acre (10,890 SF) Site **without** Parking & Open Space
Building Height: 4 Stories
Building Footprint: 4,674 SF
Gross Square Footage: 21,624 SF
Total Units: 16
Total Occupants: 62

Level 01:

(3) 4 Bedroom Units
(1) 2 Bedroom Unit
Shared Laundry/Lounge

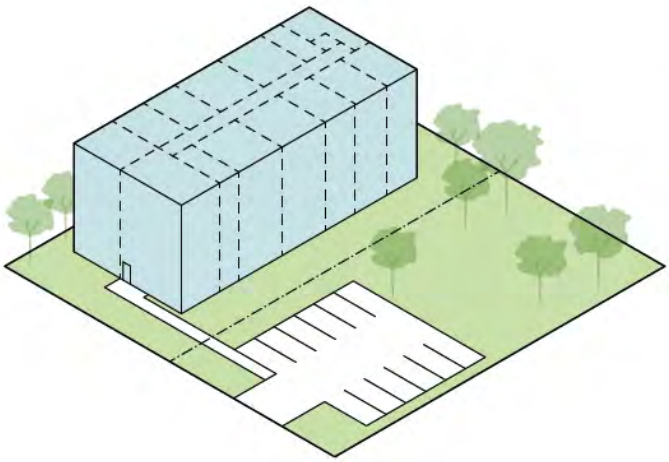
Level 02-04:

(4) 4 Bedroom Units

Source: Bora Architects

Exhibit 22. Floor Plan and 3D Massing of Scheme 2, Micro Units

Floor Plan | Level 02-04



Square Footage - Scheme 02

Single Room Area = 260 sf
Single (Accessible Room) Area = 310 sf
Double Room Area = 360 sf
Double (Accessible Room Area) = 360 sf
SF per Occupant = 374 SF/Occ

Features - Scheme 02

Kitchenette with undercounter fridge in each unit
Partial bath in each unit
(3) Shared showers on each floor
Shared laundry on each floor
Shared full kitchen and lounge on each floor
Electric cover heater & ceiling fan in each unit
Central air distributed via rooftop unit

3D Massing

Overview:

1/2 Acre (21,780 SF) Site **with** Parking & Open Space
1/4 Acre (10,890 SF) Site **without** Parking & Open Space
Building Height: 4 Stories
Building Footprint: 5,225 SF
Gross Square Footage: 20,900 SF
Total Units: 40
Total Occupants: 56 (14 per floor)

Level 01-04:

(6) Single Units (2 Accessible)
(4) Double Units (1 Accessible)
Shared Living/Kitchen Area
Shared Laundry/Showers

Source: Bora Architects

Actual plans for development do not have to conform to these two generalized prototypes. While Exhibit 21 and Exhibit 22 assume 4 floors in each building and specific floor plans, colleges and developers would have to modify them to fit their specific needs and site conditions. The exhibits also show parking and open space areas next to the buildings. These optional features are intended to be illustrative. The cost estimates and analysis below do not include parking or open space, other than setbacks. Parking and dedicated open space needs for the new building are assumed to be met by existing parking and open space on campus.

Exhibit 23. Summary of Schemes/Prototypes

Scheme	Gross Building Area (SF)	Beds	Units
Scheme 1: Flexible 4-Bedroom	18,696	62	16
Scheme 2: Micro Units	20,900	56	40

Source: Bora Architects

Caveats and Disclaimers

These models are intended as conceptual frameworks to support the broader study:

- They do not account for zoning constraints or campus-specific design standards.
- While each model could adapt to campus-specific conditions, each campus needs to conduct further site-specific testing, particularly for buildability, utility access, and community context.
- These models are meant to illustrate financial and operational trade-offs rather than prescribe a specific development path.

Colleges interested in pursuing a prototype should conduct localized analysis to ensure zoning compatibility, and consider whether to request variances, pursue other unit types, or modify the design based on institutional goals and student needs.

Development Costs (Capital Costs)

The cost of developing the Flexible 4-Bedroom and the Micro Units prototypes is expected to range from $184,000 per bed to $248,000 per bed, depending on the prototype and region in the state. These costs include construction costs (labor and materials), HVAC and kitchen equipment costs (appliance and installation), building security features, and soft costs (design/engineering, fees, insurance). They also assume prevailing wages and some contingency costs. They do not include permitting costs and city fees, which would vary geographically. The estimates are based on known information in early 2025 and do not account for unknown impacts of tariffs on material and labor costs.

In Snohomish and King Counties, where development costs are relatively higher, development costs are estimated at about $216,000 per bed or $837,000 per unit for the Flexible 4-Bedroom prototype. Each unit would typically have four bedrooms, though one unit on the ground floor would have two bedrooms to allow space for a shared laundry facility. The development costs for the Micro Units

prototype are expected to be about $248,000 per bed or $347,000 per unit. Each unit in Scheme 2 may have one or two beds.

Exhibit 24. Estimated Development Costs of Schemes 1 and 2 in Snohomish and King Counties

Scheme	Cost per Square Foot	Cost per Bed	Cost per Unit
Scheme 1: Flexible 4-Bedroom	$717	$216,000	$837,000
Scheme 2: Micro Units	$664	$248,000	$347,000

Source: DCW Cost Management

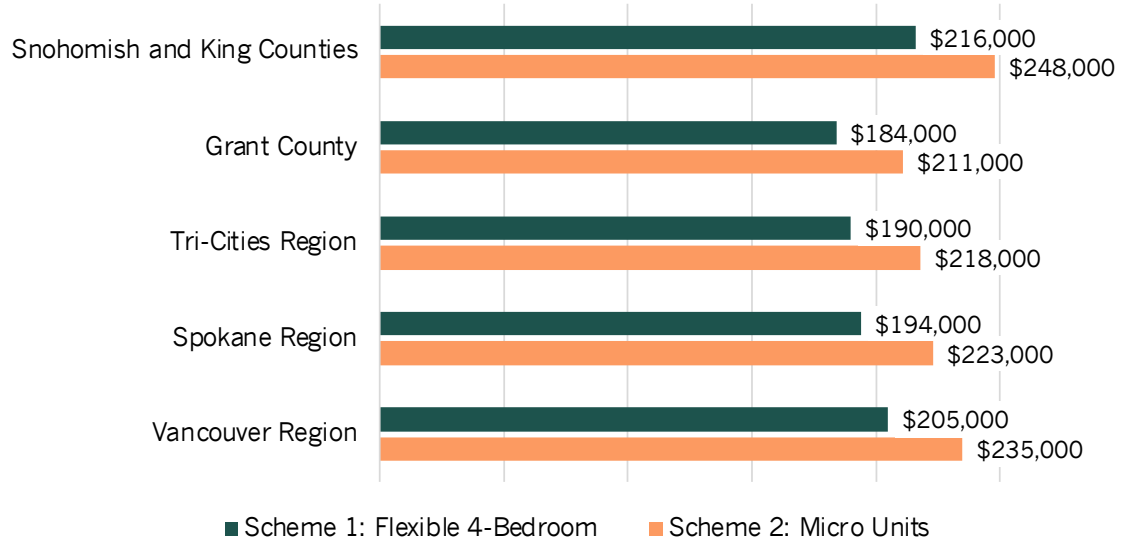
The development costs are expected to vary across different regions in Washington. For example, construction costs are typically higher in King, Snohomish, and Pierce counties where demand and labor costs are elevated. In more rural areas like Grays Harbor, Stevens, or Asotin counties, costs may be somewhat lower, but small project size and limited contractor availability often offset those savings. These regional variations matter. For example, compared to Snohomish and King counties, capital costs are about 5 percent lower in Vancouver and 15 percent lower in Grant County. For the purposes of cost estimates, the 17 housing submarkets were consolidated into five cost submarkets.

Exhibit 25. Comparison of Estimated Development Costs Across Washington

Scheme	Snohomish and King Counties	Grant County	Tri-Cities Region	Spokane Region	Vancouver Region
Scheme 1: Flexible 4-Bedroom	$216,000/bed ($717/sq. ft.)	$184,000/bed ($609/sq. ft.)	$190,000/bed ($631/sq. ft.)	$194,000/bed ($645/sq. ft.)	$205,000/bed ($681/sq. ft.)
Scheme 2: Micro Units	$248,000/bed ($664/sq. ft.)	$211,000/bed ($564/sq. ft.)	$218,000/bed ($584/sq. ft.)	$223,000/bed ($598/sq. ft.)	$235,000/bed ($631/sq. ft.)
Comparison	100%	85%	88%	90%	95%

Source: DCW Cost Management

Exhibit 26. Estimated Development Cost per Bed Across Washington



Source: DCW Cost Management

What resources are available to fund student housing development in Washington?

New developments of affordable student housing will need to be subsidized, similar to how other affordable housing developments are subsidized. Because the rents are most likely to be spent on covering regular operating costs and prudently saving up for a healthy capital reserve, student housing developments might not be able to finance themselves. Given this challenge, it is important to look at the resources available in Washington to fund and finance student housing, their future applicability, and their limitations.

Like many states, Washington does not allow state funding dedicated to affordable housing to be used for student housing-focused projects. The State's Housing Trust Fund (HTF), for example, specifically lists student housing as an ineligible use (though there are exceptions for single parents, veterans, and other students allowed by federal housing funding). There are restrictions on federal housing funding (including housing vouchers, LIHTC, Community Development Block Grants, and HOME grants) being used for housing that is built only or primarily for students. Because states distribute these federal dollars, they must adhere to the legal restrictions for those funds. Many states also apply the same restrictions to their locally generated funding, as a policy choice. In general, matching federal program requirements can make it easier for affordable housing projects to combine funding from multiple sources. In the case of student housing, these policy choices may be the legacy of a perception that students are not truly low-income and should not benefit from subsidized housing.

In Washington, when community and technical colleges and other public higher education institutions need to finance capital improvements, they must typically seek appropriations from the state legislature through the biennial statewide capital budget. The legislature can also authorize limited-term bond financing for certain public projects.

However, student housing projects are generally excluded from state-backed capital appropriations and bond financing mechanisms. Instead, housing is typically financed through local revenue bonds issued by colleges, auxiliary funds, or partnerships, without direct state capital support. Importantly, Washington lacks dedicated, permanent financing mechanisms specifically for public higher education facilities, which limits predictability and long-term planning for campus infrastructure.

Still, there are several financing vehicles that are available to nonprofit organizations in Washington that could potentially be used to develop student housing for community and technical college students.

NONPROFIT HOUSING BONDS

Washington State's Housing Finance Commission (WSHFC) issues tax-exempt bond financing to nonprofit organizations that have housing in their mission. These nonprofit housing bonds can be used to finance housing facilities wholly owned by a 501(c)(3) organization, if the facility furthers the charitable purpose of the organization. Compared to the restrictions attached to tax credit funding, nonprofit 501(c)(3) bonds can fund more types of housing and include more types of facilities and amenities, if they are serving the needs of the building residents or align with the mission of the

nonprofit organization. Currently there is no competitive process of applying for these funds, and applications can be submitted at any time.

WSHFC's bond compliance manual suggests that the Commission does not allow student housing as an eligible use and requires housing operators to certify student status to ensure that housing is not occupied by full-time students. This is a policy that Washington could change for bonds that are not paired with federal housing funds. For example, Oregon allows nonprofit student housing organizations to access nonprofit bonds to finance the development and acquisition of student housing.

If student housing were an eligible use for state-issued bond funds, student housing nonprofits could develop housing to serve community and technical college students. This housing could potentially be developed on a campus property with a ground lease. Alternatively, the housing could be developed on private land nearby and could be reserved through a master lease agreement with the college or marketed specifically to community and technical students.

63-20 BONDS

Similar to nonprofit housing bonds, tax-exempt bond financing is available to nonprofit entities to acquire or develop property on behalf of public agencies. These bonds are often referred to as 63-20 bonds, named after an IRS ruling that helped define their use. The primary benefit of 63-20 bonds for public agencies is to allow a more flexible procurement and development process that is led by private sector partners. This can be especially helpful for student housing if it lowers overall development costs. The bonds are backed by revenues from the facility such as a master lease agreement or expected rental revenues. Once the bonds are fully repaid, ownership of the facility transfers to the public agency.[23]

This financing mechanism is designed to be funded by facility revenues, which could pose a challenge for student housing. Community and technical colleges would need to guarantee some level of revenue or budget set aside to be able to repay the bonds, even if student housing occupancy or revenues are inconsistent over the length of the term.

WASHINGTON HIGHER EDUCATION FACILITIES AUTHORITY

In 1983, the Legislature established the Washington Higher Education Facilities Authority (WHEFA) to provide tax-exempt bond financing to the state's private, nonprofit colleges and universities. WHEFA has created $2.7 billion in tax-exempt financing for projects such as student housing, academic and administrative buildings, sports and music facilities, and computer systems. While WHEFA does not receive any funding from the state, it is authorized to sell tax-exempt bonds which allows it to provide lower interest rates to its borrowers. These bonds are backed by the revenues of the colleges and universities.

[23] Pacifica Law Group. Fifty Years of 63-20 Financing: Revisiting an Alternative Development Tool for Washington State Agencies and Municipalities. Municipal Research and Services Center. https://mrsc.org/getmedia/530A597A-4D81-41AE-9279-3523D1BE0BAC/m58-63_20.aspx

While WHEFA is not available to public colleges and universities, there could be potential in some communities for partnerships between public and private colleges to share student housing facilities by reserving some beds for community and technical college students.

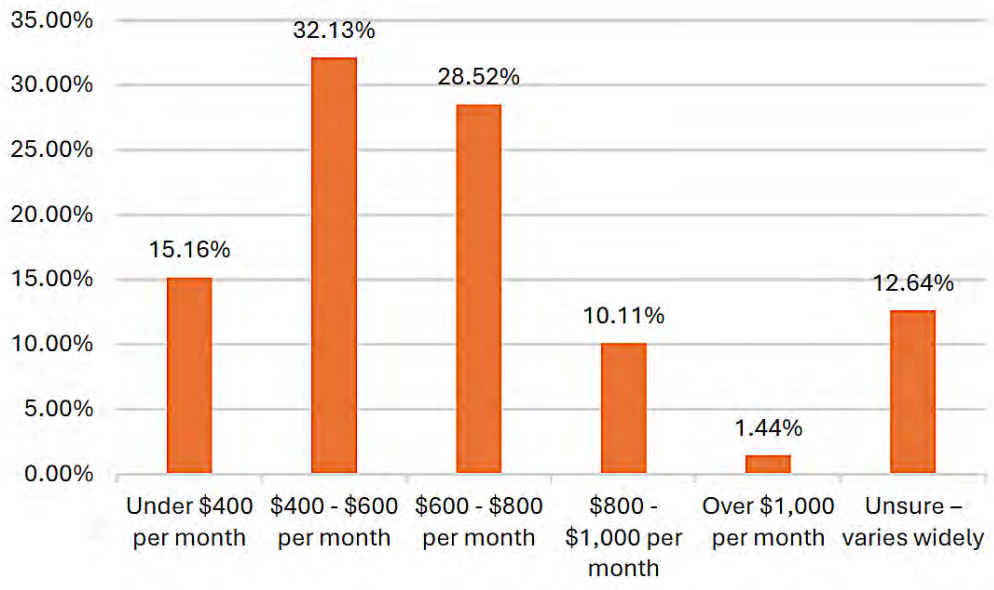
Operating Cost Considerations

In addition to the upfront costs of building new student housing, these buildings have annual operating costs for utilities, maintenance, and staffing support. Unless there is another source of dedicated, ongoing funding to cover or subsidize these expenses, the rents would need to be at least as high as the operating costs. Higher rents could allow for larger debt capacity to finance the development.

What can students pay in rent for housing?

One of the questions LISC Puget Sound asked in its survey was about the amount of rent that students would be able to pay. About half of the survey responders—who were people who regularly work with students—indicated that students would not be able to afford more than $600 per month in rent. Moreover, three out of four responders said students would not be able to afford more than $800 per month in rent. This data is consistent with observations that existing student housing tends to get filled up when rents are below $800 per month and the vacancy rates are higher when rents exceed $1,000 per month.

Exhibit 27. Results of Survey Question: "What is the highest monthly rent range that would be affordable based on students you work most closely with?"



Source: LISC survey, 2025

In contrast, the average cost of room and board in Washington's community and technical colleges is between $1,350 and $1,500 per month.[24] An analysis of monthly rents listed on the college websites of Washington community and technical colleges also shows that the typical monthly rent is about $1,400 per month, with the lowest at $400 per month and the highest at $1,900 per month.[25] Finally, financial aid awards usually assume between $850 per month and $2,250 per month for housing costs, with the median around $1,750 per month for on-campus housing and $2,000 per month for off-campus housing.[26] Off-campus housing might be more costly because utility bills are typically paid by the tenants.

There are several policy considerations related to students' ability to pay. First, new student housing may require operational subsidies. Apartments or rooms with monthly rents below $800 can be extremely difficult to find because the private rental market does not produce housing at those price points without subsidy. Second, building new student housing only to charge market-rate rents or even $1,000 per month will not alleviate housing insecurity for many students. Third, rents at even $600 or $800 per month can still pose significant financial strain for some students. Therefore, a mix of affordability may be needed.

In LISC's interviews with people who regularly work with students (e.g., basic needs staff, residence hall managers, financial aid officers, college administrators, nonprofit partners, and housing authorities), people consistently emphasized that the cost of on-campus housing, especially compared to other available options, plays a decisive role in whether students are able—or willing—to live there. At one urban college, rent for a bedroom in a shared four-bedroom unit approaches $1,000 per month, with occupancy in the spring quarter projected at just 60 percent due to affordability concerns. A rural campus charging around $640 per month reported that while students often manage to move in with the help of initial financial support, many struggle to keep up with rent payments over time. In contrast, one college offers shared units at roughly $400 per month per student, with housing nearly full and serving a wide range of students, including older adult learners. While there may be exceptions, these examples illustrate a clear pattern: when campus housing is priced out of reach, beds go unfilled, even as student housing needs remain high.

Off-campus housing was also described as increasingly inaccessible, both in terms of price and practical availability. In many communities, monthly rents for modest one-bedroom apartments exceed $1,200, often requiring students to work full time or take on significant debt just to secure a lease.

[24] According to College Tuition Compare, a typical annual room and board cost in 2023-2024 academic year was about $18,000 for on-campus housing and $16,200 for off-campus housing. ECOnorthwest divided these estimates by 12 months. https://www.collegetuitioncompare.com/statistics/cost-of-attendance/?level=community-colleges&state=WA

[25] Most colleges provide housing on a quarterly basis and rents vary by unit type.

[26] ECOnorthwest review of Integrated Postsecondary Education Data System (IPEDS) data for academic year 2023-2024 for Washington's community and technical colleges.

Making Student Housing Work: The Role of Case Management

Student housing brings new operational demands for Washington's community and technical colleges (CTCs), especially when serving students facing high barriers like homelessness, parenting, or system involvement. Effective support requires dedicated case management, often the linchpin of student stability and academic persistence.

Most CTCs lack traditional residential infrastructure and do not have built-in supports like resident advisors. Even when RAs are present, their focus is typically on community building and conflict resolution, not the intensive, individualized support a case manager provides. Basic needs navigators are common but often serve entire campuses alone, supporting hundreds of students. These staff are critical, but simply too stretched to offer the proactive, sustained support required in a housing setting.

Case management in this context is distinct from academic advising or general student services. It involves navigating public benefits, childcare, healthcare, and safety planning which are key components of both housing stability and academic success. A dedicated housing case manager is frequently cited as essential to student retention and overall program outcomes.

Annual costs for case management can range from **$500 to $5,000 per student** depending on the intensity of services, the population served, and staffing models.

Low-Range Case Management

($500–$1,500 per student)

- **Model**: Reactive and referral-based. Students receive help connecting to external resources such as SNAP or BFET, with limited follow-up.
- **Staffing**: Typically, a basic needs navigator or generalist student services staff, often juggling housing support alongside other duties.
- **Caseloads**: High, often **1:75 or more**, limiting staff capacity to provide ongoing or individualized support.
- **Scope**: Minimal crisis response and few proactive interventions. Does not meet the needs of students facing complex challenges.

High-Range Case Management

($3,500–$5,000 per student)

- **Model**: Embedded, proactive, and intensive. Case managers co-located with housing, offering individualized case plans and holistic support.
- **Staffing**: Professional or licensed staff dedicated solely to housing support.
- **Caseloads**: Low, typically **1:25 to 1:30**, aligned with best practices in supportive housing.
- **Scope**: Includes coordination of childcare, healthcare, public benefits, budgeting, conflict resolution, and retention strategies—especially critical for parenting students, justice-involved students, or those exiting foster care or homelessness.

What does student housing rent pay for?

For student housing to be feasible on an ongoing basis, ECO assumed that rents should at least cover basic operating expenses.

Exhibit 28 summarizes the estimated costs for basic operations for each of development schemes. These operating expenses include property management, utilities, custodial services, reserves for near-term maintenance and repairs, and reserves for future capital expenses, such as replacing the roof. These estimates also assume a public agency exemption on property taxes and do not include incremental changes to general administrative and campus security costs.

Exhibit 28. Typical Student Housing Operational Costs by Cost Categories

	Scheme 1: Flexible 4-Bedroom	Scheme 2: Micro Units	Cost Assumptions
Units	16	40	
Beds	62	56	
Operations Costs			
Property Management Contracted leasing and administrative services	$29,000	$28,200	
Utilities Electricity, water, internet	$26,000	$23,500	About $35/bed/month
Custodial Services Interior and grounds	$19,300	$19,000	
Resident Assistant Onsite student and housing support	$6,000	$6,000	
Replacement Reserves Maintenance and repairs	$9,700	$9,400	
Capital Reserves Building elements (e.g., roof replacement, HVAC update)	$122,700	$127,100	About 1% of development costs
Total Operating Expenses Per Year	$213,000 *($11.4/sq. ft.)*	$213,000 *($10.2/sq. ft.)*	
Operating Expenses Per Bed Per Month	$290	$320	

Source: ECOnorthwest, LISC
Note: Figures are rounded to the nearest hundred or thousand and may not sum due to rounding.

The estimates in Exhibit 28 do not include additional student support services. However, student support services such as mental health and case management are critical components of providing housing stability for low-income students. While these costs are not reflected below because they can

vary widely depending on the service and student needs, supportive service costs are an important consideration in planning for new housing for low-income students.

Calculating the cost of operations on a per-bed basis helps set a baseline for the rents needed to sustain these potential developments. For the Flexible 4-Bedroom units, minimum rents must be about $290 per month. For Micro Units, minimum required rents are a bit higher, at about $320 per month.

After paying for the operating expenses, rent revenues can be used to pay for financing costs, or debt payments. Therefore, the feasibility of financing a new student housing development depends on variability in the rents that can be charged and the operating expenses. The next section explores the rents and the financing costs.

What challenges do colleges and housing providers face when operating housing?

Operating student housing is complex, and the challenges are not just financial. Students have experiences and needs that are distinct from many other lower-income households and benefit from services and resources that go beyond basic property management.

- **Most students can't afford market rents.** Even $1,000 per month is out of reach for many students. This creates a structural operating gap that must be filled with public or philanthropic subsidy.
- **Utility and staffing costs keep rising.** Operating budgets for all kinds of housing are increasingly strained by rising costs of insurance, utilities, maintenance, and labor. These pressures are especially acute in rural areas and high-cost urban markets.
- **Few colleges have administrative infrastructure or staff to operate housing.** Most community and technical colleges weren't designed to operate housing and lack dedicated departments or experienced personnel for property management or residential life. Adding this function could require hiring new staff with specialized experience.
- **Many students need more than stable housing to support their educational success.** Students coming out of insecure housing, homelessness, or foster care and students with dependents may need additional support systems to be able to focus on their education and stay housed. Access to affordable food, transportation, counseling, childcare, or personalized academic navigation is essential for students. Connecting students with these resources and integrating them where possible into residential buildings takes staff capacity and an intention in the design process.
- **Student support services are hard to sustain.** Services like case management, peer mentoring, and emergency aid are essential but often grant-funded and subject to staff turnover. Consistent, trauma-informed support requires long-term investment.

Revenue Considerations

College staff and basic needs coordinators have said that community and technical college students have varied circumstances and capacity to pay for housing in addition to their other expenses. Each campus and community will have its own needs, depending on its students, the population it may be trying to serve with housing, and other institutional considerations. To help inform local and legislative conversations, ECO modeled a range of rents to help illuminate the scale of subsidy that is likely needed to operate student housing.

How much revenue is student housing likely to generate?

Unlike other forms of housing, student housing often offers shorter leases that align with the academic calendar. Many colleges see higher rates of vacancy in the summer when there may be fewer classes offered. Some student housing has more consistent occupancy, especially if it serves international students, athletes, or others who need to be on or close to campus year-round. Colleges may also be able to generate revenue for summer camps, summer school, or other short term housing scenarios. To provide realistic estimates of revenues to support development planning, ECO calculated **revenues for nine months of occupancy**. Because student housing is likely to have some occupancy year-round, operating costs are assumed to be consistent for all twelve months of the year.

Exhibit 29 provides estimated revenue for each development scheme with a monthly rent per bed of $600, which is about in the middle range of the estimates for what might be considered affordable to many community and technical college students (see Exhibit 27). At this level—and assuming that the building is only fully occupied for nine months—the two student housing schemes created for this study would be able to cover operational expenses and have an annual net operating income of about $122,000 for Scheme 1 and about $89,300 for Scheme 2.

Exhibit 29. Student Housing Revenues (9-month occupancy)

	Scheme 1: Flexible 4-Bedroom	Scheme 2: Micro Units
Beds	62	56
Average Monthly Rent/Bed	$600	$600
Expected Annual Revenue	$334,800	$302,400
Total Expenses	$212,800	$213,100
Annual Net Operating Income	**$122,000**	**$89,300**

Source: ECOnorthwest

In practice, colleges may want to offer a range of rental rates that reflect their local housing markets, accommodate varying student ability to pay for housing, and/or help close the gap of financing needed to build student housing. Exhibit 30 shows scenarios for mixed-income models to achieve average rents between $500 and $700. To reduce average rents from $600 to $500 per month, almost two-thirds of beds would need to be at our lowest assumed rent of $400 per month. To achieve a higher average of $700 per month, more than half of beds would have to be at our highest assumed rent of $800 per month.

Exhibit 30. Mixed-Income Scenarios

	Scheme 1: Flexible 4-Bedroom			Scheme 2: Micro Units		
Beds	62	62	62	56	56	56
Share of Beds						
$400 per month	60%	20%	5%	60%	20%	5%
$600 per month	30%	60%	40%	30%	60%	40%
$800 per month	10%	20%	55%	10%	20%	55%
Number of Beds						
$400 per month	37	12	3	34	11	3
$600 per month	19	37	25	17	34	22
$800 per month	6	12	34	6	11	31
Average Rent	**$500**	**$600**	**$700**	**$500**	**$600**	**$700**

Source: ECOnorthwest

How much debt could student housing rents support?

Considering the monthly housing costs that students are generally able to afford, rents will mostly go toward covering operating expenses for any potential student housing developments. With deeply affordable rents, these projects will also need to find sources of ongoing subsidy to sustain operations.

For each development scheme and set of rents, ECO calculated how much debt could be supported with the net operating income. Exhibit 31 shows the loan each scenario could support with average rents between $500 and $700 per bed per month.

Exhibit 31. Debt Capacity Scenarios

	Scheme 1: Flexible 4-Bedroom			Scheme 2: Micro Units		
Beds	62	62	62	56	56	56
Average Monthly Rent/Bed	**$500**	**$600**	**$700**	**$500**	**$600**	**$700**
Operations						
Expected Annual Revenue	$279,000	$334,800	$390,600	$252,000	$302,400	$352,800
Total Expenses	$212,800	$212,800	$212,800	$213,100	$213,100	$213,100
Net Income	$66,200	$122,000	$177,800	$38,900	$89,300	$139,700
Serviceable Debt						
Maximum Annual Loan Payment	$55,200	$101,700	$148,200	$32,400	$74,000	$116,000
Maximum Loan	$760,000	$1.4M	$2.0M	$446,000	$1.0M	$1.6M

Source: ECOnorthwest
Note: To calculate the size of serviceable debt, ECOnorthwest made assumptions about the interest rate (6.0 percent) and the debt service coverage ratio (1.2) a lender might require. A debt service coverage ratio reflects the amount of extra revenue—above the monthly debt payment—a lender wants a project to earn to ensure that the borrower can afford the debt payment each month, even if the property has extra vacancy or unexpected expenses.

Required Subsidies

After calculating the maximum loan that could be supported by the rents, ECO compared the loan size to development costs to calculate the funding gap. The development costs are averages development costs across the five markets. Exhibit 32 also shows the subsidy needed per bed to cover the cost of development. **Per-bed subsidies range from approximately $165,000 to $185,700 for Scheme 1, and from approximately $198,400 to $219,000 for Scheme 2.**

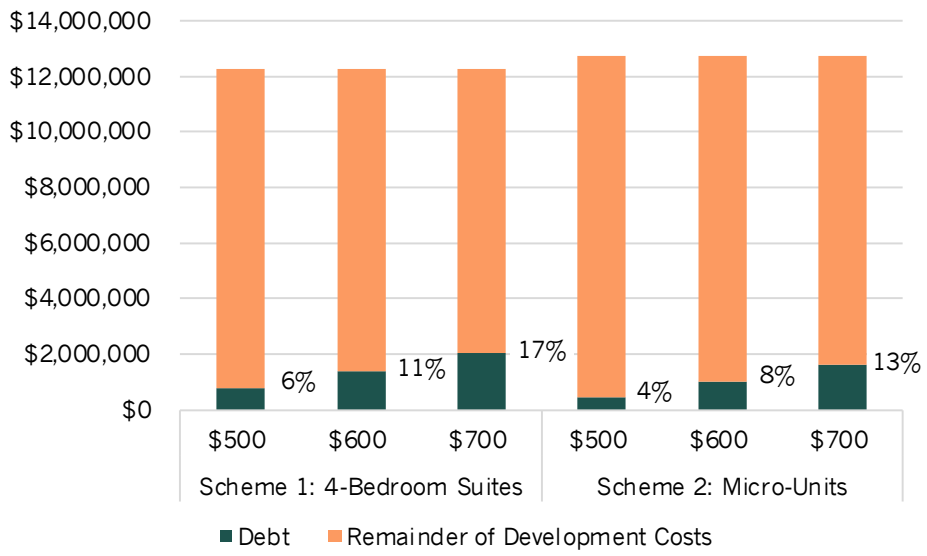
Exhibit 32. Development Subsidy Scenarios

	Scheme 1: Flexible 4-Bedroom			Scheme 2: Micro Units		
Average Monthly Rent/Bed	$500	$600	$700	$500	$600	$700
Maximum Loan	$760,000	$1.4M	$2.0M	$446,000	$1.0M	$1.6M
Development Cost	$12.3M	$12.3M	$12.3M	$12.7M	$12.7M	$12.7M
Funding Gap	$11.5M	$10.9M	$10.3M	$12.3M	$11.7M	$11.1M
Development Subsidy Needed Per Bed	**$185,700**	**$175,300**	**$165,000**	**$219,000**	**$208,800**	**$198,400**

Source: ECOnorthwest.
Note: Values reflect rounding.

Exhibit 33 represents the debt capacity of each scenario as a share of the total development costs. For example, an average monthly rent of $700 per month can cover debt payments for a loan that is about 17 percent of the total development costs for Scheme 1.

Exhibit 33. Debt Capacity as a Share of Total Development Costs



Source: ECOnorthwest

ECOnorthwest also calculated the rents colleges would need to charge if most of the cost of development and construction was covered by debt. For these scenarios, ECO assumed the same cost of debt used above and assumed that the maximum loan would cover 75 percent of the costs of

construction. Exhibit 34 shows what per-bed rents would be needed to cover this debt service with a typical student occupancy of nine months per year. It also shows what the required rent would be if the turnover (vacancy) was closer to market-rate rental housing (a total vacancy of 8.3 percent, or 1 month per year). For Scheme 1, rents would need to be at least $1,500 per month. For Scheme 2, monthly rents would need to be at least $1,700 to cover debt service.

Exhibit 34. Required Rents for Maximum Debt Service

	Scheme 1: Flexible 4-Bedroom	Scheme 2: Micro Units
Beds	62	56
Debt Service		
Total Cost of Development	$12,271,000	$12,710,000
Maximum Loan	$9,203,000	$9,533,000
Annual Debt Service (plus DSCR)	$794,600	$823,000
Total Operating Expenses	$212,800	$213,100
Required Revenue		
Annual Rents	$1,007,300	$1,036,100
Monthly Rent per Bed		
Assuming 3-month vacancy	$1,800	$2,100
Assuming 1-month vacancy	$1,500	$1,700

Source: ECOnorthwest
Note: Assumes 6.0 percent interest rate and 1.2 debt service coverage ratio. Figures are rounded.

The required rents, based on current construction costs, reveal the financial difficulty of building new housing for students who are facing housing insecurity challenges. While student housing could be full if the monthly rents were $800 or less, those rents are not sufficient to pay for the building. And the rents needed to finance a new development without subsidies—$1,500 to $2,100—are out of reach for most students, leaving many students to compete for limited rental housing stock in the market, doubling up or tripling up to share bedrooms, and balance academic goals with personal and financial needs.

In summary, new student housing developments are not feasible for two financial reasons. If the housing charges what students could pay, then the building revenue would not be high enough to finance the development costs. If the housing charges the rents needed to finance the building, then many students would not live in the building, driving up the vacancy rate and resulting in a net operational loss.

An alternative to providing development subsidies is to provide rent subsidies. If development subsidies help pay directly for the capital costs, rent subsidies help pay for both the operational costs (directly) and the capital costs (indirectly by helping with debt service payment). For colleges and their financial aid offices, rent subsidies can be a consideration when awarding financial aid packages.

Assuming the minimum required rents for new housing developments are $1,500 per bed for Scheme 1 and $1,700 per bed for Scheme 2—and depending on the average rents students would be charged (between $500 and $700 per month)—**the rent subsidies could range from about $8,800 per year to $13,200 per year per bed.** This is more than the average annual tuition at many of the community and technical colleges. Across the prototypical buildings, the total annual subsidies can range from about $545,000 to $740,000.

The calculated rent subsidies do not include costs for additional student support services. Support services such as mental health and case management are critical components of providing housing stability for low-income students, and the annual cost can range from $500 to $5,000 per student.

Exhibit 35. Rent Subsidy Scenarios

	Scheme 1: Flexible 4-Bedroom			Scheme 2: Micro Units		
Beds	62	62	62	56	56	56
Average Monthly Rent/Bed	$500	$600	$700	$500	$600	$700
Target Rent Revenue	$1,500	$1,500	$1,500	$1,700	$1,700	$1,700
Rent Subsidy Needed Per Bed	**$1,000**	**$900**	**$800**	**$1,200**	**$1,100**	**$1,000**
Annual Rent Subsidy Needed Per Bed	**$11,000**	**$9,900**	**$8,800**	**$13,200**	**$12,100**	**$11,000**
Total Annual Rent Subsidy Needed	**$682,000**	**$613,800**	**$545,600**	**$739,200**	**$677,600**	**$616,000**

Source: ECOnorthwest
Note: Assumes 1 month vacancy

Given these financial challenges, and other difficulties mentioned in Chapter 4 about land availability, new student housing development is unlikely. Special funding opportunities or one-time subsidies may result in a new housing development once in a while, and they may add one or two hundred units that meet the housing needs of a subset of students. While these developments would provide an immediate relief for a small segment of students, and the housing units they would otherwise have occupied would become available for other renters in the market, new student housing alone is unlikely to meaningfully influence the broader rental housing market or shift the narrative in the student housing crisis.

6. Findings

This study was commissioned by the State Legislature to answer a specific question: ***What are the opportunities to develop low-income student housing on community and technical college campuses to help address the broader housing shortage?*** In addressing this question, the study also explored where the need is most acute, and what barriers stand in the way of moving from interest to implementation.

What emerged is a complex picture. The following five findings reflect the combined insights of rental market analysis, housing cost modeling, site feasibility review, and extensive engagement with college leadership, staff, and partners. This study offers data and tools to inform campus-driven decisions. Where colleges choose to pursue student housing, this study provides a framework to support that work. Where they do not, it respects those choices.

1. Housing need is widespread but varies in intensity and form.

Housing insecurity is a widespread and well-documented issue for students in Washington's community and technical colleges. Students across the system are often forced to choose between rent, food, transportation, and academic success. For those with the fewest financial resources, those trade-offs lead to real instability—frequent moves, unsafe conditions, or periods without secure housing altogether.

In 10 of the 17 rental markets analyzed in this study, students were more likely to be cost-burdened than the general renter population. In urban areas such as King County and Pierce County, rents have far outpaced incomes. In rural communities, the challenge is often scarcity rather than price. There may be no units available, even for students who could afford them.

Some groups of students face consistently higher levels of insecurity. These include parenting students, students exiting the criminal justice system, former foster youth, LGBTQIA2S+ and gender-expansive students, first-generation students, and students of color. Some students fall through the cracks of eligibility systems—such as those dually enrolled in high school and college—who may not qualify for basic needs or housing support, despite experiencing similar levels of housing instability. These administrative gaps leave many without consistent access to help. For many, instability means living in a vehicle, crowding into small spaces with multiple roommates or family members, or relying on short-term arrangements that shift from week to week.

What this means for legislators: Housing solutions need to be both regional and student-centered. Funding should reflect where the mismatch between affordability and supply is most acute and should prioritize support for students who face the greatest structural barriers.

What this means for college leaders: Institutions should treat housing stability as essential infrastructure for student success, particularly for populations most affected by systemic inequities.

2. Local rental markets are a major barrier to stability.

Students are navigating private rental markets that do not meet their needs. In many communities, available units are priced well above what students can afford, and landlords apply screening criteria that students often cannot meet. For students without stable income, rental history, or co-signers, even technically "affordable" units may be out of reach.

The result is that students are pushed into unstable, unsafe, or distant housing situations. Long commutes, frequent moves, and inconsistent housing directly affect students' ability to persist and complete their education.

What this means for legislators: Rental assistance, tenant protections, and new affordable housing production should explicitly consider student eligibility and household structures.

What this means for college leaders: Institutions should build stronger connections with local housing providers and advocate for students in regional housing discussions.

3. Some campuses have viable land, but few are prepared to move forward.

The study found that opportunities for campus-based student housing vary across the state. About 10 campuses appear to have land that is technically feasible for development based on a preliminary analysis. In 6 of these campuses, there is an alignment between student housing need and land availability.

However, land availability is just one piece of the puzzle. Many of these sites are missing basic infrastructure, are not identified in campus master plans, or have already been designated for other long-term academic or community uses through campus planning documents. Even raising the question of student housing, in some cases, sparked concern about losing control over long-term land use decisions.

Even where on-campus housing exists, it may be limited to specific student populations, priced beyond reach, or closed during academic breaks. Future development must address not just availability, but access and continuity.

Exhibit 36 shows how student housing need (analyzed in Chapter 3) aligns with the site suitability analysis (analyzed in Chapter 4). Student housing needs are most consistently identified in the northwestern region of the state served by Bellingham Technical College, Skagit Valley College, and Whatcom Community College. There may be potential land for housing development at Skagit Valley College, but not necessarily in the other two colleges.

Housing needs and potential land availability also align in the following areas: Big Bend Community College and King County (i.e., Bellevue College, Highline College, North Seattle College, South Seattle College).

Exhibit 36. Aligning Site Suitability Analysis with Housing Need

	Highest Student Housing Need	Moderate To High Student Housing Need
Potential On-Campus Land for Student Housing	Bellevue Big Bend Highline North Seattle+ Skagit Valley South Seattle	Clover Park South Puget Sound Tacoma Walla Walla
No On-Campus Land Available for Student Housing	Bellingham* Cascadia Centralia Columbia Basin** Green River Lake Washington+ Renton Seattle Central Shoreline Whatcom	Bates – South Campus+ Clark Edmonds Everett Grays Harbor Lower Columbia Olympic Peninsula Pierce – Fort Steilacoom Pierce – Puyallup Spokane Spokane Falls Wenatchee Valley Yakima Valley

Source: ECOnorthwest
+ College has not provided feedback on this preliminary categorization
* Shares housing with another college or university
** Housing under development

In most cases, student housing is not included in capital facilities planning, which creates another barrier. Even when campuses express strong interest in developing housing, they face gaps in readiness. Infrastructure upgrades, permitting, environmental review, and community engagement all take time and resources. Without funding for pre-development and external support, even the most promising opportunities may stall before they begin.

What this means for legislators: Flexible pre-development funding and capacity-building grants are necessary to move from conceptual opportunities to viable projects.

What this means for college leaders: Proactively including housing in capital facilities planning can help align internal priorities with potential external funding.

4. Deep affordability is not financially feasible without state support.

Student housing that is affordable to low-income students will not generate sufficient revenue to cover development and operating costs. Even small-scale or modest designs require subsidy to reach students with the greatest need. Additionally, students need consistent, year-round access to housing. Otherwise, they would face significant risks during breaks or holidays.

Beyond the direct cost of providing housing, colleges may require additional staff to ensure student services are provided fairly in the future. The quality of campus-wide services such as campus security, parking management, student life/conduct, and office administration can become more challenging to maintain if new student housing does not come with additional resources for colleges. Colleges will want to ensure there is no impact on non-housing services currently provided to students.

Without public investment, new housing is likely to serve students with higher incomes or those already least at risk of dropping out due to housing costs. Housing models should prioritize continuity and integrate trauma-informed design and support services for those with overlapping vulnerabilities.

The financial models tested in this study show that aligning state capital funds with long-term operating support and mission-driven partnerships are key to addressing student housing needs. Colleges alone cannot sustain deeply affordable housing under current financial structures.

Because of the financial challenges associated with developing and operating new student housing on-campus, and because there is limited land availability, new student housing development is unlikely, and the impact of the limited additions to student housing supply on the local rental housing market is expected to be minimal.

What this means for legislators: Long-term state and other public partner investment is essential. Capital funding should be paired with clear affordability targets and strategies for ongoing operations.

What this means for college leaders: Projects should be designed around realistic cost and revenue assumptions, with early engagement of external funding and development partners.

5. Most colleges are motivated to explore housing solutions but need support tailored to their context.

College leaders and staff recognize the impact of housing instability on enrollment, retention, and equity. To that end, most campuses are interested in exploring housing solutions, but their readiness varies. Some have experience with public-private partnerships or auxiliary housing models. Others are navigating the issue for the first time. LISC's engagement surfaced a strong desire for:

- Practical tools like model RFPs, sample partnership agreements, capital stack guidance, and legal frameworks that align with college authority.
- Models that reflect the diversity of their student populations. There is growing demand for culturally responsive, trauma-informed, and equity-centered housing that serves not only traditional students but also parenting students, LGBTQIA2S+ students, and others who face systemic barriers.

Campus Student Housing Evaluation Framework

When could on-campus student housing work? ECOnorthwest developed this framework to assess future opportunities for on-campus student housing development. This framework is informed by the analysis and findings above. However, it is a generic framework that may not work the same way for every college or campus in Washington. Any future evaluations will require a thoughtful process with participation from college leadership, staff, students, and city and state leaders.

Institutional Readiness and Interest	Potential On-Campus Land Opportunity	Student Housing Affordability and Need
Is the college actively interested in pursuing housing development? ♦ Leadership commitment (President, VP Admin, VP Student Services) ♦ Alignment w/strategic plan and/or basic needs goals Does the campus have capacity or partnerships to manage housing? ♦ Willingness to work with nonprofit, public, or private developer	Does the campus have at least one suitable site for housing development? ♦ College-owned parcel near campus core and services ♦ Adequate size, zoning, and infrastructure Are there known development constraints that could affect cost or timeline? (interviews/engagement) ♦ Environmental, access, or regulatory barriers	Is there a clear and pressing student need? ♦ High rates of housing insecurity or homelessness ♦ Limited nearby affordable housing options ♦ Specific subpopulations in need (e.g., parenting students, international students) Can the campus price units to meet student need? ♦ Ability to serve low-income students ♦ Integration with financial aid, basic needs navigation

What this means for legislators: Policy and funding frameworks should offer flexibility. Colleges need access to resources that allow them to define their own approach within a shared set of goals.

What this means for college leaders: Leadership teams should identify internal champions, assess development readiness, and seek technical support that meets their specific circumstances.

Developing low-income student housing is not universally feasible across the system but it is both viable and urgent in several high-need, high-cost areas. These colleges will need technical support, access to funding, and coordination with state housing agencies to advance projects. At the same time, colleges that are not ready to pursue on-campus housing now may benefit from planning tools, local partnerships, or land banking strategies to preserve future options.

7. Recommendations

Based on the analysis and findings above, this study provides a series of recommendations for addressing student housing challenges. But success will depend on how colleges, state agencies, and partners apply these strategies on the ground. This framework outlines who leads, when action is needed, and the level of investment required to create sustainable housing that supports student success.

Roles and Responsibilities

Solving Washington's student housing crisis requires shared leadership across many organizations:

- **Colleges.** Lead through partnerships, contribute land or institutional assets, implement flexible housing and financial practices, add/update campus master plans to include housing needs, and connect students to critical housing supports.
- **State Legislature.** Provide funding, remove policy barriers, and create the financial tools needed to make student housing feasible and affordable.
- **SBCTC**. Coordinate systemwide efforts, deliver technical assistance, manage shared data, and champion policy reforms that reflect student realities.
- **Local Governments and Housing Authorities.** Streamline zoning and permitting, offer land use solutions, and expand rental assistance or vouchers tailored to students.
- **Nonprofit and Private Partners.** Collaborate on development, master leasing, service delivery, and innovative housing models that lower costs and increase access.

Timelines for Action

Near-Term Priorities (1-2 years). Actions to remove immediate barriers, stabilize students, and lay the groundwork for larger investments.

Longer-Term Strategies (3-5 years). Strategies for sustainable systems, funding streams, and housing infrastructure to ensure long-term affordability and access.

Understanding the Costs

Each recommendation in this study is categorized to reflect the **level of investment** required:

- **$ = Low cost** (policy changes, coordination, leveraging existing resources)
- **$$ = Moderate cost** (technical assistance, staffing, outreach, operations)
- **$$$ = High cost** (new programs, large subsidies, data infrastructure, multi-agency initiatives)

To support a comprehensive response, the study summarizes four categories of recommendations: **Capital, Market, Policy/Operations, and Site Readiness**. These must work in concert to deliver lasting, student-centered solutions. The recommendations also include specific actions that colleges can take. Exhibit 37 provides an overview, with a longer explanation on the following pages.

Exhibit 37. Summary of Recommendations

	Recommended Action	Potential Lead(s)	Cost Range
SBCTC/Legislative-led Recommendations			
Capital Recommendations			
1.1	Update Housing Trust Fund rules to include low-income/system-impacted students	Dept. of Commerce, Legislature	$$
1.2	Provide pre-development grants and technical assistance	Legislature (fund), SBCTC (coordinate)	$$
1.3	Create a state funding stream for both capital costs and ongoing operations	Legislature, SBCTC	$$$
1.4	Launch a state-backed revolving loan fund for low-interest student housing capital	Legislature, Community Dev't Financial Institutions, Philanthropy	$$$
1.5	Support alignment of housing credit student rule with HUD standards	Legislature	$
1.6	Explore state incentives to encourage housing development for underserved students	WSHFC, SBCTC	$
1.7	Promote flexible construction and sustainable design pilots	Legislature, SBCTC, Colleges	$$$
Market Recommendations			
2.1	Scale Up Supporting Students Experiencing Homelessness (SSEH) housing stability strategies statewide	Legislature, SBCTC, Colleges	$$
2.2	Expand student rental assistance via subsidies and vouchers	Legislature, SBCTC, Local Housing Authorities	$$$
2.3	Prioritize technical assistance for high-cost, high-need campuses	SBCTC	$$
2.4	Reform housing policies to remove rental market barriers	Legislature, Commerce, SBCTC	$$
2.5	Maintain and strengthen the constellation of student support programs to maximize impact and housing stability	State agencies, Legislature	$
Policy & Operations Recommendations			
3.1	Advocate for state and federal policy reforms	Legislature, SBCTC, Commerce	$
3.2	Align homelessness systems with student needs	Commerce	$
3.3	Implement a state-backed housing subsidy strategy	Legislature, SBCTC, Local Govs	$$$
3.4	Establish a statewide student housing data and coordination system	SBCTC	$$
Site Readiness & Land Recommendations			
4.1	Fund site readiness assessments to help colleges identify viable locations for student housing	Legislature, SBCTC	$$
4.2	Promote partnerships across institutions	SBCTC, Colleges	$
4.3	Streamline zoning and permitting for student housing	Local Govs, SBCTC, Colleges	$
4.4	Promote pathways for land banking and public land transfer programs	Legislature, SBCTC, Local Govs, Partners	$$$
College-led Recommendations			
5.1	Design and fund flexible housing solutions	Colleges with SBCTC, legislature, philanthropy, workforce partners	$$
5.2	Ensure long-range campus plans include housing goals and land for housing	Colleges, SBCTC, Legislature	$
5.3	Align rent structures, billing practices, and financial aid policies to match how students pay for housing	Colleges, SBCTC	$
5.4	Adopt student-centered lease and financial policies	Colleges, SBCTC	$
5.5	Strengthen operational and financial planning	Colleges, SBCTC	$$
5.6	Expand housing access via operational partnerships	Colleges, SBCTC, local partners	$$
5.7	Strengthen outreach, navigation services, and rental market supports	Colleges, SBCTC, Legislature	$ - $$

SBCTC and Legislative Recommendations

These are policy reforms, funding appropriations, and regulatory changes that must be initiated or authorized by the Washington State Legislature or statewide agencies. Most of these actions are critical for unlocking funding, expanding eligibility, and removing systemic barriers.

1. Capital Recommendations

Student housing is difficult to finance through traditional channels. Instructional space is prioritized in the state capital budget, while students are often ineligible for housing trust funds or LIHTC-supported units. Colleges need flexible, long-term capital to pursue housing.

NEAR-TERM ACTIONS

1.1. Update Housing Trust Fund rules to explicitly include low-income and system-impacted students.

The Washington State Housing Trust Fund is a primary source of state financing for affordable housing, but current rules often exclude student-serving projects. The state should revise HTF eligibility criteria and guidance to explicitly include low-income and system-impacted students such as independent, parenting, formerly homeless, or foster care- or justice-involved students. Colleges should be allowed to verify tenant income using financial aid data, like Pell Grant status or FAFSA documentation, so that campus-based housing can compete fairly for these critical funds. *Lead: Department of Commerce, Legislature; Cost: $$*

1.2. Provide pre-development grants and technical assistance to support project feasibility, design strategy, and financing alignment

The state should fund pre-development assistance to help colleges design affordable, finance-ready student housing projects. This includes support for feasibility studies, identifying development partners, and addressing staffing gaps, along with access to resources like design templates, financing models, and best practices from organizations such as LISC (Local Initiatives Support Corporation) and HUD (U.S. Department of Housing and Urban Development). These tools will help colleges create efficient, cost-effective projects that align with public funding requirements. *Lead: Legislature to fund, SBCTC, philanthropy Cost: $$*

LONGER-TERM STRATEGIES

1.3. Create a state funding stream that covers capital costs and ongoing operations for student housing.

Low-income student housing projects face unique financial challenges: rental income alone rarely covers the full costs of development and ongoing operations. To ensure housing is sustainable, the state should establish a permanent funding stream that supports both capital costs of construction and ongoing operational expenses needed to maintain affordable student housing. Considerations for ongoing expenses could include building maintenance costs, capital reserve, supportive services, vacancy during academic breaks, and administrative expenses incurred by colleges to manage students' housing experience. *Lead: Legislature, with SBCTC advocacy; Cost: $$$*

1.4. Launch a state-backed revolving loan fund to provide low-interest capital for student housing development.

Student housing projects often struggle to secure affordable financing, especially in the early stages of development when risk is highest. The state should create a revolving loan fund that offers low-interest loans for pre-development and construction costs, helping colleges and their partners move projects forward without relying solely on high-cost private financing. Loans would be repaid through rents and philanthropy, allowing the fund to recycle capital for new projects. *Lead: Legislature; Community Development Financial Institutions (CDFIs), philanthropy Cost: $$$*

1.5. Support alignment of the housing credit student rule with HUD standards.

The bipartisan Affordable Housing Credit Improvement Act (AHCIA) would update the Low-Income Housing Tax Credit (Housing Credit) to better align its student occupancy rules with HUD standards, removing unnecessary barriers for vulnerable students while maintaining important safeguards. The legislation clarifies that households made up entirely of full-time students under age 24 would generally remain ineligible for Housing Credit apartments, but makes key exceptions for single parents, formerly homeless youth, youth aging out of foster care, survivors of domestic violence and human trafficking, veterans, and others.

This change would expand affordable housing access for students facing housing insecurity and is an important part of joint advocacy efforts to increase safe, stable housing opportunities for vulnerable young people. *Lead: Legislature; Cost: $*

1.6. Explore state incentives to encourage housing development for underserved students.

Current federal LIHTC rules, implemented through the state's Qualified Allocation Plan (QAP), often exclude student-serving housing from competing for critical affordable housing tax credits. To address this limitation, the Washington State Housing Finance Commission (WSHFC) should explore revisions to the QAP to prioritize projects that serve vulnerable student populations—such as independent students, parenting students, former foster youth, justice-involved students, and those experiencing homelessness—who may qualify under existing exemptions in federal regulations.

The state could consider establishing a state-level tax credit program analogous to the federal LIHTC, providing similar incentives for affordable student housing projects. Such programs have been implemented in other states to complement federal efforts.

Washington could expand the use of property tax exemptions or abatements for student housing developments. Programs like the Multi-Family Housing Property Tax Exemption (MFTE) have been utilized in various jurisdictions to encourage affordable housing development and could be tailored to support student housing initiatives. *Lead: WSHFC, with SBCTC input; Cost: $*

1.7. Promote flexible construction and sustainable design pilot programs to reduce student housing development costs.

The legislature should fund and support pilot programs that reduce development costs including modular and offsite construction and use of mass timber. Where feasible, colleges can explore standardized, permit-ready designs over flexible models to lower costs. This could also include adoption of Build America-aligned design standards that prioritize smaller units, shared amenities,

and sustainable materials to improve affordability and unlock federal funding opportunities. SBCTC should provide toolkits, case studies, and vendor connections to support implementation, especially where conventional development is not feasible. In addition, the legislature could help to fund non-structural/life safety design requirements (e.g., LEED) and other requirements stemming from state regulations (e.g. electrical vehicle charging stations). While these requirements serve important environmental goals, they add to student housing development costs and create barriers to educational achievement. *Lead: Legislature to fund, SBCTC to coordinate, colleges to implement; Cost: $$$*

2. Market Recommendations

Students face persistent barriers accessing housing that is affordable, available, and aligned with their academic and financial realities. Many landlords are hesitant to rent to students, while state and federal housing programs often exclude them through restrictive eligibility rules and lease terms. A functional student housing market requires stronger data systems, targeted policy reforms, and collaboration between colleges, agencies, and private landlords to remove structural barriers and expand access.

NEAR-TERM ACTIONS

2.1. Scale up proven housing stability strategies from the Supporting Students Experiencing Homelessness (SSEH) program.

The SSEH program has shown strong results in helping students stay enrolled by providing emergency housing, partnering with local shelters, and offering on-campus basic needs services. Currently, 32 of 34 colleges have active SSEH programs, with the final two set to launch in July after completing their planning grants. Although the program now spans the state, flat state funding without inflation adjustments limits its ability to serve the same number of students as housing and utility costs rise. This action would expand housing supports through the existing SSEH infrastructure, avoiding the need for a new program. *Lead: Legislature, SBCTC, Colleges; Cost: $$*

2.2. Expand student rental assistance through state-funded subsidies and education-linked housing voucher programs.

The state should fund rental assistance programs that help low-income students cover housing costs, using eligibility markers like FAFSA, Pell Grants, SNAP, or BFET participation. This includes expanding successful models like the Highline College/KCHA WISH program by partnering with MTW (Moving to Work) housing authorities in cities such as Tacoma, Snohomish, Seattle, and Vancouver to develop student-focused voucher programs. In regions with strong reentry programs, colleges should also pursue partnerships with local Departments of Corrections to connect justice-involved students with DOC-funded transitional housing vouchers. These subsidies and vouchers provide ongoing support to address student housing insecurity. *Lead: Legislature, SBCTC, local housing authorities; Cost: $$$*

2.3. Prioritize technical assistance and resources for high-cost, high-need campuses.

SBCTC should prioritize technical assistance and resources for colleges in high-cost housing markets where students face the greatest barriers to securing affordable housing. Using data on rental costs

and student enrollment, the state can direct support to campuses where local market conditions make it hardest for students to find stable housing. *Lead: SBCTC; Cost: $$*

LONGER-TERM STRATEGIES

2.4. Reform housing policies and expand partnerships to remove rental market barriers for students.

The state should reform policies and expand partnerships to reduce rental barriers for students. Key actions include allowing financial aid to count as income verification and eliminating restrictive lease terms such as mandatory year-long contracts or co-signer requirements. The state should also incentivize Housing Connector-style partnerships to engage landlords and reduce screening barriers like credit checks and income thresholds. *Lead: Legislature, Commerce with landlord association and SBCTC coordination; Cost: $$*

2.5. Maintain and strengthen the constellation of student support programs to maximize impact and housing stability.

Programs like Basic Food Employment and Training (BFET), Passport to Careers, and the Washington College Grant make up a vital constellation of supports that enable low-income students to persist in college while managing basic needs. It is critical to maintain and sustain these programs as a foundation of student stability, not only through continued funding, but through cross-agency coordination and intentional policy stewardship.

At the same time, these programs can be further refined to better meet students where they are. They can be modified so that financial aid awards incorporate the cost of housing, including utilities and other housing-related expenses. Improving how eligibility is assessed across programs could help students maintain access to supports even as their enrollment status, life circumstances, or institutions change. And aligning the timing of benefit disbursements with rent and housing costs would allow students to use available resources when they need them most. *Lead: Multiple state agencies (e.g., WSAC, SBCTC, DSHS, ESD), Legislature; Cost: $*

3. Policy and Operations Recommendations

Developing and operating student housing, particularly for low-income students, is fundamentally different from traditional campus facilities. Colleges must manage housing as a service, balancing lease terms, student support, financial planning, and maintenance. Operating margins are thin, with up to 75 percent of revenue covering debt. Without aligned policy, subsidy, and support systems, these models can be unsustainable. As colleges increasingly fill gaps left by an unaffordable private rental market, sustainable solutions will require coordinated action across campuses, state agencies, and federal partners.

NEAR-TERM ACTIONS

3.1. Advocate for state and federal policy reforms.

The state should advocate for policy reforms that remove barriers to student housing development at both state and federal levels. First, the state should create a fast-track approval process within the

Washington Department of Enterprise Services to reduce delays in public construction approvals for student housing projects. Second, the state should support efforts to modernize rules under the U.S. Department of Housing and Urban Development and the Low-Income Housing Tax Credit that exclude full-time students, integrating college housing into state affordable housing programs, and applying tenant protections like rent stabilization. *Lead: Legislature and SBCTC, in coordination with Commerce and housing advocates; Cost: $*

3.2. Align homelessness systems with student needs.

The Department of Commerce should revise Coordinated Entry policies to ensure students are recognized as high-need participants in housing referral systems. Coordinated Entry, the system used to prioritize access to homelessness services, often excludes students in unstable situations like couch-surfing or overcrowded housing. Updating these definitions will improve student access to critical housing support. *Lead: Commerce, with SBCTC collaboration; Cost: $*

3.3. Implement a state-backed housing subsidy strategy to support student housing stability.

Many students, particularly those with low incomes, face ongoing challenges affording housing even when units are available. The state should develop a comprehensive subsidy strategy that includes proactive support—such as ongoing rental assistance for income-qualified students—and reactive funding to address emergencies like eviction prevention or unexpected housing loss. This approach would align state resources with county programs, community development councils, and local initiatives to ensure students can access stable housing throughout their education. *Lead: Legislature, SBCTC, and local governments; Cost: $$$*

3.4 Establish a statewide student housing data and coordination system.

SBCTC should lead the creation of an integrated system to coordinate student housing policy, data, and technical assistance across colleges and state agencies. This effort should:

- Build a centralized database to track campus and off-campus housing inventory, vacancies, market conditions, and campus land readiness.
- Develop shared data infrastructure to monitor student housing demand, measure intervention effectiveness, and identify equity gaps.
- Convene a permanent interagency working group (SBCTC, WSAC, Commerce, WSHFC, DSHS) to align advocacy, funding strategies, and policy priorities.
- Establish a centralized technical assistance hub to support colleges with legal, financial, and operational challenges.

This system will improve decision-making, support housing navigation, strengthen funding proposals, and promote consistent metrics for resource allocation and accountability. *Lead: SBCTC with agency partners and legislative support. Cost: $$*

4. Site Readiness and Land Recommendations

Land is one of the most limiting and politically sensitive factors in student housing development. While many campuses have technically feasible land, these sites may be constrained by academic priorities, master plans, or local land use regulations. In some cases, opportunities may lie near but not on campus. A responsive strategy must help campuses determine how, whether, and where to pursue housing, while preserving long-term flexibility for institutional growth and community needs. Ongoing conversations with potential partners are peer institutions can lead to creative solutions to delivering student housing.

NEAR-TERM ACTIONS

4.1. Fund site readiness assessments to help colleges identify viable locations for student housing.

Many colleges are interested in exploring whether and where to build student housing. Early funding and technical support can inform decisions without obligating them to build. The state should provide grants and assistance for land use reviews, zoning, feasibility, and campus land evaluations. This support will help colleges assess on- and near-campus opportunities while aligning with master plans and regulations. These assessments should be clearly framed as exploratory and uphold campus autonomy in deciding if, when, and where to pursue housing. *Lead: Legislature and SBCTC; Cost: $$*

4.2. Promote partnerships across institutions.

Colleges should explore developing shared housing agreements with nearby colleges or public institutions. These partnerships can help campuses avoid duplication and better serve students in regions where housing is underutilized or too expensive to manage independently. One option could be for SBCTC to help colleges form collaboratives within their region to formalize these partnership conversations. *Lead: SBCTC with college participation; Cost: $*

LONGER-TERM STRATEGIES

4.3. Streamline zoning and permitting for student housing.

Local zoning and permitting processes can pose significant barriers to multifamily development. The state should support efforts to simplify these processes, expand access to public and nonprofit land, and remove regulatory barriers that slow or prevent affordable student housing projects. *Lead: Local governments, with SBCTC and college advocacy; Cost: $*

4.4. Promote pathways for land banking and public land transfer programs to secure sites for future student housing near campuses.

The state should promote land banking mechanisms and public land transfer programs to preserve sites near campuses for future development. Strategies include long-term leases, nonprofit and faith-based partnerships, and streamlined public land transfers prioritizing affordable student housing. *Lead: Legislature, SBCTC, local governments, and community partners; Cost: $$$*

Recommendations for Colleges

These actions are primarily institutional and can be implemented by colleges directly or with support from SBCTC, philanthropy, or local partnerships. They emphasize institutional planning, operational improvements, partnerships, and early-stage development strategies.

5.1. Design and fund flexible housing solutions that respond to the specific needs of diverse student populations.

Colleges should begin any housing development or partnership by clearly identifying target student groups such as parenting students, those experiencing homelessness, short-term program participants, or workforce training students. This focus ensures housing models are responsive, equitable, and aligned with actual demand. The state should support feasibility studies, design work, and implementation of flexible housing solutions, including shorter leases, master leasing, simpler intake processes, and proximity to campuses or training sites. This could also include coordination and information sharing among colleges statewide. *Lead: Colleges with SBCTC, legislature, philanthropy, workforce partners; Cost: $$*

5.2. Ensure long-range campus plans include housing goals and land for housing.

Colleges should develop or update long-range plans that integrate housing into long-term campus growth strategies, balancing academic, residential, and community priorities. These plans should align with other institutional efforts, such as Basic Needs Plans and Strategic Enrollment Plans. Where feasible, colleges should prioritize housing near existing utilities, transportation, and campus services to minimize infrastructure costs. In cases where on-site development is not practical, colleges should explore off-site or partnership-based solutions. As part of this planning process, colleges should clearly define their housing goals and identify which student populations they intend to serve. *Lead: Colleges, with planning guidance from SBCTC and potential funding from the legislature; Cost: $*

5.3. Align rent structures, billing practices, and financial aid policies to match how students pay for housing.

Students often face financial stress because rent schedules and lease terms do not match how they receive financial aid typically in quarterly or semester disbursements. Colleges and housing partners should adopt student-centered approaches, such as sliding-scale rents, bundled tuition-plus-housing billing, flexible lease terms aligned with academic calendars, and accurate cost-of-living estimates. This could also include “ban the box” practices for justice-impacted students. Ensuring federal loan options are clearly included in aid offers will also help students cover housing gaps and avoid unnecessary financial hardship. *Lead: Colleges, SBCTC; Cost: $ (policy / administrative changes*)

5.4. Adopt student-centered lease and financial policies.

Colleges should structure housing leases and payment policies to reflect students' academic schedules and financial realities. This includes offering lease terms that align with academic quarters or semesters, allowing flexibility for students facing emergencies, and implementing tiered rent models based on financial need. Colleges should also simplify eligibility by accepting Pell Grant status or financial aid documentation instead of requiring co-signers or extensive background checks, which

often create unnecessary barriers for low-income students. *Lead: Colleges, guided by SBCTC policy frameworks; Cost: $*

5.5. Strengthen operational and financial planning.

Colleges should adopt full-cost budgeting practices that account for all aspects of housing operations, including utilities, maintenance, janitorial services, student support staffing, insurance, furnishings, and long-term capital reserves. SBCTC should provide templates and technical assistance to help colleges manage operations consistently. This approach will reduce financial risk, improve service quality for students, and ensure long-term sustainability of housing operations. *Lead: Colleges, with SBCTC providing tools and guidance; Cost: $$*

5.6. Expand housing access through operational partnerships.

Colleges should partner with landlords, nonprofits, other colleges/universities, and housing authorities to offer more housing options without the cost and time required for new construction. Strategies such as master leasing (where colleges lease multiple units from private landlords), shared case management, and shared housing agreements can quickly expand affordable housing for students, especially those facing urgent needs. These partnerships provide flexible, lower-cost solutions that complement long-term development plans and help address gaps in the private rental market. *Lead: Colleges, with SBCTC support and local partners; Cost: $$*

5.7. Strengthen student housing access through coordinated outreach, navigation services, and rental market supports.

Housing solutions are not limited to buildings. Colleges can strengthen housing stability by embedding culturally and population specific navigation services, emergency assistance, and referrals into basic needs programs. They can use existing infrastructure such as basic needs navigators, federal programs (e.g., Basic Food Employment and Training), and student affairs teams to connect students to resources. Colleges should ensure students can easily find and apply for housing by expanding campus navigation tools, access user-friendly resource pages, and obtain referrals into basic needs services. Justice-impacted students need additional support in the early stages of renting, including help with landlord outreach and tenant rights issues. They should also provide standardized income verification letters to reduce rental barriers. SBCTC could coordinate statewide technical assistance, shared templates, and training. *Lead: Colleges and SBCTC, with legislative investment; Cost: $ (if mostly college effort) - $$ (if statewide)*

8. Conclusion

This study reveals a critical statewide challenge: **thousands of Washington's community and technical college students face persistent housing insecurity.** For many, the lack of affordable housing directly impacts academic performance, mental health, and long-term stability. The housing crisis manifests differently across the state. Rural, urban, and suburban colleges face distinct pressures shaped by local markets, infrastructure, and student needs.

Rental housing near campuses is often unaffordable, with low-income students bearing the highest cost burdens. Mismatches between housing availability and student incomes are common, exacerbated by restrictive eligibility criteria and competition in the private market. While some colleges may be well-positioned for future housing development, financial feasibility remains a major obstacle. Even where land exists, projects are frequently limited by cost, zoning, and lack of operational support.

Colleges are innovating by piloting partnerships, flexible leasing models, and emergency aid. But these efforts are not yet at scale. Moving forward will require updated funding structures, policy reforms, and cross-sector collaboration. This study provides a foundation: shared data, local site insights, and design prototypes to inform next steps. Continued engagement, especially with students most affected, is essential to shape inclusive, effective solutions.

With strategic investment and coordination, Washington can create pathways to educational and housing stability for more students statewide.

Appendices

Appendix A: Low-Income Student Housing Study Community Engagement Companion Report

Appendix B: Campus Housing Profiles and Supplemental Charts

Appendix C: Prototypes

Appendix D: Development Cost Estimates

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Appendix A

Low-Income Student Housing Study Community Engagement Companion Report

Exploring Student Housing Solutions at Washington's Community and Technical Colleges

Community Engagement Companion Report

LISC PUGET SOUND

April 2025

Acknowledgements

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About LISC Puget Sound

Local Initiatives Support Corporation (LISC) is one of the country's largest community development organizations, helping forge vibrant, resilient communities across America. LISC works with residents and partners to close gaps in health, wealth, and opportunity so that people and places can thrive. Since its founding in 1979, LISC has invested $32 billion to create more than 506,000 affordable homes and apartments, develop 82.5 million square feet of retail, community, and educational space, and help tens of thousands of people find employment and improve their finances.

One of 37 local offices, LISC Puget Sound works to expand access to housing, opportunity, and economic mobility across Washington State. We invest capital, share expertise, and foster partnerships to support communities that have long been overlooked. Our efforts are grounded in the belief that everyone deserves a fair chance to thrive—regardless of where they live or the challenges they face. We work to remove barriers so more people can live in safe, affordable homes, access quality jobs, and build stronger, more resilient neighborhoods.

Table of Contents

Executive Summary 4
Methodology and Process 5
Student Basic Needs and Housing Insecurity 6
Framing the Issue: A Systems View of Student Housing 6
Community Engagement Findings 8
  Student Needs and Circumstances 8
  Institutional Capacity and Campus Infrastructure 9
  Community Ecosystem and External Partnerships 10
  Policy, Funding, and Regulatory Environment 12
Local Innovation Case Studies 15
  SPSCC Master Leasing Model 15
  King County Housing Authority Partnership 15
  Bellingham Area Shared Housing Across Institutions 17
Regional Innovation Case Studies 17
  Reducing Barriers to Private-Market Housing 17
  Oregon's ARCS Model for Subsidized Housing 18
Recommendations 19
  (1) Define Housing Priorities 19
  (2) Align Policy with Student Realities 19
  (3) Pair Capital with Operating Funds 20
  (4) Align Financial Aid with Real Costs 20
  (5) Shift from Crisis Response to Stability 21
  (6) Expand Housing Models to Reflect Student Realities 21
  (7) Make Housing Resources Visible and Navigable 22
Call to Action 22
What Can You Do? 23
Appendix A: Online Statewide Survey Questions 25

Executive Summary

In response to a legislative directive from the Washington State Legislature, the State Board for Community and Technical Colleges (SBCTC) commissioned a comprehensive study to explore strategies for increasing housing access and affordability for low-income students across the state's 34 community and technical colleges. While the broader study includes analysis of technical feasibility, financial modeling, and site planning, this companion report focuses on the real-world experiences of students and the perspectives of frontline staff. It ensures that the human impact of housing instability is reflected in statewide recommendations.

Through a combination of surveys with all 34 colleges and in-depth interviews, a clear picture emerged: housing instability is one of the most significant barriers to student persistence and completion. Staff shared stories of students sleeping in cars, commuting long distances due to unaffordable rents, or withdrawing from school altogether. At the same time, they described how campuses are stepping in with emergency grants, community partnerships, and creative pilot programs.

The report surfaces five key findings:

1. **Housing insecurity remains a major challenge for students.** Colleges are working hard to respond, but they are navigating this issue with constrained resources and limited housing expertise.
2. **Student housing needs are shaped by local market conditions.** Factors like high rents, limited supply, zoning restrictions, and local policies all contribute to housing instability and vary widely across regions.
3. **Colleges cannot solve this crisis alone.** Stronger partnerships are needed with housing authorities, nonprofit developers, and public agencies to deliver scalable, sustainable solutions. Solutions will vary by region and student population. Some may involve building new housing, but many will rely on partnerships, service navigation, leasing models, or community-based programs.
4. **Promising solutions are emerging, but they remain small in scale.** Subsidized housing, short-term transitional options, and housing voucher partnerships are helping some students—but they are often isolated and underfunded.
5. **Policy mismatches and eligibility barriers prevent access to housing supports.** Federal, state, and institutional rules frequently exclude students from traditional affordable housing programs, particularly those who are parenting, part-time, or non-traditional.

These findings align with other local and national studies on student basic needs, reinforcing the growing evidence that stable housing is essential for educational success. To address these challenges, the report outlines a set of actionable strategies. These include sliding-scale rent models, expanded short-term and transitional housing options, new partnerships with housing providers, and policy changes that improve access for parenting and nontraditional students.

This is a call to action for state leaders, institutional partners, community development organizations, philanthropy, and housing stakeholders to treat student housing as essential educational infrastructure. Community and technical colleges play a critical role in local

economic development, serving as engines of workforce training, credential attainment, and upward mobility. Their ability to deliver workforce development, meet employer demand, and drive regional economic growth depends on whether students can afford to live while learning. But they cannot meet the need for student housing on their own.

Student housing insecurity is deeply connected to broader housing system dynamics. Addressing it requires a coordinated, cross-sector approach that links higher education to housing planning, funding, and development. Students deserve safe, stable places to live while they learn—and our systems must rise to meet that need.

Methodology and Process

To better understand the barriers, needs, and opportunities related to housing for students attending Washington's Community and Technical Colleges (CTCs), this engagement effort employed a three-pronged approach: a statewide digital survey, a series of in-depth interviews with college staff and practitioners, and a student input session. Together, these methods were designed to capture both system-wide trends and detailed campus perspectives, reflecting geographic, institutional, and operational variation to inform potential policy and programmatic responses.

Statewide Digital Survey
A digital survey was distributed across Washington's CTC system to collect broad input on student housing challenges. The survey was targeted at college staff working in roles related to basic needs, housing navigation, student services, financial aid, and campus housing operations. The survey gathered both structured quantitative data and open-ended qualitative responses. It was conducted in March 2024 and received 337 responses representing all CTCs.

Key objectives included:

- Identifying common housing barriers faced by students
- Mapping current housing models and supports across institutions
- Documenting perceived gaps in housing policy, funding, and infrastructure
- Highlighting emerging practices and innovations in student housing

One-on-One Interviews
To complement the survey data and explore complex themes in greater depth, a series of semi-structured interviews was conducted between March and April 2024. These 30 interviews involved staff from CTCs, as well as housing developers, nonprofit partners, and subject matter experts. Participants included basic needs navigators, residence hall managers, senior administrators, college presidents, and others with direct insight into the connection between housing and student success.

These conversations:

- Provided deeper context to interpret survey findings
- Shared real-time stories of how housing issues are impacting students
- Identified institutional challenges related to housing development and leasing
- Brought forward examples of creative strategies, partnerships, and workarounds

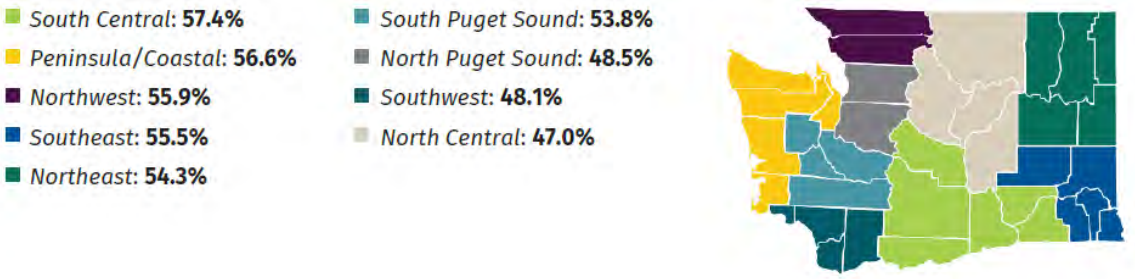
Student Basic Needs and Housing Insecurity

More than 270,000 students attend Washington's community and technical colleges each year. These students reflect the broad diversity of Washington's communities and workforce needs. Nearly 40% identify with backgrounds historically underrepresented in higher education, and approximately 45% are over the age of 25. Many are balancing school with full-time work, parenting, or returning to college after time in the workforce or other life transitions.

A significant number have experienced housing instability or challenges such as foster care involvement, disruptions to family structure, or economic hardship. According to the State Board for Community and Technical Colleges (SBCTC), more than half of students receive need-based financial aid, and thousands qualify for federal assistance programs such as the Supplemental Nutrition Assistance Program (SNAP) and Temporary Assistance for Needy Families (TANF).

Housing insecurity poses serious challenges to students' academic success and well-being. National research indicates that approximately 45% of college students experience some form of housing insecurity, including unaffordable or unstable living conditions. In Washington, the issue is equally urgent. The 2024 Washington Student Experience Survey revealed that over half of community and technical college students reported basic needs insecurity—including food and housing instability—marking a 6% increase from 2022.

Exhibit 1: Excerpt from 2024 Report | Basic Needs Insecurity Rates by Region



Framing the Issue: A Systems View of Student Housing

Student housing challenges within Washington's community and technical colleges are not just about buildings, they reflect a deeper set of systemic dynamics at the intersection of education, housing, and human services. Students come to college with a wide range of life experiences and housing needs. Meeting those needs requires coordinated policies, aligned resources, and shared responsibility across sectors.

Community and technical colleges are essential anchors of Washington's workforce and education systems. Yet most were never designed to be housing providers. While a handful of campuses operate residence halls, the majority do not have the facilities, staffing, or funding structures to manage housing at scale. Even when capital funding is available to build student housing, the ongoing costs of operation—such as property management,

resident services, maintenance, and security—are significant and often unfunded. Without additional support, colleges are left to navigate complex housing issues without the tools or partnerships needed for long-term success.

At the same time, students face increasingly urgent housing pressures. Some are 18-year-olds transitioning out of high school or foster care. Others are parenting students, individuals reentering from the justice system, or adults returning to school while balancing full-time jobs. Still others—such as international students or student-athletes—bring a distinct set of housing considerations. These diverse realities demand a range of housing responses, not a one-size-fits-all model.

To better understand the complex dynamics influencing student housing access, this qualitative study applied a systems-based analytical framework. The framework identifies four interconnected domains that collectively shape student experiences and institutional capacity to respond. Each domain represents both a point of analysis and a potential area for intervention.

Exhibit 2: Systems-Based Framework for Student Housing

Student Needs and Circumstances	Students bring diverse lived experiences that shape their housing needs—including age, income, caregiving responsibilities, past experiences with trauma or homelessness, and proximity to campus. These circumstances determine what types of housing models are viable—from short-term transitional units to family-friendly apartments or traditional residence halls.
Institutional Capacity and Campus Infrastructure	Most community and technical colleges (CTCs) lack dedicated housing facilities or the staffing to manage them. Variability in dining services, transportation access, maintenance, and case management capacity influences whether campuses can feasibly operate housing—or whether alternative models such as partnerships, master leasing, or local referrals are more appropriate.
Community Ecosystem and External Partnerships	Colleges operate within broader housing and human services ecosystems. Colleges need strong partnerships with housing authorities, nonprofit developers, and service providers to meet student needs. These partnerships can expand access to affordable housing, provide wraparound services, and ease the burden on campus operations.
Policy, Funding and Regulatory Environment	Housing affordability, availability, and financing are shaped by broader market dynamics, zoning rules, tax credit limitations, and gaps in financial aid. Many students fall through the cracks due to ineligibility for traditional housing subsidies or insufficient local supply.

Understanding student housing through this systems lens helps explain why the issue is so complex—and why colleges cannot address it alone. While colleges are deeply committed to supporting students, they face structural and financial constraints that limit their ability to act independently.

The following sections build on this framework, offering insights from staff and partners across the state—as well as examples of emerging solutions that can inform future action.

Student Needs and Circumstances

Parenting students face especially steep barriers. Students who are also parents encounter unique challenges when seeking housing. Many campus housing models do not allow children, and while some shelters or transitional housing programs do serve families, they are often at capacity, come with restrictive eligibility requirements, or are misaligned with students' academic schedules and needs. As a result, parenting students often rely on temporary, overcrowded, or unstable housing arrangements that make it harder to focus on school. These conditions are not only logistically difficult, but they also impact well-being, academic persistence, and the ability to participate fully in college life.

> **"Parenting students need housing just as much as anyone else, but they aren't even eligible for the on-campus options we do have."**

When basic needs go unmet, engagement suffers. Students experiencing housing insecurity often arrive late, miss class, or turn in assignments late—not because of disinterest, but because they're managing real-time crises. Staff shared that without an understanding of the day-to-day pressures students face, institutions may misinterpret these behaviors as disengagement or poor performance. This misalignment can unintentionally lead to academic or disciplinary actions that push students further from success. A supportive and flexible approach—grounded in understanding, not assumptions—is critical.

Students in technical programs face distinct housing barriers. Students pursuing certificates or degrees in trades, manufacturing, or other hands-on fields often balance long shifts, early mornings, or variable worksite locations. These conditions, combined with short program lengths (some as brief as 10–12 weeks), make it especially hard to secure housing that is affordable, temporary, and located near both training and work. Many technical students also lack access to reliable transportation or childcare, compounding the challenge.

Some housing environments feel unsafe or unwelcoming. Students who have experienced trauma or past housing instability often avoid shelters and shared living spaces due to concerns about safety, privacy, and inflexible rules. Traditional housing models may not meet the needs of those who have faced domestic violence, discrimination, or other barriers. Respondents consistently emphasized the importance of housing options that reflect their full humanity—places that feel safe, stable, and aligned with their values and personal experiences.

> **"Our DV survivors don't feel safe in group shelters. They'd rather couch surf or live in their car than go back into a situation that feels unsafe."**

Students need flexibility, privacy, and dignity in housing design. Students need flexibility, privacy, and dignity in housing design. Across campuses, students and staff emphasized that housing must do more than provide shelter—it must support students' independence, responsibilities, and personal circumstances. Preferences included private

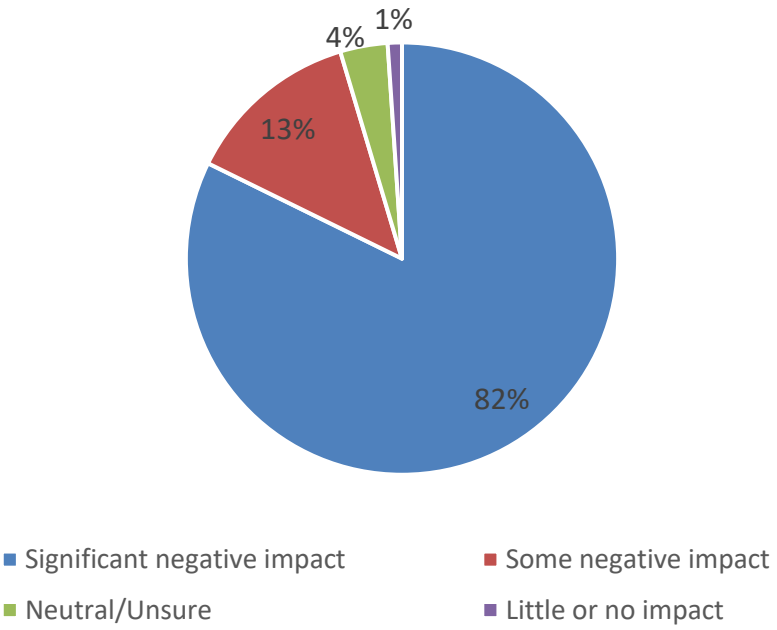
bedrooms, shared kitchens, and policies that recognize the realities of student life, including parenting, working, and caregiving. Strict rules, frequent inspections, or curfews were often seen as discouraging, particularly for older students or those who have experienced instability in the past. Flexible lease terms, simplified intake processes, and rent structures aligned with financial aid schedules were all highlighted as design choices that could make housing more accessible and supportive of student success.

Institutional Capacity and Campus Infrastructure

Emergency assistance is helpful—but often too late. Many colleges offer emergency grants or eviction prevention funds to assist students facing sudden housing crises. While these supports can be life-changing in a moment of need, they are often reactive and short-term, rather than part of a sustained or preventative system. Staff noted that such assistance frequently arrives after students have already disengaged or made difficult housing decisions. These efforts also depend heavily on limited staff capacity and are often difficult to scale. Students who are not already connected to basic needs services may not know how to access support until it's too late. More integrated, proactive housing supports are needed to help students maintain stability before emergencies arise.

"We spend so much time trying to stop the bleeding with emergency dollars. What we really need is housing."

Exhibit 3: Survey Question 16 | In your experience, how does affordability impact students' ability to persist and succeed in college?

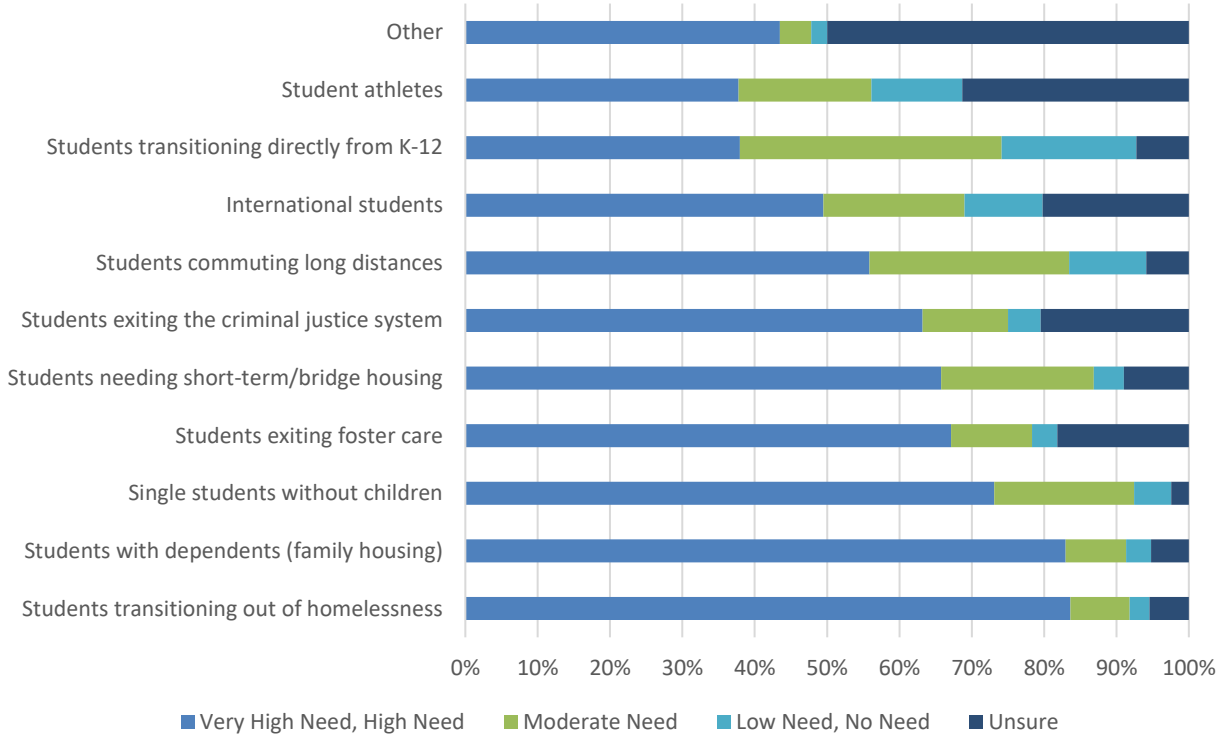


Students are often unaware of available housing supports. Many students are unaware that housing support exists or don't know how to access it. Information may be buried on websites, tied to specific departments, or only offered after a crisis point. Several interviewees emphasized the importance of proactive, relationship-based referrals—particularly from staff or faculty whom students already trust. This information gap limits

the reach of existing resources and tends to affect students who lack established support networks or are new to navigating college systems. Clear, coordinated communication and outreach are essential to ensure students can benefit from available assistance before their housing situation becomes unstable.

Adapting on-campus housing to reflect evolving student realities. Some of While some of Washington's community and technical colleges offer on-campus housing, availability remains limited—and many existing models were originally designed with student-athletes or international students in mind. As student demographics and life circumstances have shifted, these housing options often no longer align with the needs of today's learners. Policies such as age limits, full-time enrollment requirements, household size restrictions, and rigid lease terms can unintentionally exclude parenting students, adult learners, and those enrolled in short-term or workforce training programs. Additionally, high rent and limited flexibility make current options financially or logistically inaccessible for many low-income students. To improve both access and utilization, colleges are beginning to revisit housing policies, design standards, and partnership models—seeking more inclusive, affordable, and adaptable solutions that reflect the complex realities students face today.

Exhibit 4: Survey Question 6 | How would you rate the level of need for housing for each of the following student groups?



Community Ecosystem and External Partnerships

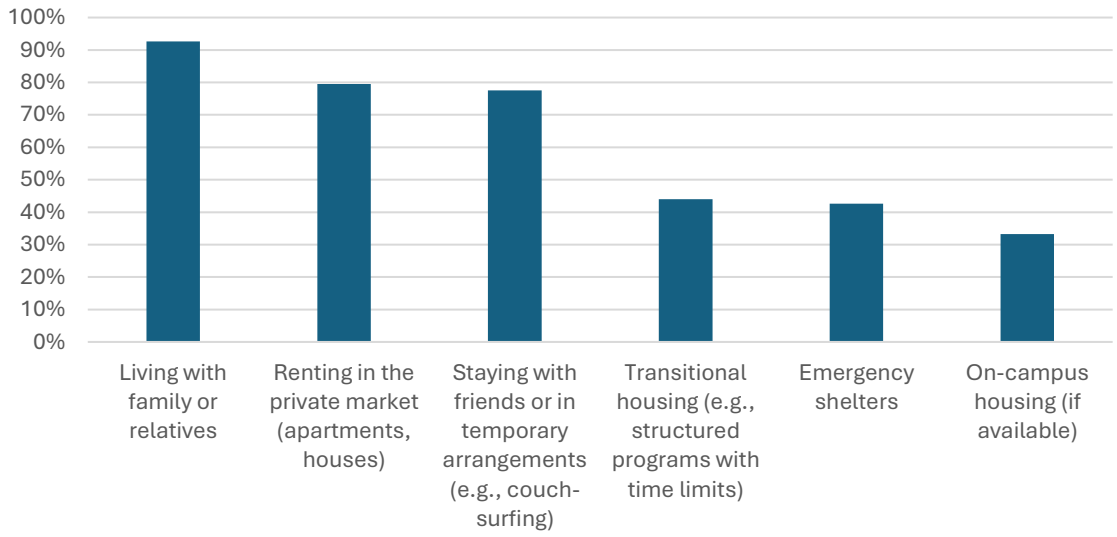
Third-party housing models present tradeoffs. To meet demand without access to public capital, some colleges have partnered with third-party management companies or pursued public-private models. While these arrangements can support faster development and reduce upfront costs, they often come with long-term constraints. Staff across multiple

campuses noted that privately managed housing can limit a college's ability to prioritize students experiencing instability or adjust policies in response to changing needs. Lease structures, pricing, and day-to-day management are often governed by external parties, which can make it difficult to ensure that housing remains student-centered, financially accessible, and responsive to the rhythms of academic life.

"The pressure to recuperate operational costs means that even the housing we do have isn't truly accessible for the students who need it most."

Housing instability is widespread and varied. Across nearly every college, staff described students navigating unstable housing situations in many forms including sleeping in cars, doubling up with friends or acquaintances, staying in shelters, or living in overcrowded or unsafe environments. These experiences affect students of all backgrounds and ages, including young adults, returning learners, parenting students, and international students. The cumulative toll—emotional, logistical, and academic—makes housing one of the most significant challenges facing students today. Without reliable access to safe and stable housing, students are less likely to persist, complete credentials, or fully engage in campus life.

Exhibit 5: Survey Question 5 | How do students currently find housing?



Financial aid often falls short of meeting housing costs. One of the most persistent barriers students face is the gap between financial aid awards and the real cost of securing housing. While aid packages may appear sufficient on paper, they often do not translate into housing access in practice. Landlords may not accept financial aid as proof of income, and even full aid packages are typically stretched thin—rarely covering both tuition and rent, let alone other basic needs.

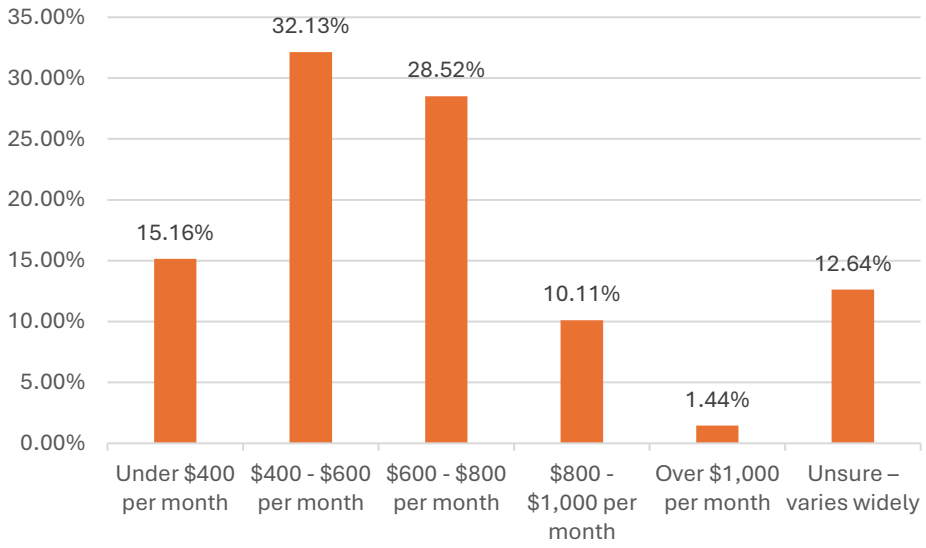
"We've had to write letters explaining VA benefits and financial aid as income because landlords often don't recognize it, making it nearly impossible to secure a lease."

Even at colleges that provide on-campus housing, rental costs are often set above what a standard aid package can support. This puts stable housing out of reach for many low-income students, even when resources technically exist.

Adding to the challenge, financial aid practices vary widely across institutions. Some colleges automatically include federal student loans in aid offers, while others require students to take additional

steps to access loan funds. This inconsistency can create confusion and impact how students evaluate their options. For students facing housing instability, the absence of an upfront loan offer may mean missing out on funds that could help them secure a safe place to live while attending school. Aligning financial aid practices with the true cost of living—and making those options transparent and easy to access—is essential to supporting student housing stability and success.

Exhibit 6: Survey Question 15 | What is the highest monthly rent range that would be affordable based on students you work most closely with?



Policy, Funding, and Regulatory Environment

Federal and state housing programs often don't align with higher education. Many of the primary tools used to expand access to affordable housing—including U.S. Department of Housing and Urban Development (HUD) programs such as Section 8 Housing Choice Vouchers, public housing, and project-based rental assistance, as well as other programs like the Low-Income Housing Tax Credit (LIHTC)—were not originally designed with full-time students in mind. As a result, students are often ineligible unless they meet narrow exemption criteria, such as being a parent, a veteran, or formerly in foster care. This creates a significant gap: students may be recognized as low-income and in need within the education system but are not treated as eligible within housing systems. As a result, many students who are working, studying, and striving to improve their long-term outcomes are excluded from the very programs intended to support low-income households.

"Students aren't typically eligible for LIHTC housing unless they meet specific exceptions."

Students face barriers in accessing community-based housing supports. In many communities, students also face barriers when trying to access local housing resources. Coordinated entry systems, domestic violence shelters, and transitional housing programs are often designed to prioritize individuals who meet specific definitions of homelessness

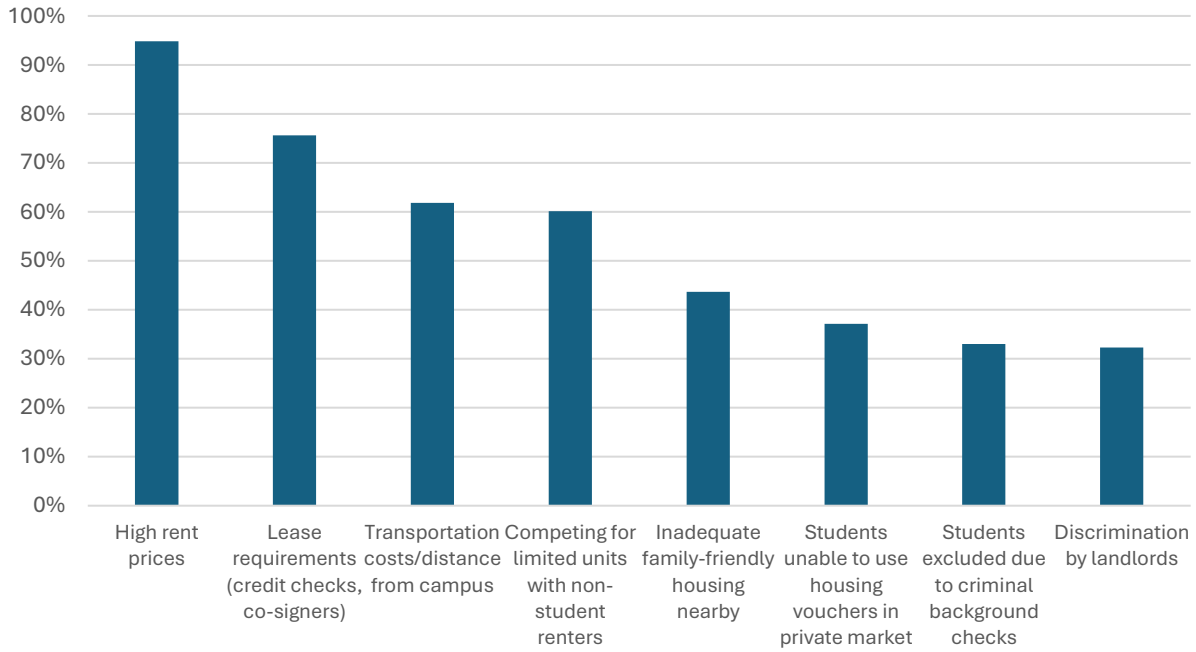
“We lose so many students because they’re stuck in this middle area – not in crisis enough for emergency housing, but still unable to secure stable housing.”

or vulnerability. Students who are couch-surfing, sleeping in vehicles, or living in unsafe or overcrowded conditions frequently fall outside these eligibility definitions. While they may be experiencing clear housing instability, they are often deprioritized or turned away under the assumption that they have access to other supports. These gaps are especially challenging for students without family support, those returning from foster care or institutional systems, or students supporting dependents.

Screening criteria for affordable housing often disqualify students. Even when affordable units are available, students can face barriers due to standard tenant screening processes. Minimum income thresholds (often 2.5 to 3 times the monthly rent), requirements for credit or rental history, clean background checks, and rules regarding past housing-related debt are commonly used by property managers. These criteria can be difficult for students to meet, especially those who are early in their financial lives, working low-wage jobs, or recovering from periods of instability. Without intentional adjustments or collaborative referral pathways, students are often screened out of housing they could otherwise afford and benefit from.

Bridging the gap will require cross-system coordination. Students navigating higher education today are not a monolithic group—they include young adults, parents, workers, immigrants, and people seeking a second chance. Yet current housing policy often fails to reflect that complexity. Bridging this disconnect will require coordination across education, housing, and human service systems, as well as intentional design of housing programs that account for student realities. This may include revisiting eligibility criteria, expanding partnerships between colleges and housing authorities or providers, and integrating student housing needs into broader affordability strategies at the local, state, and federal levels.

Exhibit 7: Survey Question 17 | What types of off-campus housing challenges do students most commonly experience?



Challenges with braiding funding. Programs like financial aid and Basic Food Employment and Training (BFET) are intended to help students cover tuition and living costs. BFET is Washington State's version of the federally authorized SNAP Employment and Training (SNAP E&T) program. It allows eligible recipients of the Supplemental Nutrition Assistance Program (SNAP)—known as Basic Food in Washington—to access workforce education and job training programs while receiving support for expenses such as tuition, books, transportation, and other school-related costs.

In theory, BFET can be combined with other financial aid sources—such as Pell Grants, the Washington College Grant, and federal student loans—to support a student's full cost of attendance. In practice, however, these resources are rarely coordinated. Misaligned eligibility criteria, complex administrative processes, and conflicting disbursement timelines often make it difficult for students to use multiple supports together. For example, qualifying for one program may make a student ineligible for another, even if their financial situation has not changed.

"The perfect financial aid stacking scenario only works in the first quarter—after that, students lose eligibility for some programs."

As a result, students are frequently left with gaps in their budgets, especially when it comes to housing. Colleges are often forced to rely on stopgap solutions like emergency grants or philanthropic funding to fill these gaps. While these efforts are critical in the short term, they are not scalable and do not replace the need for a well-coordinated public system of support.

Unintended consequences in Washington's financial aid system. Washington's financial aid programs are among the most robust in the nation. The College Bound Scholarship, combined with the Washington College Grant, is designed to create a clear and affordable pathway to higher education for low-income students who meet specific academic and behavioral milestones. Together, these programs can fully cover tuition and some fees at public institutions.

Despite earning these scholarships, some students are turning down admissions offers to four-year universities—not because of tuition costs, but because they cannot afford mandatory first-year housing and meal plans. What was intended as a straightforward path to opportunity can, in practice, become financially out of reach.

Without affordable, flexible housing options and better coordination between education and housing funding systems, even Washington's strongest investments in college affordability fall short for students who lack stable housing. To fully support student success, public programs must be designed—and aligned—with the realities of today's learners.

Local Innovation Case Studies

SPSCC Master Leasing Model

Location: Olympia, WA
Model: Master Leasing
Target Group: Prioritization Model (Out of State, Out of Country) and Local Students
Outcome: 100+ students housed annually across 4 apartment complexes

To address growing student housing insecurity, South Puget Sound Community College (SPSCC) has adopted a master leasing model that allows the college to lease units from local property owners and sublease them directly to students. This approach provides quick access to stable housing without the cost or delay of new construction, while offering flexibility that aligns with academic schedules.

SPSCC's model is designed with flexibility in mind. Apartments are leased on annual terms by the college but offered to students on a quarterly basis, aligning with academic schedules and financial aid disbursements. Students can renew quarter-to-quarter without requiring upfront deposits or co-signers. Rent is charged to students' accounts alongside tuition, removing common barriers like credit checks and income documentation.

SPSCC's approach has housed more than 100 students annually across four apartment complexes. Though it requires coordination and administrative capacity, the model demonstrates how colleges can partner with the private market to provide near-campus housing that is student-centered, responsive, and scalable.

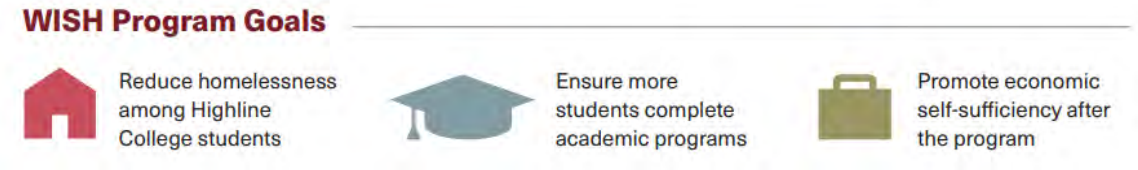
King County Housing Authority Partnership

Location: Des Moines, WA
Model: Time-limited Housing Choice Voucher
Target Group: Housing Insecure Students
Outcome: 70 students housed annually, including parenting students

Launched in 2020, the While in School Housing (WISH) program is a groundbreaking partnership between Highline College and the King County Housing Authority (KCHA) that directly addresses student homelessness. By leveraging KCHA's federal flexibility as a Moving to Work (MTW) agency, WISH provides time-limited Housing Choice Vouchers to up

to 70 eligible students at Highline, along with security deposit assistance and six months of continued housing support following graduation.

What makes WISH stand out is its integration of housing assistance with on-campus wraparound services. Highline staff offer housing navigation, case management, and personalized outreach to ensure that students not only secure housing but are also supported in persisting through their academic programs. The initiative has drawn national recognition for its impact and offers a clear pathway to reduce student homelessness, improve retention, and support long-term economic mobility.



This model holds strong potential for replication across other MTW-designated housing authorities in Washington, including those in King County, Seattle, Tacoma, Vancouver, and Snohomish County. These agencies have the flexibility to create tailored voucher programs, adjust eligibility criteria, and collaborate with local colleges to align housing supports with academic calendars and student needs.

Community and Technical Colleges in MTW Housing Authority Jurisdictions

Housing Authority	Jurisdiction	Community & Technical Colleges
King County Housing Authority	King County (outside Seattle)	- Bellevue College - Green River College - Highline College - Lake Washington Institute of Technology - Renton Technical College - Shoreline Community College - South Seattle College (partial)
Seattle Housing Authority	Seattle city limits	- Seattle Central College - North Seattle College - South Seattle College (partial)
Tacoma Housing Authority	Tacoma city limits	- Bates Technical College - Tacoma Community College
Vancouver Housing Authority	Clark County / Vancouver metro	- Clark College
Housing Authority of Snohomish County	Snohomish County	- Edmonds College - Everett Community College - Cascadia College

Bellingham Area Shared Housing Across Institutions

Location: Whatcom County, WA
Model: Multi-Institution Shared Residence Hall
Target Group: Students at community, technical, and 4-year institution
Outcome: Varies depending on need

Whatcom Community College's on-campus housing facility, Cedar Hall, is emerging as a dynamic hub for students from across the Bellingham area. In response to evolving enrollment patterns and regional affordability challenges, Whatcom has extended access to students from neighboring institutions—including Western Washington University (WWU), Bellingham Technical College (BTC), and Northwest Indian College. This shared approach to student housing offers a compelling model for how colleges can leverage infrastructure collaboratively to meet regional demand.

Students are drawn to Cedar Hall not only for its relative affordability, but also because of existing peer networks—particularly among BTC and NW Indian College students, who often have friends already living there. Nursing students completing prerequisites at Whatcom often choose to stay even after transitioning to BTC, and some WWU students prefer to remain in Whatcom's housing due to the welcoming environment and cost advantages.

This cross-institutional housing model offers valuable proof of concept for other regions with clustered colleges. It shows that by working together, campuses can more efficiently use limited housing stock, strengthen student success, and create a sense of belonging—regardless of which college a student attends. With targeted support for IT integration, staffing, and system-wide coordination, shared housing like this could become a cornerstone of Washington's broader strategy to address student housing insecurity.

Regional Innovation Case Studies

Reducing Barriers to Private-Market Housing

Housing Connector is an organization designed to increase access to private-market housing for people experiencing or at risk of homelessness—by reducing the barriers that typically prevent them from qualifying. Through partnerships with landlords and property managers, Housing Connector helps waive or ease common screening criteria such as eviction history, credit score, income requirements, and past housing debt. Participating landlords are supported with benefits like up to three months of vacancy loss coverage, damage mitigation funds, and assistance navigating tenant concerns.

While not currently focused on students, Housing Connector's model holds significant promise for addressing the needs of community and technical college students who are housing-insecure but fall outside the eligibility of traditional housing supports. Embedding a

Housing Connector-style model—particularly with a trained housing navigator on campus—could offer a direct, student-centered pathway into available housing. Importantly, the average cost to facilitate access (not the cost of housing itself) is approximately $4,000 per individual over two years. This covers services such as landlord engagement, reduced screening barriers, and navigation support. As a result, the model represents a cost-effective and scalable intervention that aligns with the urgency of student housing needs.

The program is growing rapidly, with operations expanding beyond Seattle/Tacoma into other major markets such as Denver, Dallas, Austin, Portland, and soon Orlando. In all markets, Housing Connector is fully integrated with Zillow's platform, allowing case managers, school staff, and community-based organizations to search for available units that meet student and client needs. This real-time listing system helps reduce the legwork for students and staff alike, enabling faster matches with participating landlords who have already agreed to reduced screening barriers.

Oregon's ARCS Model for Subsidized Housing

The *Affordable Rents for College Students (ARCS)* program, launched by College Housing Northwest (CHNW), offers a compelling example of regional innovation addressing student housing insecurity. Developed in partnership with local colleges and nonprofit organizations, ARCS combines subsidized housing with wraparound support services to help students stabilize and persist through college.

Through the program, students receive 50–100% rental subsidies, with no application fees or deposits, and access to case management, utility assistance, and essential supplies. As of FY 2023–24, over 200 students have been served—nearly 70% of whom are first-generation, and more than half of whom identify as BIPOC or LGBTQIA+.

The initiative recently expanded through funding from Project Turnkey, a state initiative launched by the Oregon Legislature to quickly expand the supply of emergency and transitional housing by converting hotels and motels into housing units. Administered by the Oregon Community Foundation, Project Turnkey provides capital grants to local governments and nonprofits to acquire underutilized properties for rapid conversion. Using this funding, College Housing Northwest (CHNW) was able to purchase and redevelop a former hotel in East Portland into Abigail Court—a 75-unit housing complex offering low- or no-cost housing for college students experiencing homelessness. This approach demonstrates how state-directed capital investments, when paired with mission-aligned operators, can create student-focused housing options at scale and speed—especially for those excluded from traditional affordable housing programs.

By combining mission-driven housing development, targeted public investment, and integrated student support, ARCS demonstrates how nonprofit partnerships can close housing gaps without relying solely on institutional infrastructure. This model offers a blueprint for scalable, equity-driven student housing efforts in other regions.

Recommendations

Washington's community and technical colleges serve a broad range of students, including young adults transitioning from high school, parenting students, working adults, and individuals returning from foster care, incarceration, or economic instability. Addressing student housing insecurity requires coordination across education, housing, and human services systems. The following recommendations outline clear challenges, actionable steps, and roles for colleges, policymakers, philanthropy, and advocates to better support student success. Because when students have stable housing, they are more likely to persist, complete credentials, and enter the workforce—making student housing not just an education issue, but essential workforce infrastructure.

(1) Define Housing Priorities

The challenge:
Colleges often pursue housing development or partnerships without first identifying which student populations they aim to support. Without this clarity, housing models may not match actual student needs.

Recommendation:
Colleges should define their housing goals based on who they intend to serve—whether students experiencing homelessness, parenting students, student-athletes, or international learners—and design solutions accordingly.

How to move this forward:

- Use enrollment, financial aid, and student services data to assess unmet needs.
- Involve students, staff, and basic needs coordinators in setting goals.
- Align housing models and partnerships with clearly defined populations and intended outcomes—recognizing that many existing facilities were designed for athletes or international students and may not serve broader CTC populations.

(2) Align Policy with Student Realities

The challenge:
Many housing programs exclude students due to outdated or overly restrictive eligibility rules. Students may be ineligible for vouchers, LIHTC units, or transitional housing even when experiencing housing instability.

Recommendation:
Modernize federal, state, and local housing policies to reflect the realities of today's students and ensure they are not excluded from critical supports.

How to move this forward:

- Coordinate with partners like the Washington Low Income Housing Alliance, LISC, and Enterprise Community Partners to align education and housing policy.

- Encourage Commerce, WSAC, and DSHS to collaborate on system-level solutions, potentially aligned with the Washington Economic Justice Alliance.

(3) Pair Capital with Operating Funds

The challenge:
While capital may be available for student housing development, most colleges lack the ongoing operating funds needed to manage properties and provide support services.

Recommendation:
Support colleges in accessing both construction funding and the ongoing resources needed to sustain housing over time.

How to move this forward:

- Advocate for dedicated state funding streams that cover both capital and operations.
- Expand access to resources like the Housing Trust Fund and Project-Based Vouchers by clarifying student eligibility.
- Encourage colleges to play a more active role in local and state housing policy discussions.
- Position student housing as a shared priority within education and affordable housing investment strategies.

(4) Align Financial Aid with Real Costs

The challenge:
Many students receive financial aid packages that do not reflect the true cost of attendance—particularly for off-campus housing. When financial aid fails to reflect the real cost of living, students are more likely to drop out or delay graduation—undermining the state's broader workforce development goals and investments.

Recommendation:
Ensure financial aid practices are transparent and inclusive of all living costs, including rent, transportation, and caregiving.

How to move this forward:

- Require colleges to publish full cost-of-living estimates and reflect those in aid packages.
- Standardize cost estimates across the system to improve consistency.
- Ensure loans are included in upfront offers so students can make informed choices.
- Explore options to align financial aid disbursements with housing payment schedules.
- Support financial aid offices in preparing standardized income verification letters that students can use with landlords to secure off-campus housing.

(5) Shift from Crisis Response to Stability

The challenge:
Emergency grants and crisis referrals are vital but reactive. Many students fall through the cracks before they receive timely support.

Recommendation:
Build long-term, proactive housing stability strategies on every campus—rooted in the work of basic needs navigators and supported by funding structures that prioritize prevention over crisis response.

How to move this forward:

- Leverage state-funded basic needs navigators as housing access points on every campus.
- Ensure navigators receive consistent training, tools, and technical assistance.
- SBCTC or WSAC should lead a statewide support initiative, partnering with national leaders like the Hope Center and Education Northwest.
- Fund pilot programs that pair navigation with sustained housing support.
- Allocate state funding toward preventative housing subsidies, not just emergency aid—using financial aid data or other eligibility markers to proactively identify and support housing-insecure students.

(6) Expand Housing Models to Reflect Student Realities

The challenge:
Housing supply remains limited and often doesn't reflect student realities—such as flexible schedules, children in the household, or short-term programs.

Recommendation:
Support the development of a broader range of student-centered housing models through college, community, and developer partnerships.

How to move this forward:

- Partner with nonprofit and public developers to build or master lease housing near campuses.
- Equip colleges with guidance, case studies, and technical assistance to pursue master leasing as a viable and flexible strategy—especially where new construction is not feasible.
- Expand zoning and permitting support for small-scale or transitional student housing.
- Encourage colleges to revise internal housing policies (e.g., age restrictions, curfews) that may unintentionally limit access.

(7) Make Housing Resources Visible and Navigable

The challenge:
Even when support is available, students often don't know where to look or who to ask. Access to information is inconsistent across campuses.

Recommendation:
Make housing supports easier to find, navigate, and connect with—by building on existing staff capacity and statewide infrastructure.

How to move this forward:

- Ensure each college's basic needs navigator is trained in housing referrals and connected to local providers.
- Develop centralized, user-friendly resource pages that are updated regularly and shared widely.
- SBCTC or WSAC should coordinate statewide training and technical assistance for navigators.
- Invest in culturally responsive, multilingual outreach that reduces stigma and builds awareness.

Call to Action

Addressing student housing insecurity requires more than isolated interventions—it demands a shared commitment to integrating housing access into the broader goals of higher education, economic mobility, and community well-being. Washington's community and technical colleges cannot solve this challenge alone. They need aligned policies, coordinated systems, dedicated funding, and committed partners.

Now is the time for state agencies, colleges, housing advocates, and philanthropy to work together to ensure that every student has access to a safe, stable place to live while pursuing their education. These recommendations provide a clear starting point. With bold leadership and cross-sector collaboration, Washington can become a national model for linking housing and education in ways that expand opportunity and create lasting change. Ensuring students have access to stable, affordable housing is essential not just for degree completion, but for building the skilled, resilient workforce Washington's economy depends on.

What Can You Do?

Solving student housing insecurity requires coordinated action—not just from colleges, but across sectors. Whether your organization works in education, housing, philanthropy, or policy, there is a role to play. This action map highlights immediate opportunities to contribute to a more stable and affordable future for Washington's community and technical college students.

Colleges and College Leaders	Housing Advocates and Community Partners
• Define which student populations your housing supports are intended to serve (e.g., parenting students, student-athletes, those experiencing homelessness). • Leverage your state-funded basic needs navigator to support housing access and stability. • Join or initiate local housing coalitions and partnerships with developers, housing authorities, and service providers. • Review internal housing and financial aid policies to identify unintentional barriers to access. • Support financial aid offices in preparing standardized income verification letters that students can use with landlords to secure off-campus housing. • Build partnerships with community-based organizations, service providers, and advocates to co-create student-centered housing solutions. • Participate in joint advocacy efforts to ensure housing policy and funding streams include and prioritize students at the local, state, and federal levels.	• Name students—especially those facing housing instability—as a priority population in housing and homelessness planning efforts. • Partner with colleges to co-design solutions that align with existing housing systems and resources. • Advocate for flexible housing models that reflect the realities of student schedules, income, and family structure. • Identify opportunities to integrate students into existing homelessness prevention and diversion efforts. • Help colleges access capital and navigate housing development processes. • Offer culturally responsive and trauma-informed support models tailored to student populations. • Establish and strengthen partnerships with colleges, funders, and public agencies to expand student housing access and stability. • Collaborate in joint advocacy campaigns that elevate student housing needs in housing and homelessness policy discussions.
Philanthropy and Private Funders	**State Agencies (Commerce, WSAC, SBCTC, DSHS)**
• Invest in pilot projects that bridge housing and education—including rental assistance, short-term housing models, and housing navigation supports. • Fund technical assistance (TA) for colleges exploring housing partnerships or navigating development and operating challenges.	• Build interagency coordination to ensure housing supports align with educational timelines, goals, and funding streams. • Expand access to existing tools like housing vouchers, project-based subsidies, and the Housing Trust Fund for student-serving projects. • Provide technical assistance, training, and tools to help colleges develop

• Support cross-sector convenings and strategy development between education and housing stakeholders. • Fund cross-sector partnerships that bring together colleges, advocates, and housing developers. • Use your influence to support joint advocacy efforts focused on increasing investments in student housing at all levels of government.	housing strategies tailored to their student populations. • Ensure that state housing and homelessness plans explicitly include college students as a priority population. • Promote data sharing agreements to better understand and track student homelessness. • Facilitate partnerships across education, housing, and human services agencies to remove silos and increase impact. • Support and participate in aligned advocacy strategies to shape policies and funding streams that better serve students.

Appendix A: Online Statewide Survey Questions

Section 1: Respondent & Affiliation Information

1. What is your role? (Select the option that best fits)
☐ Staff or faculty at a Community or Technical College
☐ Staff at a community-based organization that supports CTC students
☐ Other (please describe)

2. Which area(s) of student support do you work in? (Select all that apply)
☐ Basic Needs (food, housing, benefits access)
☐ Financial Aid/Scholarships
☐ Student Services (advising, counseling, career services)
☐ Workforce Programs (WorkFirst, Opportunity Grant, workforce development)
☐ Housing or Facilities
☐ Programs supporting foster youth, homeless youth, or justice-involved students (e.g., Passport to Careers)
☐ Teaching/Instruction
☐ Campus Safety/Security
☐ Administration/Leadership
☐ Community-based housing organization, service organization, or other (please describe)

3. Which college do you primarily work with or support? (Select one)

4. Do you work with or support students from more than one college?
☐ Yes
☐ No
If yes, please select all additional colleges you support.

Section 2: Student Housing Demand & Experience

5. How would you describe the demand for affordable student housing in your college's service area?
☐ Extremely high ☐ High ☐ Moderate ☐ Low ☐ Very low / Not aware

6. How do most students currently find housing? (Select all that apply)
☐ Renting in the private market (apartments, houses)
☐ Living with family or relatives
☐ Staying with friends or in temporary arrangements (e.g., couch-surfing)
☐ On-campus housing (if available)
☐ Transitional housing (e.g., structured programs with time limits)
☐ Emergency shelters
☐ Other (please specify)

7. How would you rate the level of need for housing for each of the following student groups? (Matrix with scale: Very High Need, High Need, Moderate Need, Low Need, No Need, Unsure)
- Single students without children
- Students transitioning directly from K-12 to community college
- Students commuting long distances

- International students
- Student athletes
- Students needing short-term/bridge housing
- Students transitioning out of homelessness
- Students exiting foster care
- Students exiting the criminal justice system
- Students with dependents and/or parenting students (family housing)
- Other (please specify)

8. Are there eligibility barriers (such as criminal background checks, credit checks, or voucher acceptance) that prevent students from accessing housing?

9. When students express housing needs, what do they say about how long they need housing for?
☐ One academic quarter (short-term bridge)
☐ One academic year
☐ More than one year, until graduation
☐ Not sure – varies widely
☐ Other (please specify)

Section 3: Housing Preferences

10. Does your college currently have on-campus housing?
☐ Yes ☐ No ☐ Not sure

11. How would you describe the demand for on-campus housing at your college?
☐ Strong demand — students regularly ask about it or say they need it
☐ Some demand — a few students express interest, but it's not a major issue
☐ Low demand — most students seem to prefer off-campus options
☐ We already have on-campus housing, but there's demand for more housing or different types
☐ Other (please describe)

12. What amenities or features would make student housing most useful and desirable for students? (Select all that apply)
☐ Private units (studios/1-bedroom)
☐ Shared units (roommates to reduce cost)
☐ Family-sized units (2+ bedrooms)
☐ In-unit kitchens
☐ Communal kitchens, meal program, or dining spaces
☐ Access to childcare on-site or nearby
☐ Study spaces and quiet areas
☐ Parking or transit access
☐ Laundry facilities
☐ Pet-friendly options
☐ Residential services (on-site case management, housing navigator)
☐ Accessibility features for students with mobility challenges
☐ Other (please specify)

13. Should on-campus housing be designed to accept housing vouchers (like Section 8 or other rental subsidies)?
☐ Yes ☐ No ☐ Unsure

14. What would be the ideal lease flexibility for students?
☐ Quarter-to-quarter lease (aligned with academic calendar)
☐ 6-month lease
☐ Full academic year lease (9-12 months)
☐ Other (please specify)

15. Are there students who would be interested in summer housing if it were available?
☐ Yes, many students need summer housing
☐ Some students need it, but not a lot
☐ No, most students leave for the summer
☐ Unsure

Section 4: Financial Pressures & Basic Needs

16. What is the highest monthly rent range that would be affordable based on students you work most closely with or your experience?
☐ Under $400/month
☐ $400–$600/month
☐ $600–$800/month
☐ $800–$1,000/month
☐ Over $1,000/month
☐ Unsure – varies widely

17. In your experience, how does housing affordability impact students' ability to persist and succeed in college?
☐ Significant negative impact
☐ Some negative impact
☐ Neutral/Unsure
☐ Little or no impact

18. What types of off-campus housing challenges do students most commonly experience? (Select all that apply)
☐ High rent prices
☐ Discrimination by landlords
☐ Lease requirements (credit checks, co-signers)
☐ Transportation costs/distance from campus
☐ Inadequate family-friendly housing nearby
☐ Competing for limited units with non-student renters
☐ Students excluded due to criminal background checks
☐ Students unable to use housing vouchers in the private market near campus
☐ Other (please specify)

Section 5: Campus Assets and Partnerships

19. Are there any buildings, land, or spaces on your campus that don't get used much and might work for student housing someday?
☐ Empty buildings
☐ Open land or grassy areas

☐ Parking lots or garages
☐ Buildings that used to be student housing
☐ Not sure
☐ Other (please describe)

20. Have you ever thought, “That building/space would make good student housing”? If yes, please describe:

21. Do you know if the college owns any land that isn’t being used right now and could possibly be used for housing in the future?
☐ Yes ☐ No ☐ Not sure

22. Are there any new projects happening near your campus—like buildings, transit stops, or affordable housing—that could connect to student housing?
☐ New transit stations or stops
☐ Empty buildings near campus
☐ New construction projects
☐ Affordable housing projects
☐ Not sure
☐ Other (please describe)

23. Are there local organizations or partners that could help the college create or run student housing?
☐ Local government
☐ Affordable housing nonprofits or developers
☐ Groups that work with students experiencing homelessness
☐ Private developers
☐ Transit agencies
☐ Other (please describe)

24. If the college wanted to team up with others to build or manage student housing, what types of partnerships do you think could work?
☐ Shared housing model with nearby CTCs
☐ Partnership with nonprofits or government
☐ Developer-led housing
☐ Transit agency partnerships
☐ Community-based shared housing
☐ Other (please describe)

25. What are the biggest things that make it hard for the college to create student housing?
☐ Zoning or land use rules
☐ Not enough funding
☐ Internal college processes
☐ Community concerns
☐ Infrastructure gaps (utilities, transit)
☐ Other (please describe)

Section 6: Open Feedback & Follow-Up

26. When students struggle with housing, how does it affect their ability to stay enrolled and succeed? (Please share any stories or examples)

27. Would you be willing to be contacted for a follow-up conversation?
☐ Yes ☐ No
If yes, please provide your name and email:

Appendix B

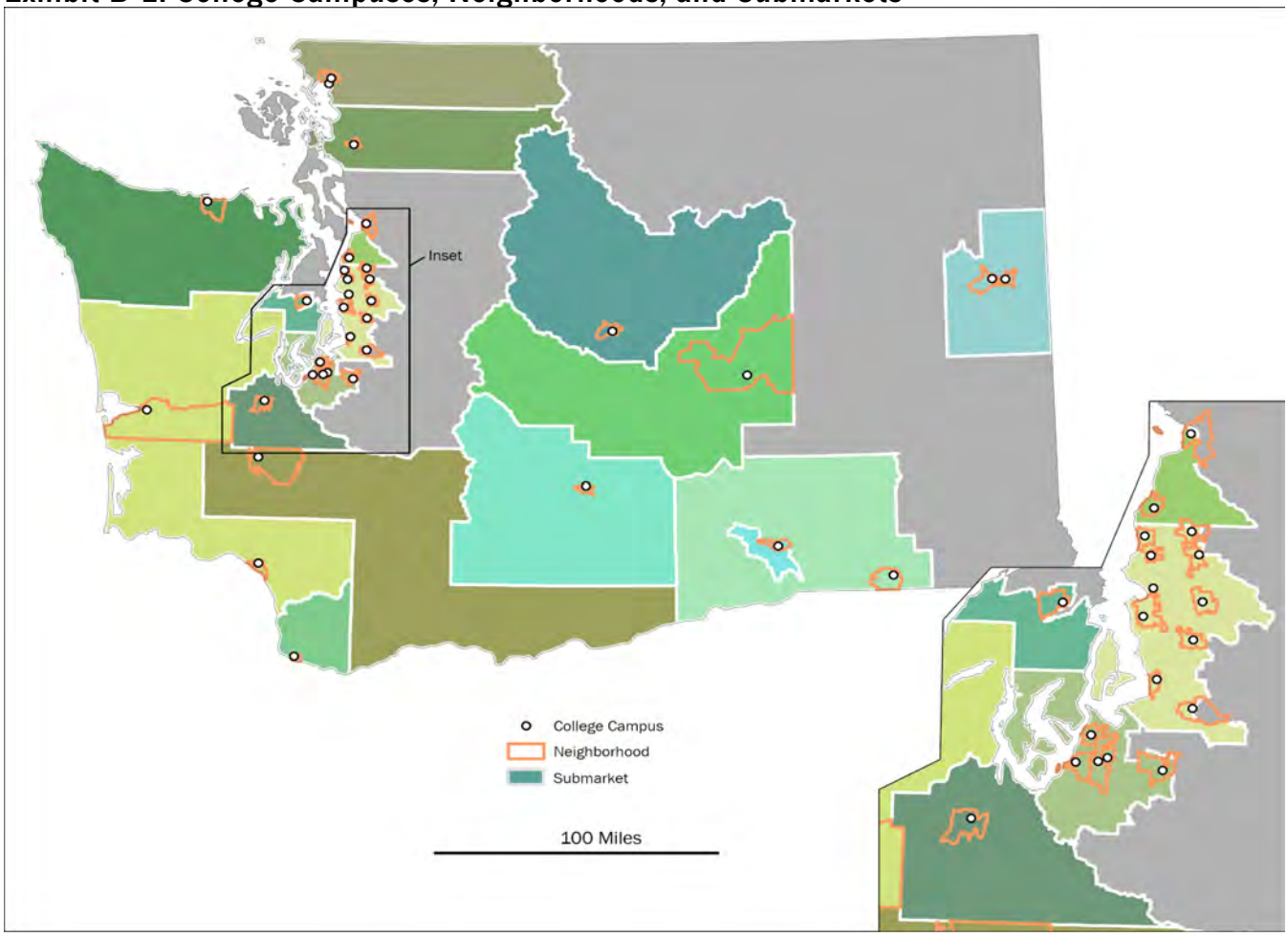
Campus Housing Profiles and Supplemental Charts

The creation of this report required the consultant team to analyze multiple data sources to provide insights on the intersection of community and technical colleges and housing affordability across the state. While the report focuses on higher level findings, the one page cut sheets in this appendix provide key data points on housing affordability and insecurity in the unique housing market each campus is located within.

How to Read the Campus Profile Cut Sheets

Each cut sheet provides information at three geographic scales – the campus, the Neighborhood and the Submarket. The Neighborhood geography is an area immediately surrounding the campus. Each Neighborhood is a collection of "census tracts"—a standard geography used by the U.S. Census Bureau—in the immediate vicinity of the college. The Submarket geography is larger, often spanning about a half of a county or even multiple counties. Submarkets are also based on geographies used by the U.S. Census Bureau—called Public Use Microdata Areas (PUMAs)—and provide insights regarding the housing market at a regional level.

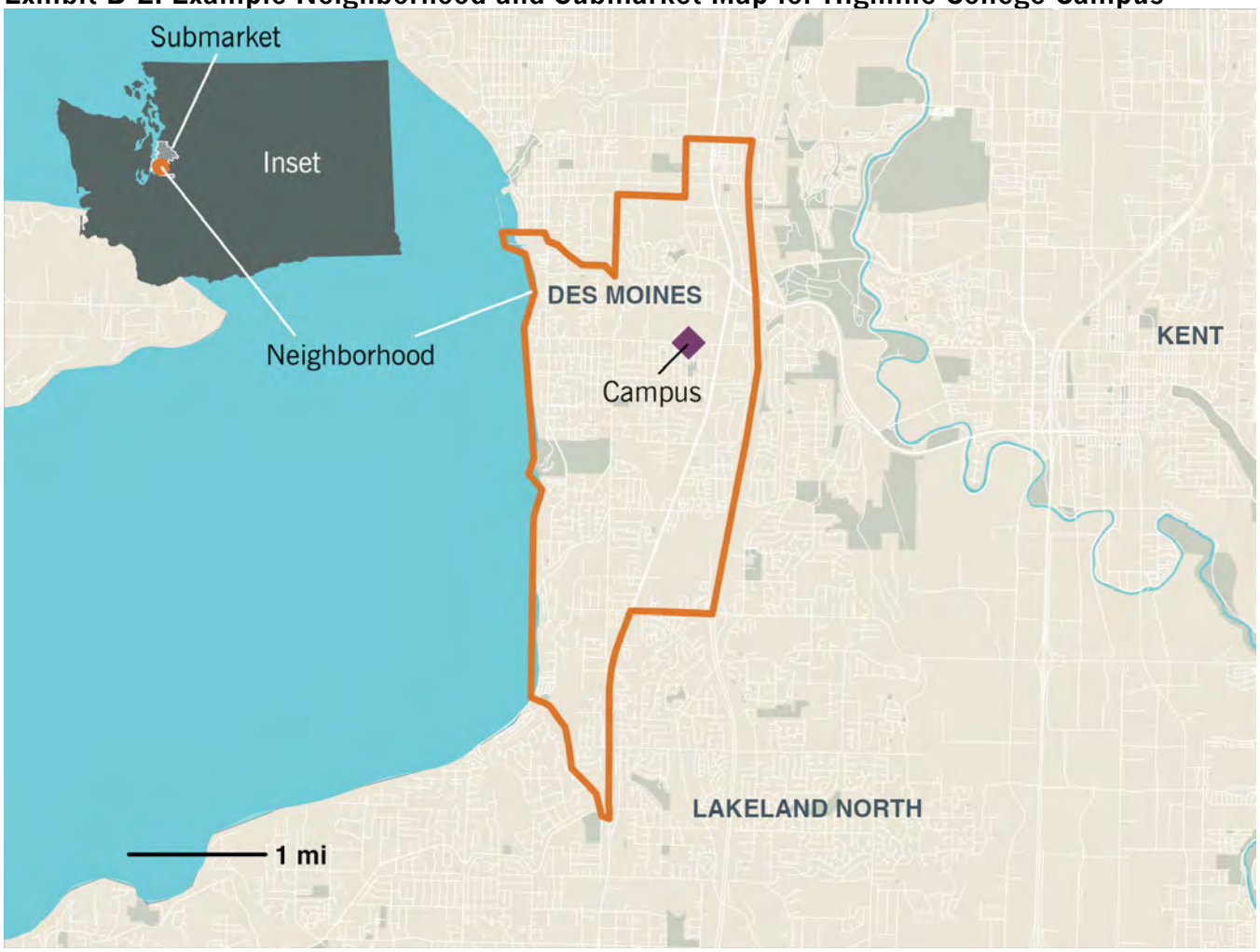
Exhibit B-1. College Campuses, Neighborhoods, and Submarkets



Source: ECOnorthwest

Each cut sheet has a map that displays the extent of the Neighborhood and Submarket geographies relative to the campus. As seen in the example below, the campus is represented as a purple diamond and is enclosed in an orange boundary reflecting the Neighborhood geography. Next to this is an inset map of Washington state—in pine green—with a lightly shaded area showing the size of the Submarket. Submarkets in densely populated areas are often small and not immediately apparent on the inset map. Submarkets in more rural areas are significantly larger and easily identifiable on the inset map. The area of the Neighborhood and Submarket area is also denoted in square miles in the section headers of the cut sheet.

Exhibit B-2. Example Neighborhood and Submarket Map for Highline College Campus



Source: ECOnorthwest

CAMPUS STATISTICS

Campus statistics were provided by SBCTC. Across the 34 campuses, the average 2023 enrollment was just under 6,500 students. The largest campus is Bellevue College with almost 17,000 students while the smallest is Grays Harbor College with just over 2,100 students. Part-time students account for 53 percent of enrollment on average. However, this can range from 40 percent to as high as 73 percent.

NEIGHBORHOOD STATISTICS

Population, Household, and Housing Units help provide context to the number of people living in the Neighborhood. Households are defined as all the people who occupy a housing unit as their usual place of residence. Housing units include apartments, condos, single-family homes, and mobile homes.

The number of households is usually lower than the number of housing units as not all housing units are occupied. The share of vacant housing units among all housing units is called the vacancy rate, a standard real estate metric used to quantify the demand for housing in an area. Some level of vacancy is natural and a sign of a healthy housing market as it provides opportunities for households to move to units that better suit their needs, keeps rents and prices competitive, and attracts new residents to the area. Too much vacancy can signal poor housing demand, too little vacancy can result in a "tight" housing market, where rents and prices grow quickly and households are left with few choices. There is no universally agreed upon "ideal" vacancy rate, but some research suggests that a 7 percent vacancy rate is natural and healthy.

The average asking rent helps contextualize the housing market students navigate as they search for housing near campus. It is important to note that vacancy rates include both rental and ownership units combined. Renters navigate a different set of constraints and choices compared to households looking to buy a house. As such, ECO reported the average asking rent for one-bedroom units in each campuses' neighborhood market area. For this statistic, ECO primarily focused on commercial rental properties as these are likely to represent a large share of the vacant rental units.

Along with asking rent, ECO also reported the annual growth rate of average one-bedroom unit rents in the neighborhood between 2015 and 2023. **Across the state, the average one-bedroom rent rose by 7.6 percent year-on-year in this time period. Nationally, it rose by 5.3 percent year-on-year**. A high average annual growth rate is likely to correlate with increasing housing unaffordability and insecurity.

Finally, ECO reported the number of housing units under contract for federal housing subsidy programs in the Neighborhood as an additional context for understanding housing availability and affordability.

SUBMARKET STATISTICS

Submarket statistics help contextualize the regional housing market as a whole, providing key statistics on housing security. At the top of this section, ECO reported the number of units the Submarket is expected to have added by 2050 in order to meet the needs of its forecast population. This statistic comes from the Washington State Department of Commerce's Housing for All Planning Toll (HAPT) which provides county level housing needs targets that ECO allocated to the Submarket. This data point contextualizes the need for housing development at a regional level.

Beyond the expected need, the present conditions in the Submarket further illuminate differences between regional conditions across state. **Each of the four data visualizations here compare households with students to the overall households within the Submarket. It also allows for comparison of each Submarket (in color) to other Submarkets (in grey)**. A red line indicates the median across all Submarkets and the numerically reported values

show the maximum and minimum estimate across all Submarkets. For this analysis, a student is defined as an individual enrolled in a public college excluding individuals enrolled in post-graduate programs; however, students attending public, four-year college programs are included. A student household is defined as households with the presence of at least one student. Importantly, student households can include individuals who are not students.

The first graph displays the rate of renter cost burden. Cost burden is a key indicator of housing affordability and insecurity. According to the U.S. Department of Housing and Urban Development (HUD), housing is considered affordable for a household if their housing costs, including utilities, do not exceed more than 30 percent of their income. **Households that spend 30 percent or more of their household income on rent are considered cost burdened**. This standard of affordability is arbitrary and does not capture what is realistically affordable to diverse households with different basic expenses, levels of debt, and other financial burdens.

While many students across the state are cost burdened, Submarkets with relatively high rates of renter cost burdening among student households or overall households need to be prioritized. **Renter households with high cost burden are often at risk of displacement and may have to compromise on other needs, such as food, to stay housed.**

Next, ECO showed the share of one person households in the Submarket. One person households are often at risk of cost burdening and displacement since the rent falls on a single person. Additionally, studios and one-bedroom units often have the highest rents per square foot. Larger households may also rely on a single person's income to stay housed (such as single parent households). ECO did not capture this in the cut sheet.

Renter households often tend to have higher housing insecurity in tight housing markets as they do not own their homes. If renter rates are significantly higher among student households compared to all households, ensuring housing security for students gains greater importance in these Submarkets.

Finally, the fourth graphic illustrates the representation of Black, Indigenous, and People of Color (BIPOC) both in the population at large and the student population specifically. **BIPOC communities have faced and continue to face discrimination and marginalization, especially through housing policies—such as redlining—at the state and federal level**. High representation of BIPOC communities in the Submarket at large and in the student body in particular raise key equity considerations.

Data Sources and Notes

The following section provides an overview of the data reported in the cut sheets and notes regarding data quality and interpretation.

The first row of data is based on the following sources:

- Total Enrollment: Integrated Postsecondary Education Data System (IPEDS)
- Part-time Enrollment: IPEDS
- Student Housing Insecurity: 2024 Washington Student Experience Survey, Community and Technical College Results, SBCTC Research

The data for Pierce College Fort Steilacoom and Pierce College Puyallup are the same because they reflect the data for Pierce College District.

The housing insecurity data for Yakima Valley College is based on a survey administered by the college in Fall 2024. Yakima Valley College had not participated in the 2024 Washington Student Experience Survey, but it conducted its own Student Financial Wellness Survey to determine housing insecurity and homelessness.

As noted in the introduction the Neighborhood geographies are generated by aggregating Census tracts surrounding the college. All college Neighborhoods include at least the census tract the college is physically present in and the immediate neighboring census tracts. For some colleges, ECO selectively included tracts that are neighbors of these first order neighbors, that is those that are two tracts of separation away from the College tract. These second order tracts were only included if the tracts had a higher representation of public college students residing in them relative to the statewide tract average and, provided that the inclusion based on this first criterion did not result in counter intuitive Neighborhood shapes (such as a donut shape).

- **Population:** Tract level estimates from the U.S. Census Bureau 2023 American Community Survey (ACS) (5-year). Margin of error not reported.
- **Households:** Tract level estimates from the 2023 ACS (5-year). Margin of error not reported.
- **Existing Housing Units:** Tract level estimates from the 2023 ACS (5-year). Margin of error not reported.
- **Average rent (1BR):** Property level rent data from CoStar, a widely used commercial real estate data platform which surveys property owners directly, multiple times per year. This data point reflects the average asking rent for one-bedroom units across commercial, multi-unit properties in the Neighborhood area. This data is more representative of larger rental properties; it is less accurate for small rental properties that are managed directly by small-scale property owners. These rates are generally higher than what is reported in the Census, but with a much larger sample size they

better reflect the housing stock that is available to rent at any given time. The number of CoStar property observations can vary significantly across different Neighborhoods. Rural campuses have fewer observations on average as the scale of commercial real estate activity can be lower in these communities.

- **Annual Rent Growth Rate:** This metric was calculated using 2023 ACS (5-year) rather than CoStar. In addition to the data consideration listed above, CoStar is a property-level dataset and tracking Neighborhood level rent changes over time can be tricky as properties enter and exit the market. Comparatively, ACS methodology for tracking and estimating rent over time is standardized and consistent. Margin of error not reported.
- **Vacancy rate:** Tract level estimates from the 2023 ACS (5-year). All data considerations under Annual Rent Growth Rate apply equally for vacancy. Margin of error not reported.
- **Subsidized Units:** Tract level estimates of total number of households participating in U.S. Department of Housing and Urban Development Programs such as Housing Vouchers, Project Based Section 8 program. Margin of error not reported.

The Submarket geographies are significantly larger, often the size of a county or even multiple counties. These geographies are based on special Census geographies called Public Use Microdata Areas (PUMAs) and are selected as they are the smallest unit at which ECO can perform complex analyses using the Public Use Microdata Sample (PUMS) for the 2023 ACS (5-Year). For this analysis a student household is defined as households with the presence of a student enrolled in public college. This classification excludes individuals enrolled in high school or in a post-graduate program; however, students attending public, four year college programs are included.

- **2050 Net Housing Needs:** This metric reports the housing needs forecast published by Washington State Department of Commerce's Housing for All Planning Tool. For Submarkets composed of entire counties, the housing need is a simple summation of each composite county's need. For Submarkets that are only a portion of a county, future housing need is allocated based on the share of the county housing units in the Submarket as per the 2020 Decennial Census counts.
- **Cost Burdened Renter Households:** This visualization is created using 2023 ACS (5-year) PUMS and compares renter cost burden for student households to all households. Households that spend 30 percent or more of their household income on rent are considered cost burdened. Margin of error not reported.
- **One Person Households:** Share of households with only one resident calculated using 2023 ACS (5-Year) PUMS. Margin of error not reported
- **Share of Renter Households:** Calculated using 2023 ACS (5-year). Margin of error not reported

- **Share of BIPOC:** Calculated using 2023 ACS (5-year) PUMS, this visualization helps contextualize whether the student populations attending public college in a given Submarket have a higher representation of BIPOC population relative to the total population and relative to other Submarkets. Margin of error not reported.

Bates Technical College - Southern Campus

Total Enrollment: 6,574	Part-time Enrollment: 52%	Housing Insecurity: 47%

Neighborhood Characteristics

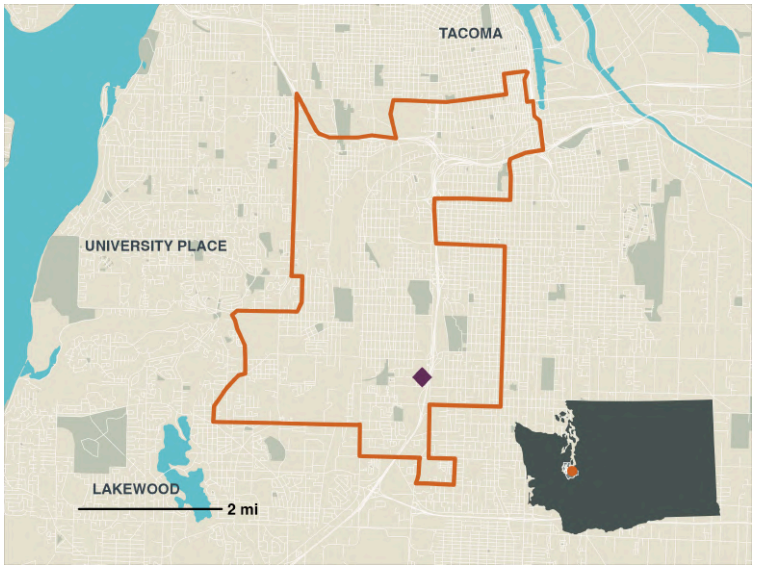
14 Square Miles

Population and Households

Population:	Households:	Existing Units:
63,803	26,627	28,004

Housing Market Trends

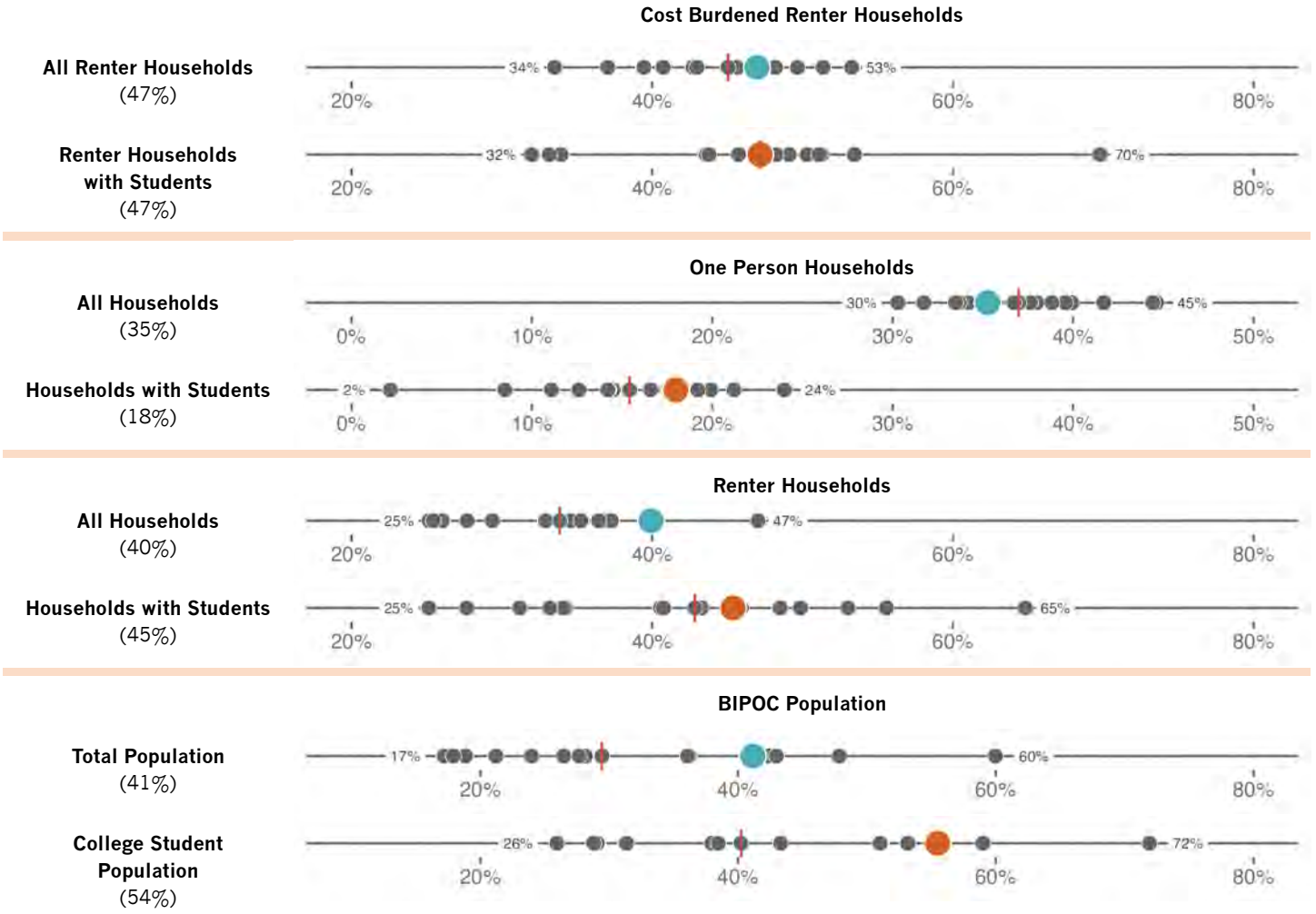
Average Rent (1BR):	Annual Rent Growth (2015-2023):
$1,387	9%
Vacancy Rate:	**Subsidized Units:**
5%	1,674



Submarket Characteristics

420 Square Miles

2050 Net Housing Needs: 122,222 units



Bellevue College

Total Enrollment: 16,959	Part-time Enrollment: 59%	Housing Insecurity: 31%

Neighborhood Characteristics

13 Square Miles

Population and Households

Population:	Households:	Existing Units:
48,728	17,756	18,754

Housing Market Trends

Average Rent (1BR):	Annual Rent Growth (2015-2023):
$1,812	7%

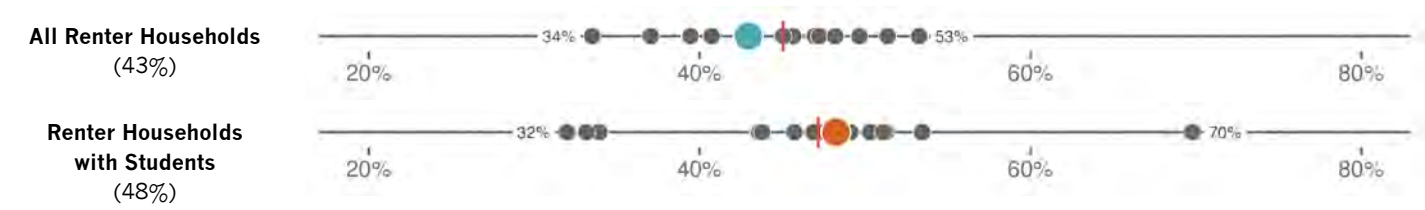
Vacancy Rate:	Subsidized Units:
6%	533

Submarket Characteristics

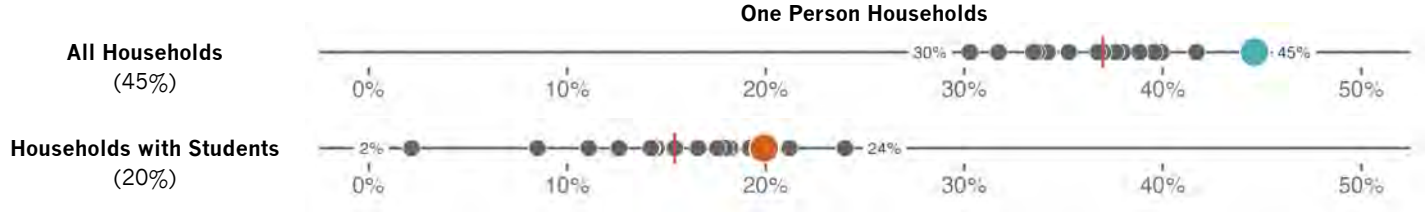
549 Square Miles

2050 Net Housing Needs: 356,831 units

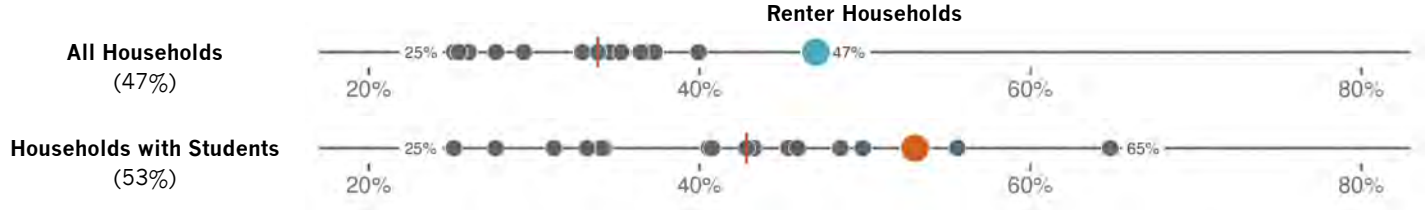
Cost Burdened Renter Households



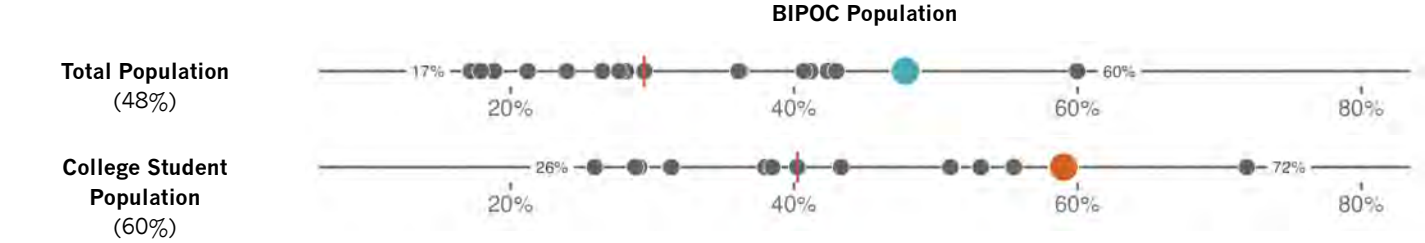
One Person Households



Renter Households



BIPOC Population



Bellingham Technical College

Total Enrollment: 2,568	Part-time Enrollment: 51%	Housing Insecurity: 51%

Neighborhood Characteristics

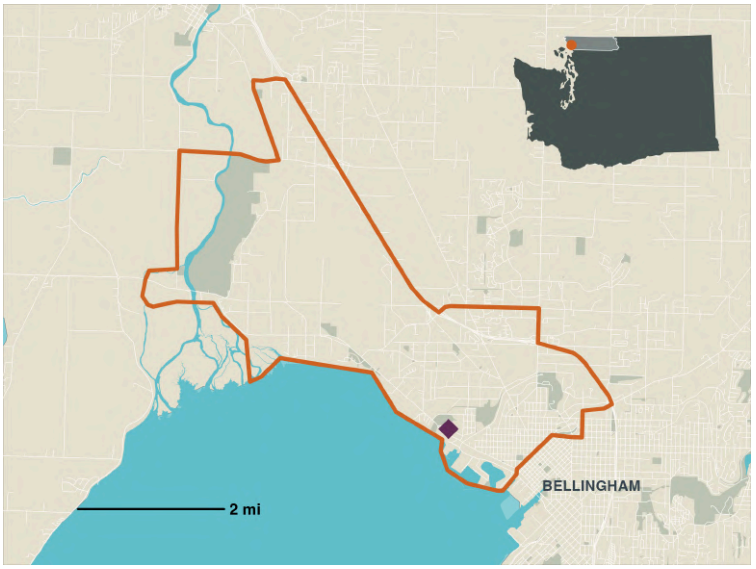
13 Square Miles

Population and Households

Population:	Households:	Existing Units:
19,688	8,706	9,073

Housing Market Trends

Average Rent (1BR):	Annual Rent Growth (2015-2023):
$1,490	10%
Vacancy Rate:	**Subsidized Units:**
4%	269

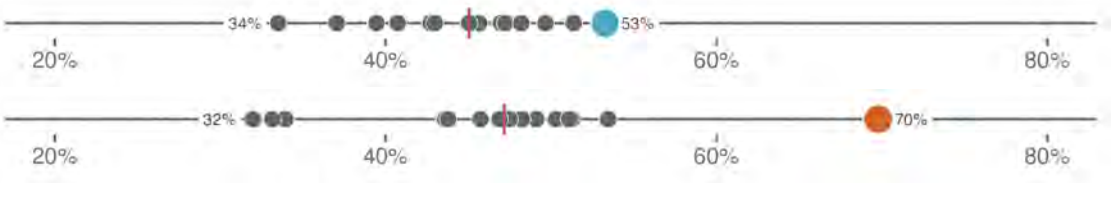


Submarket Characteristics

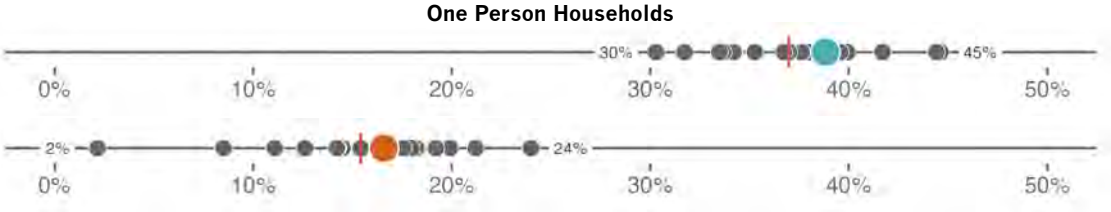
2,172 Square Miles

2050 Net Housing Needs: 41,943 units

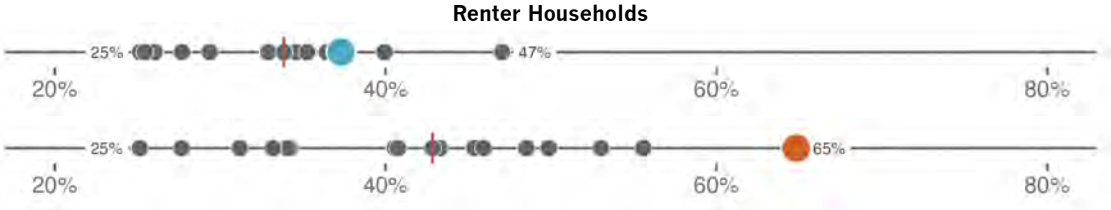
Cost Burdened Renter Households



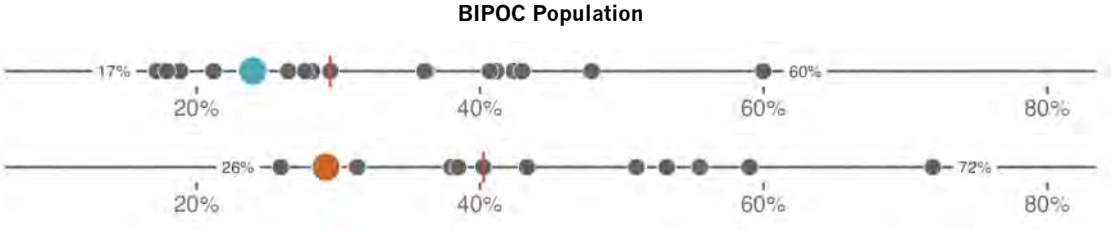
One Person Households



Renter Households



BIPOC Population



Big Bend Community College

Total Enrollment: 2,584	Part-time Enrollment: 45%	Housing Insecurity: 26%

Neighborhood Characteristics

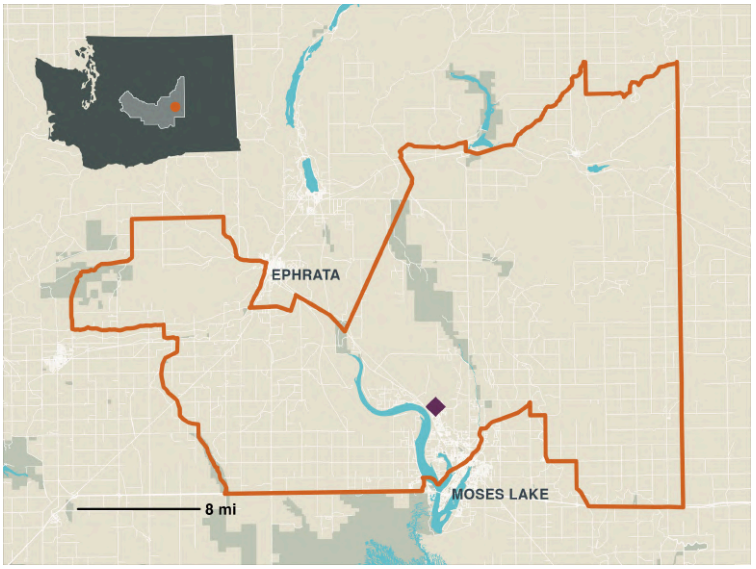
675 Square Miles

Population and Households

Population:	Households:	Existing Units:
29,235	9,920	10,636

Housing Market Trends

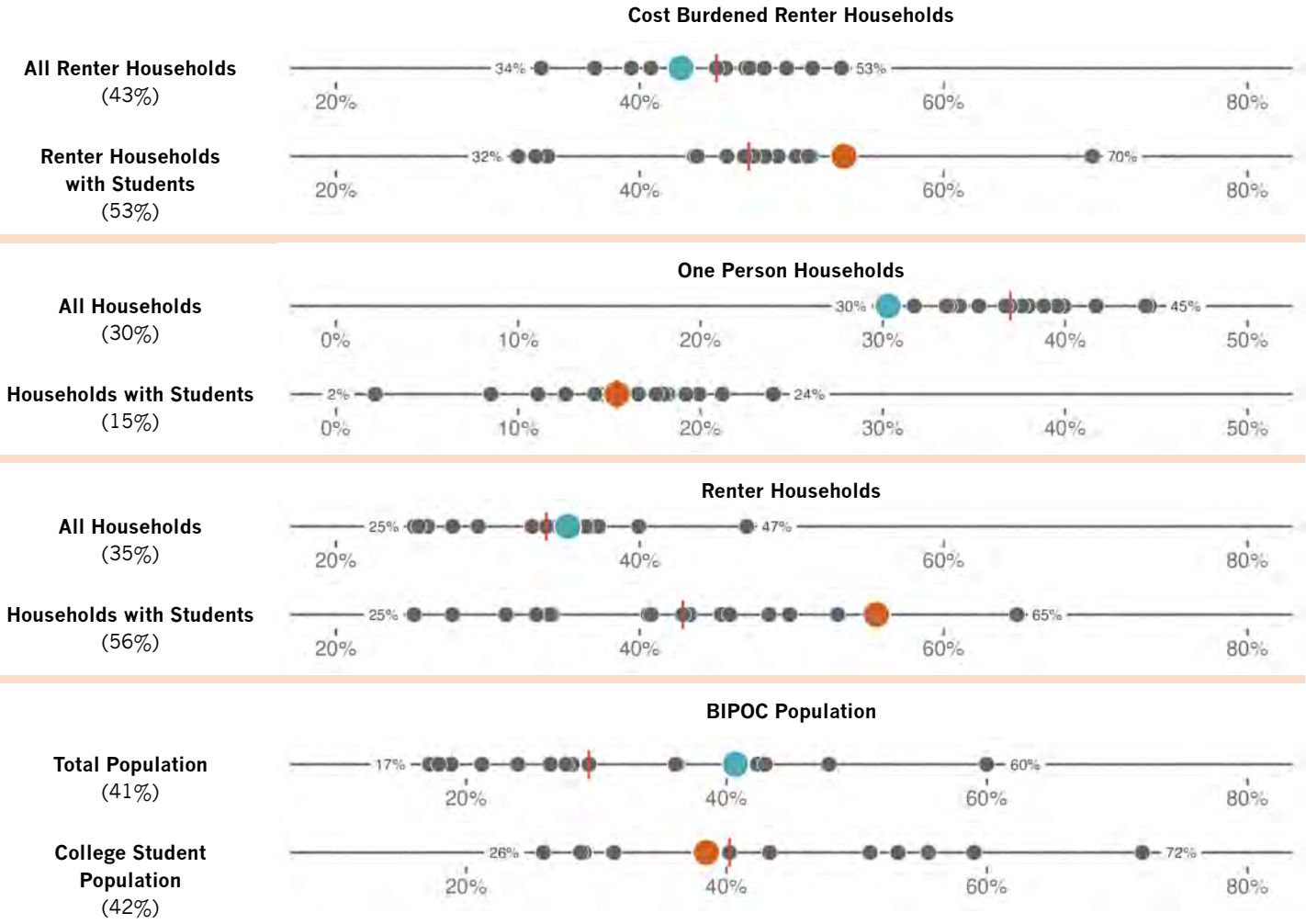
Average Rent (1BR):	Annual Rent Growth (2015-2023):
$1,180	7%
Vacancy Rate:	**Subsidized Units:**
7%	167



Submarket Characteristics

5,124 Square Miles

2050 Net Housing Needs: 19,913 units



Cascadia College

Total Enrollment: 3,043	Part-time Enrollment: 60%	Housing Insecurity: 29%

Neighborhood Characteristics

13 Square Miles

Population and Households

Population:	Households:	Existing Units:
52,585	21,574	23,126

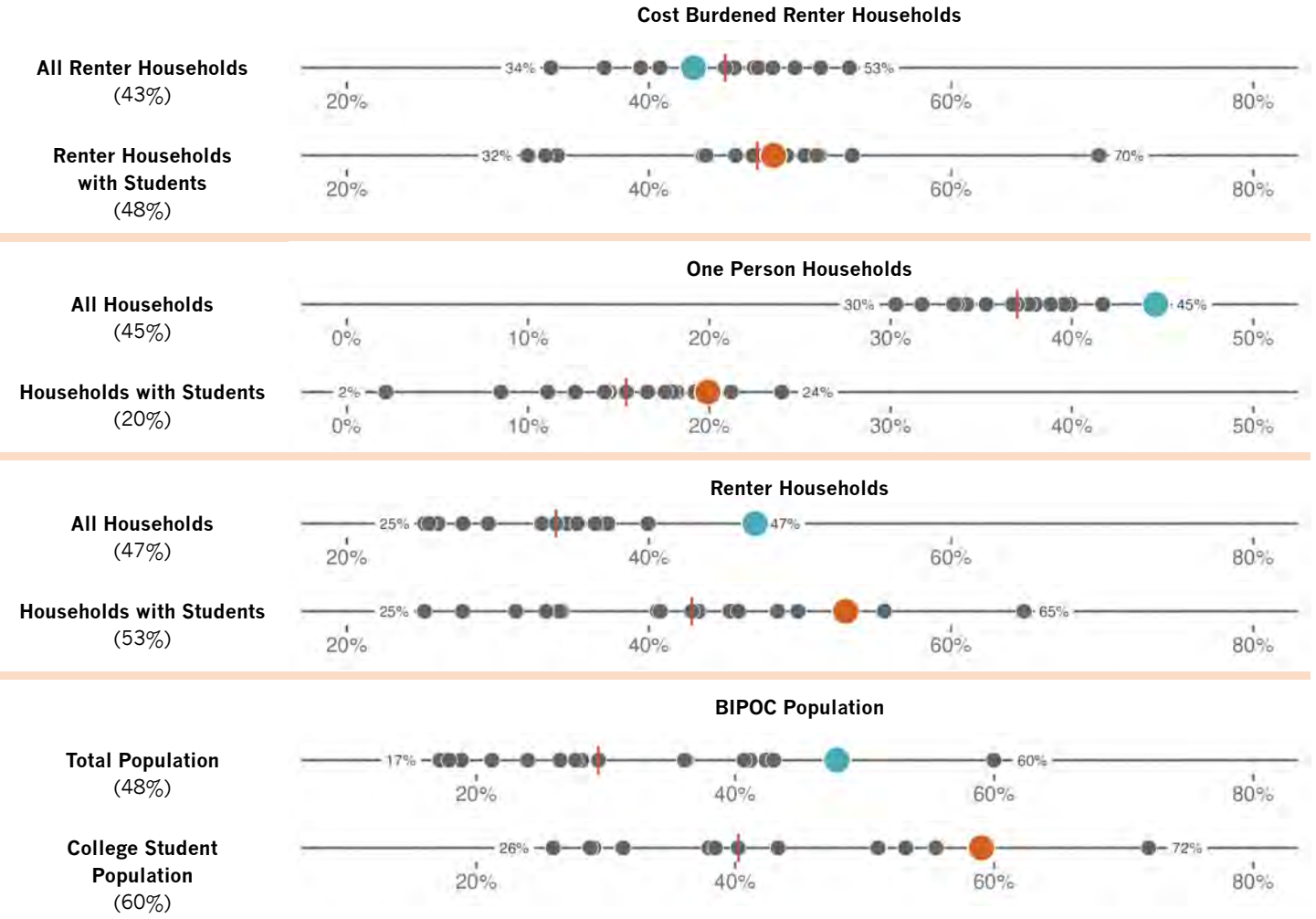
Housing Market Trends

Average Rent (1BR):	Annual Rent Growth (2015-2023):
$2,081	6%
Vacancy Rate: 7%	**Subsidized Units:** 397

Submarket Characteristics

549 Square Miles

2050 Net Housing Needs: 356,831 units



Centralia College

Total Enrollment: 3,324	Part-time Enrollment: 52%	Housing Insecurity: 32%

Neighborhood Characteristics

185 Square Miles

Population and Households

Population:	Households:	Existing Units:
27,751	10,720	11,237

Housing Market Trends

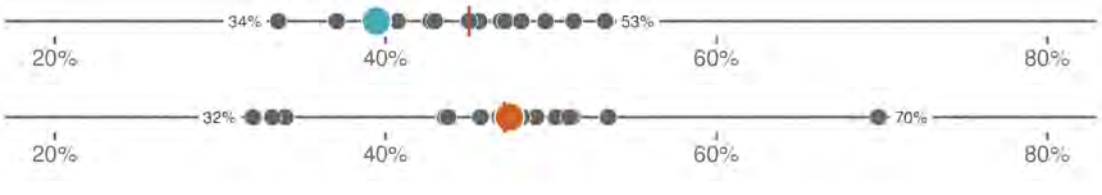
Average Rent (1BR):	Annual Rent Growth (2015-2023):
$724	6%
Vacancy Rate:	**Subsidized Units:**
5%	240

Submarket Characteristics

6,026 Square Miles

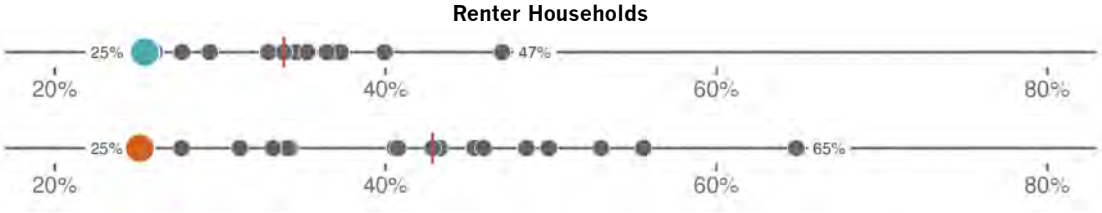
2050 Net Housing Needs: 10,766 units

Cost Burdened Renter Households

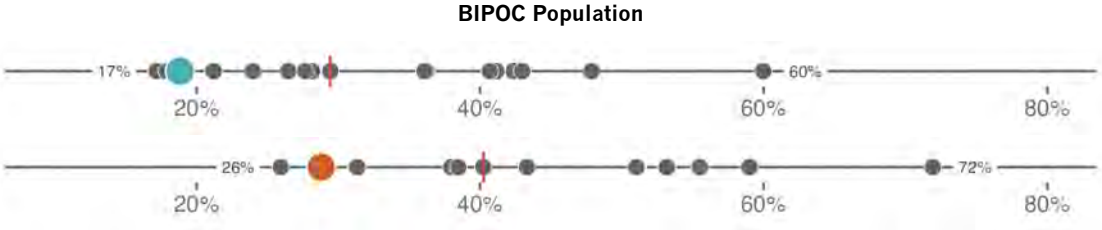


One Person Households

Renter Households



BIPOC Population



Clark College

Total Enrollment: 9,068	Part-time Enrollment: 54%	Housing Insecurity: 34%

Neighborhood Characteristics

8 Square Miles

Population and Households

Population:	Households:	Existing Units:
33,049	14,490	15,139

Housing Market Trends

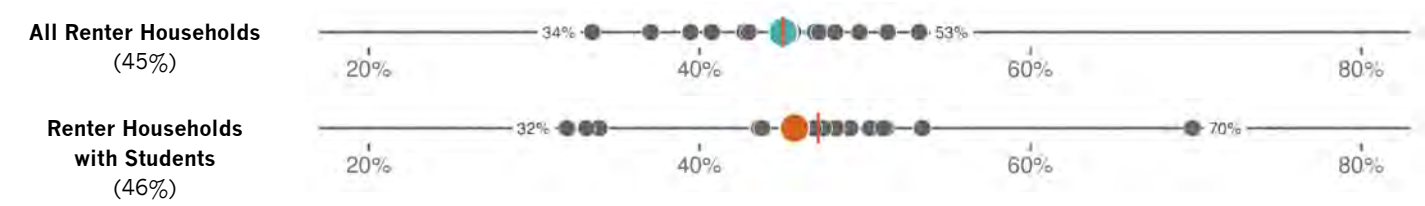
Average Rent (1BR):	Annual Rent Growth (2015-2023):
$1,196	7%
Vacancy Rate: 4%	**Subsidized Units:** 1,201

Submarket Characteristics

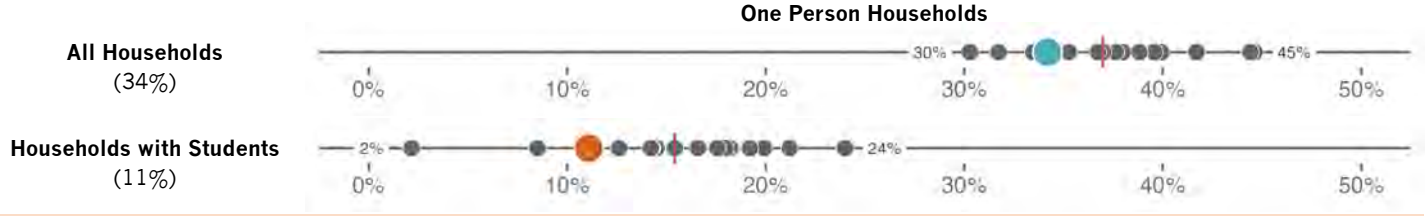
655 Square Miles

2050 Net Housing Needs: 125,334 units

Cost Burdened Renter Households

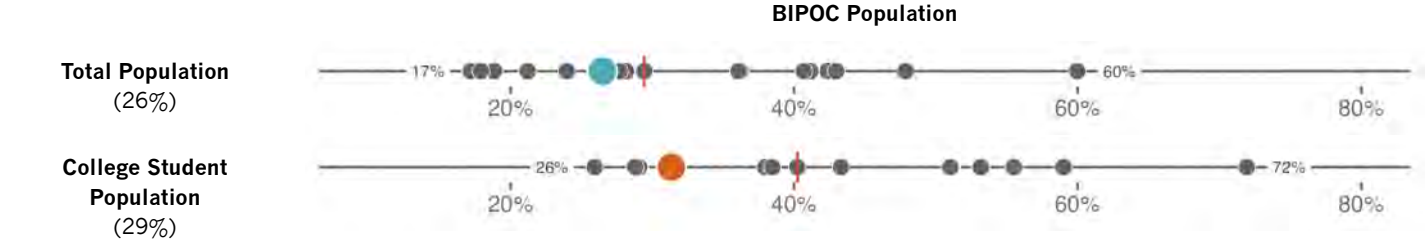


One Person Households



Renter Households

BIPOC Population



Clover Park Technical College

Total Enrollment: 4,286	Part-time Enrollment: 43%	Housing Insecurity: 51%

Neighborhood Characteristics

15 Square Miles

Population and Households

Population:	Households:	Existing Units:
42,605	16,968	18,139

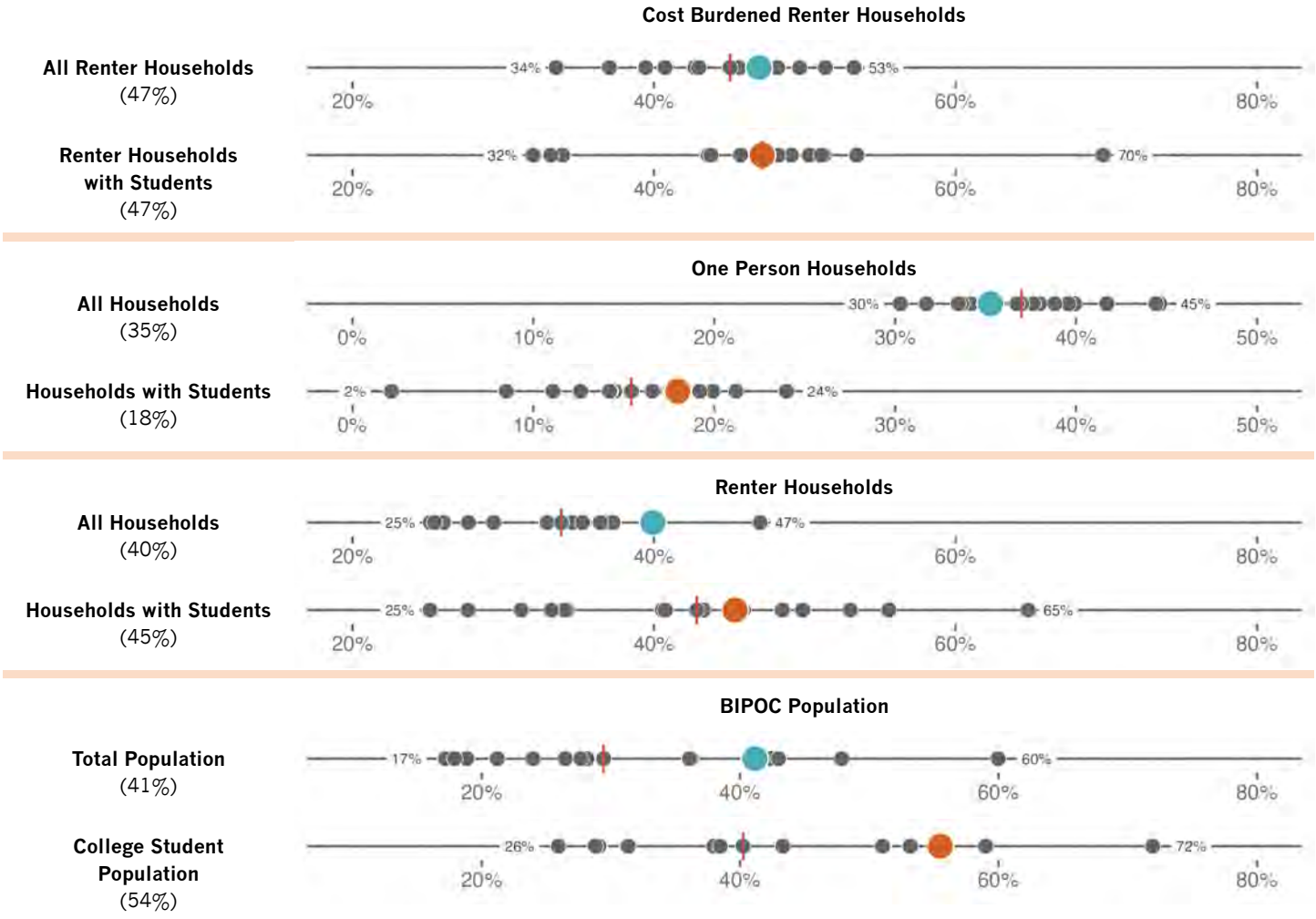
Housing Market Trends

Average Rent (1BR):	Annual Rent Growth (2015-2023):
$1,189	8%
Vacancy Rate:	**Subsidized Units:**
7%	1,115

Submarket Characteristics

420 Square Miles

2050 Net Housing Needs: 122,222 units



Columbia Basin College

Total Enrollment: 8,250	Part-time Enrollment: 49%	Housing Insecurity: 37%

Neighborhood Characteristics

26 Square Miles

Population and Households

Population:	Households:	Existing Units:
56,168	17,055	18,019

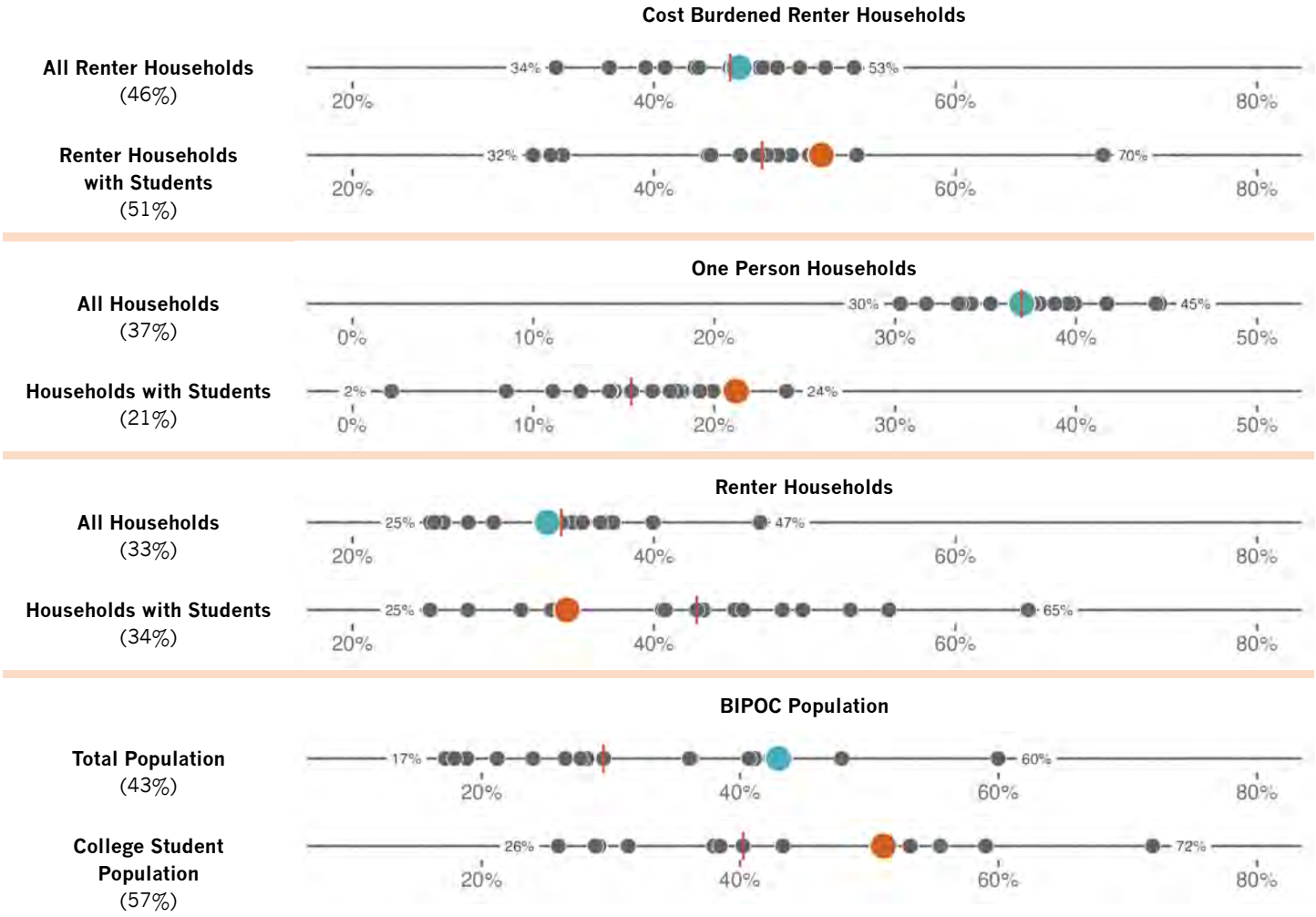
Housing Market Trends

Average Rent (1BR):	Annual Rent Growth (2015-2023):
$1,134	4%
Vacancy Rate:	**Subsidized Units:**
6%	450

Submarket Characteristics

210 Square Miles

2050 Net Housing Needs: 56,350 units



Edmonds College

Total Enrollment: 9,553	Part-time Enrollment: 66%	Housing Insecurity: 35%

Neighborhood Characteristics

9 Square Miles

Population and Households

Population:	Households:	Existing Units:
43,771	18,077	19,028

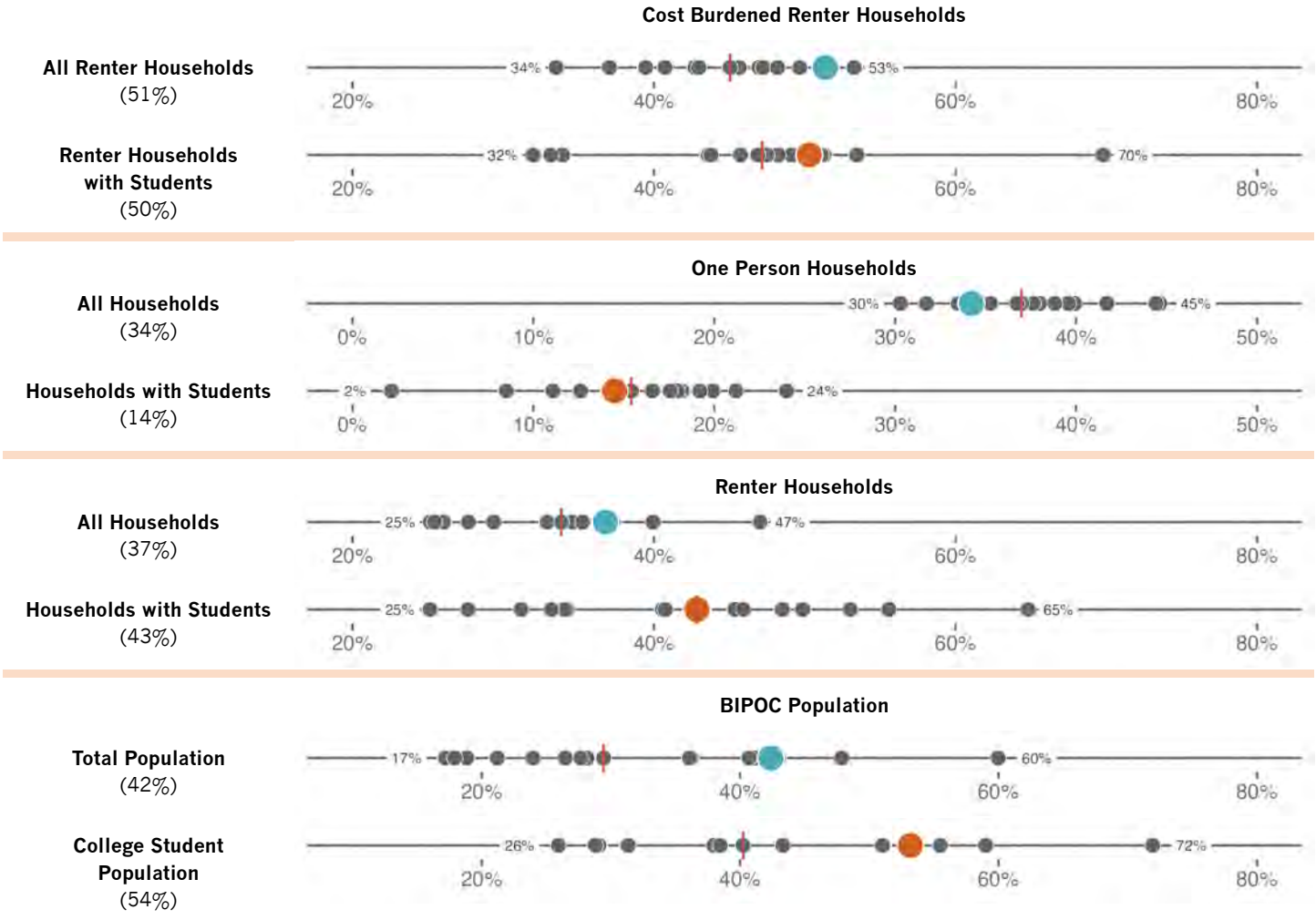
Housing Market Trends

Average Rent (1BR):	Annual Rent Growth (2015-2023):
$1,584	8%
Vacancy Rate:	**Subsidized Units:**
5%	1,195

Submarket Characteristics

153 Square Miles

2050 Net Housing Needs: 111,982 units



Everett Community College

Total Enrollment: 11,575	Part-time Enrollment: 58%	Housing Insecurity: 39%

Neighborhood Characteristics

26 Square Miles

Population and Households

Population:	Households:	Existing Units:
31,284	12,538	13,708

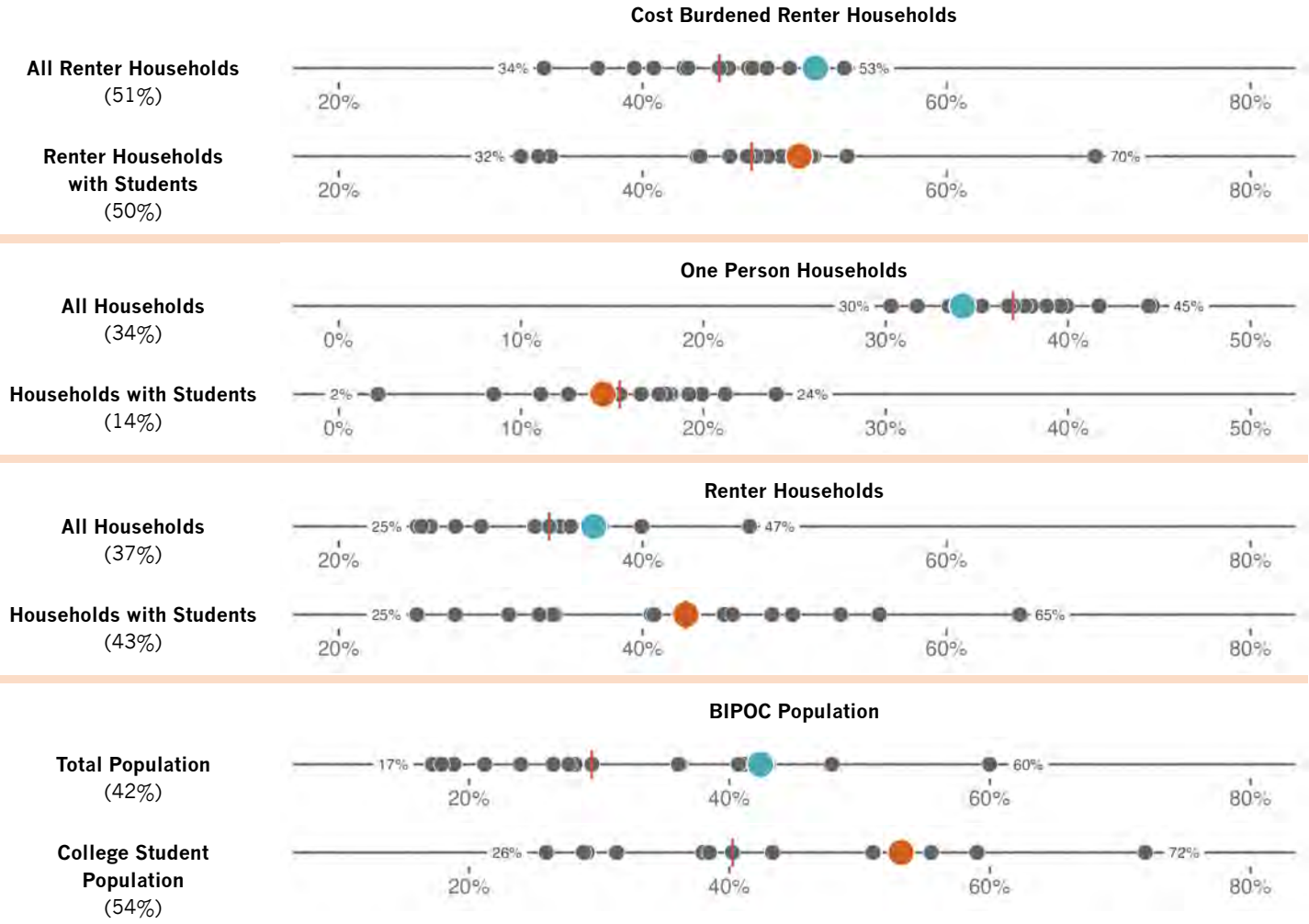
Housing Market Trends

Average Rent (1BR):	Annual Rent Growth (2015-2023):
$1,437	11%
Vacancy Rate:	**Subsidized Units:**
9%	2,299

Submarket Characteristics

153 Square Miles

2050 Net Housing Needs: 111,982 units



Grays Harbor College

Total Enrollment: 2,157 | **Part-time Enrollment:** 43% | **Housing Insecurity:** 48%

Neighborhood Characteristics

541 Square Miles

Population and Households

Population:	Households:	Existing Units:
27,663	9,996	11,462

Housing Market Trends

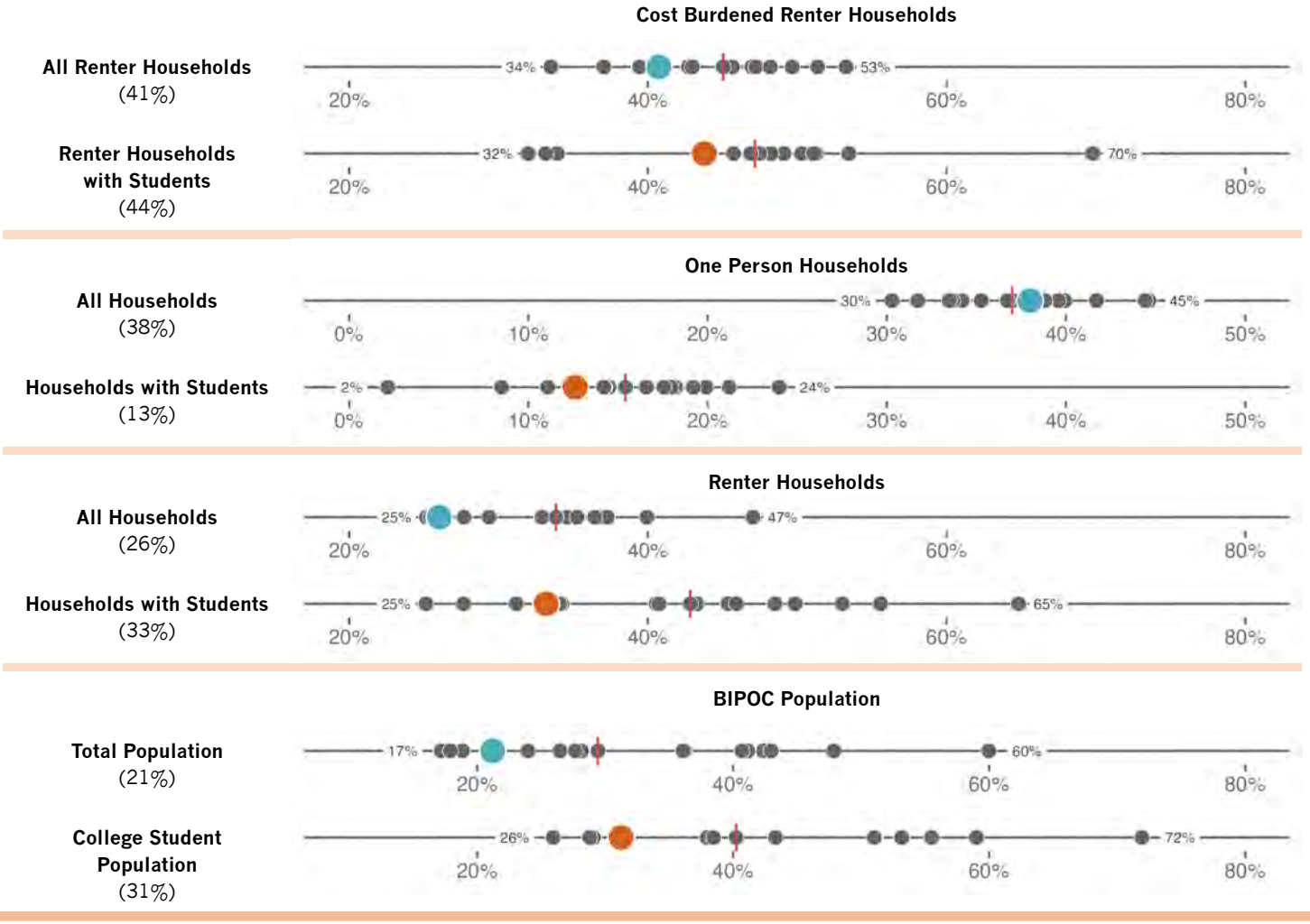
Average Rent (1BR):	Annual Rent Growth (2015-2023):
$685	5%

Vacancy Rate:	Subsidized Units:
15%	271

Submarket Characteristics

5,320 Square Miles

2050 Net Housing Needs: 26,603 units



Green River College

Total Enrollment: 9,349	Part-time Enrollment: 50%	Housing Insecurity: 32%

Neighborhood Characteristics

22 Square Miles

Population and Households

Population:	Households:	Existing Units:
35,941	12,149	12,870

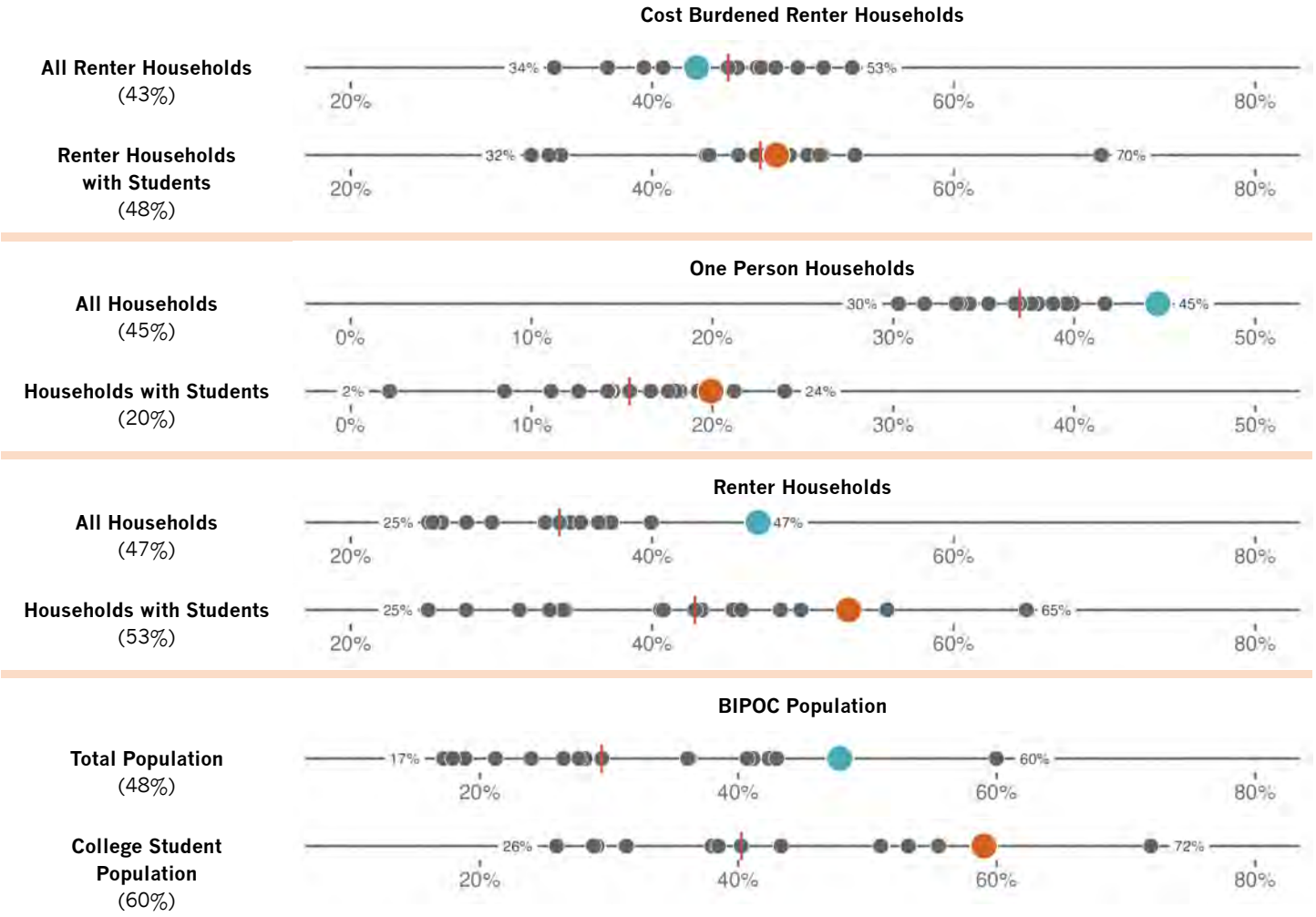
Housing Market Trends

Average Rent (1BR):	Annual Rent Growth (2015-2023):
$1,472	7%
Vacancy Rate:	**Subsidized Units:**
6%	403

Submarket Characteristics

549 Square Miles

2050 Net Housing Needs: 356,831 units



Highline College

Total Enrollment: 7,048	Part-time Enrollment: 55%	Housing Insecurity: 44%

Neighborhood Characteristics

5 Square Miles

Population and Households

Population:	Households:	Existing Units:
28,586	10,247	10,928

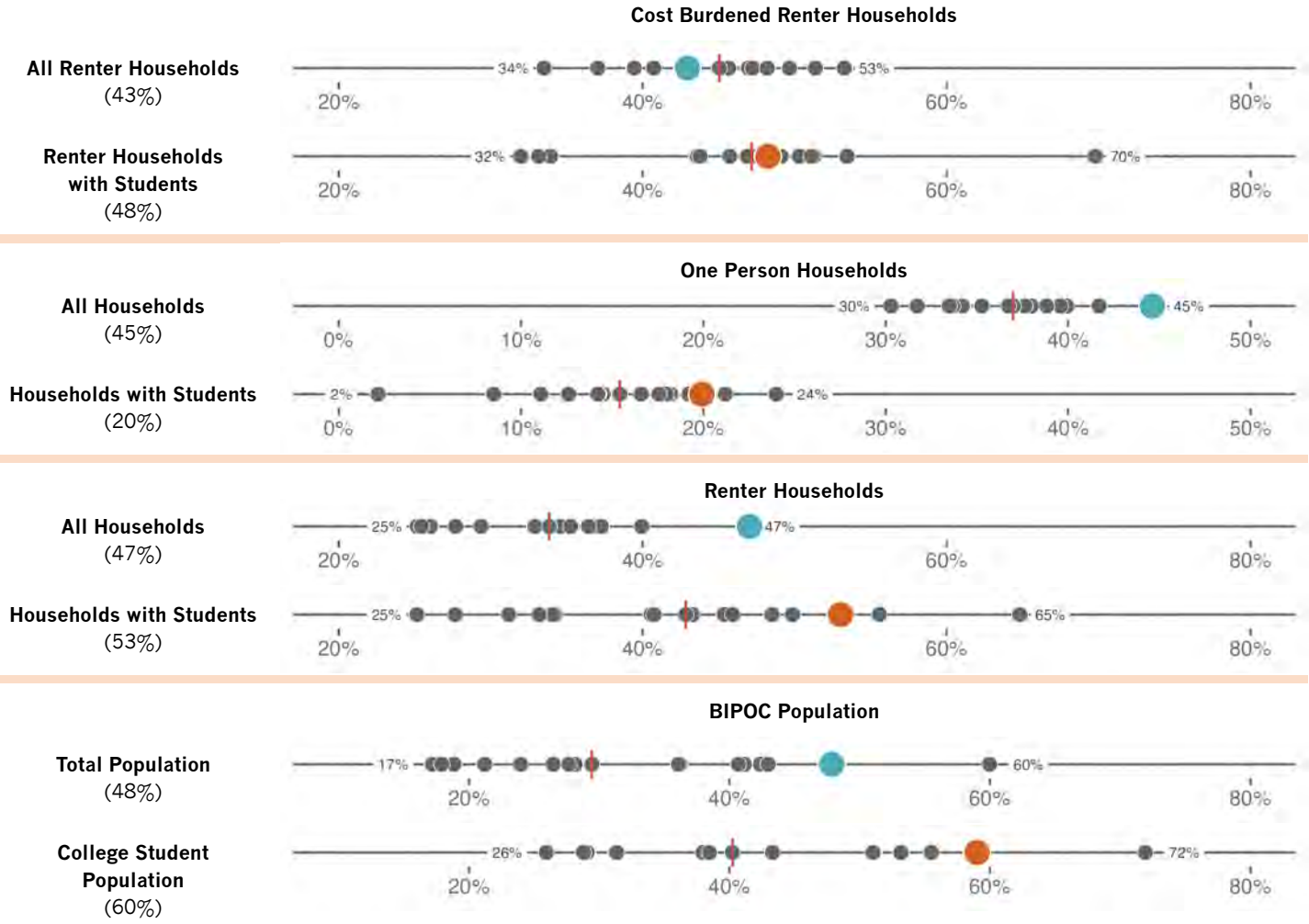
Housing Market Trends

Average Rent (1BR):	Annual Rent Growth (2015-2023):
$1,388	10%
Vacancy Rate: 7%	**Subsidized Units:** 334

Submarket Characteristics

549 Square Miles

2050 Net Housing Needs: 356,831 units



Lake Washington Institute of Technology

Total Enrollment: 4,320	Part-time Enrollment: 56%	Housing Insecurity: 32%

Neighborhood Characteristics

11 Square Miles

Population and Households

Population:	Households:	Existing Units:
60,604	24,570	25,955

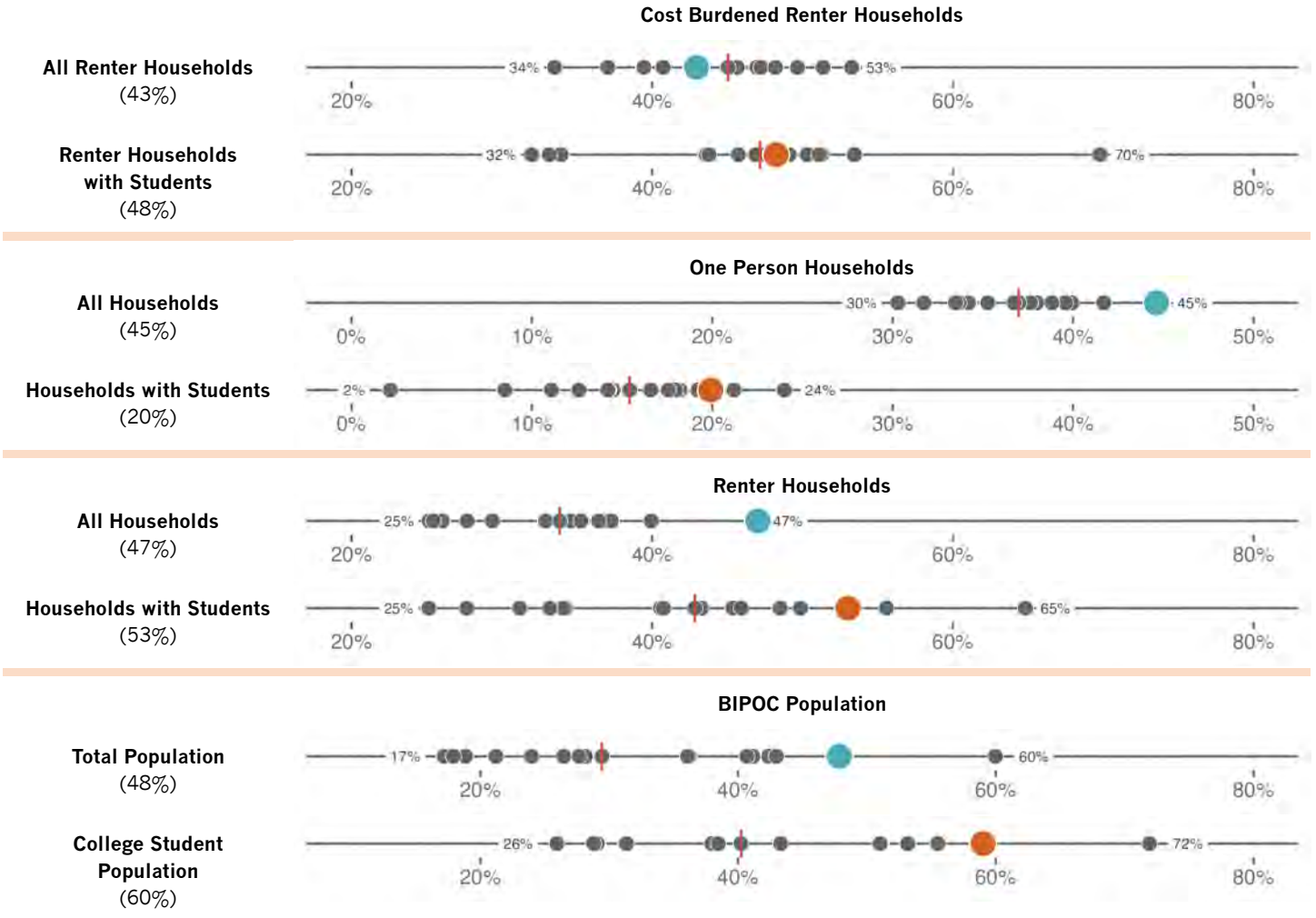
Housing Market Trends

Average Rent (1BR):	Annual Rent Growth (2015-2023):
$2,132	7%
Vacancy Rate:	**Subsidized Units:**
6%	533

Submarket Characteristics

549 Square Miles

2050 Net Housing Needs: 356,831 units



Lower Columbia College

Total Enrollment: 3,338	Part-time Enrollment: 54%	Housing Insecurity: 45%

Neighborhood Characteristics

20 Square Miles

Population and Households

Population:	Households:	Existing Units:
21,599	9,659	10,376

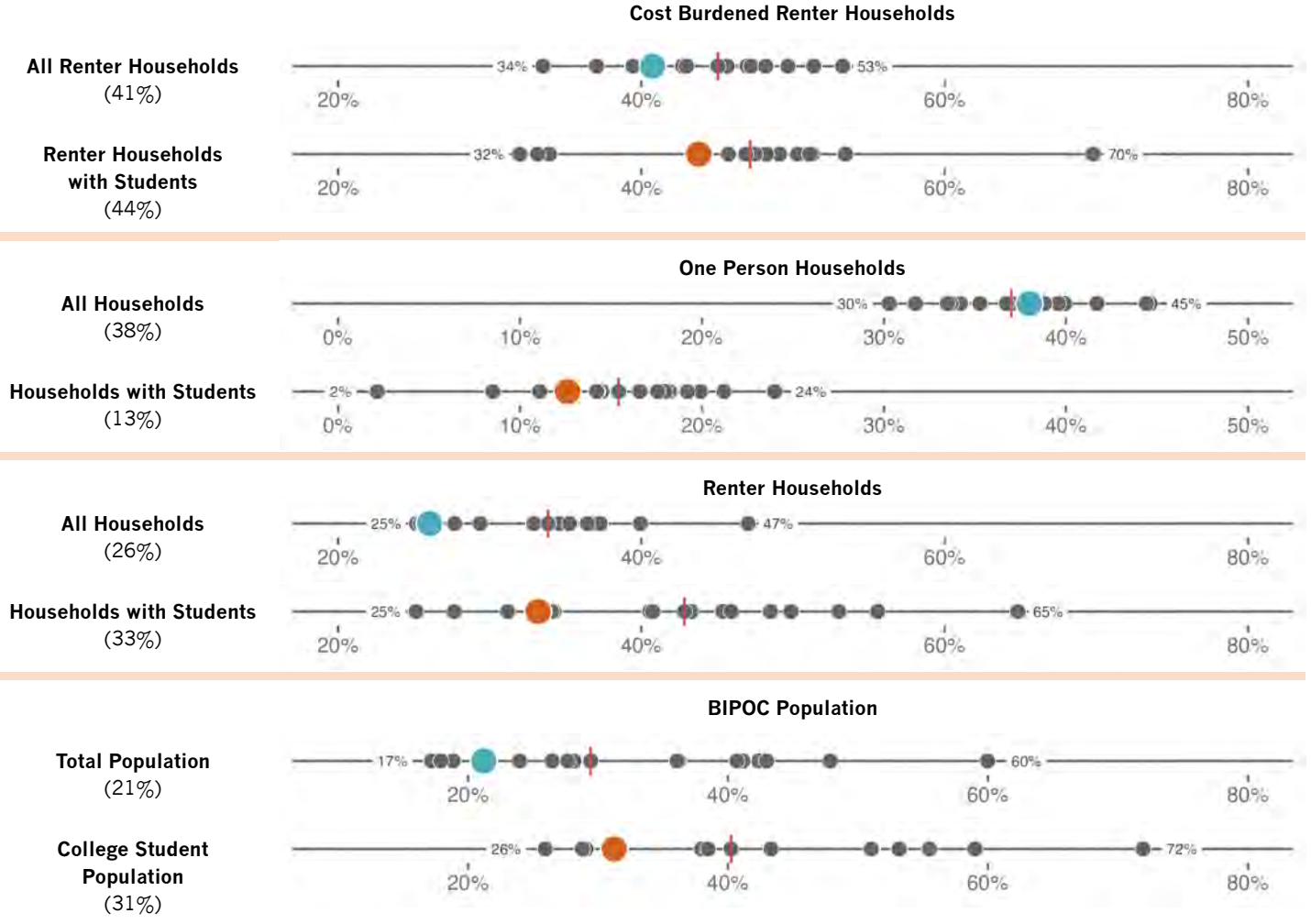
Housing Market Trends

Average Rent (1BR):	Annual Rent Growth (2015-2023):
$1,077	5%
Vacancy Rate:	**Subsidized Units:**
7%	712

Submarket Characteristics

5,320 Square Miles

2050 Net Housing Needs: 26,603 units



North Seattle College

Total Enrollment: 7,707	Part-time Enrollment: 73%	Housing Insecurity: 50%

Neighborhood Characteristics

4 Square Miles

Population and Households

Population:	Households:	Existing Units:
42,943	19,645	20,660

Housing Market Trends

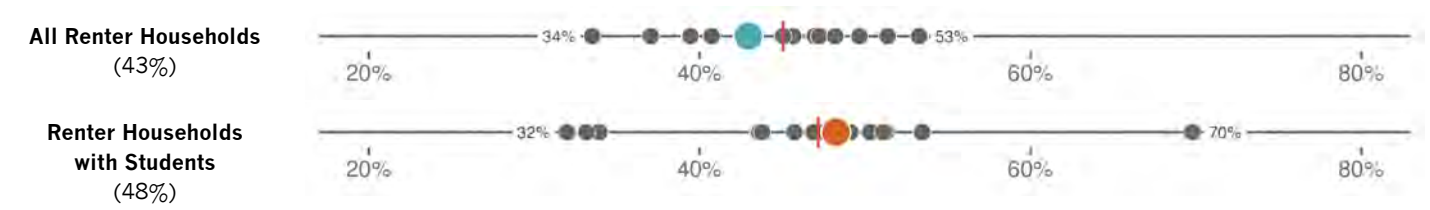
Average Rent (1BR):	Annual Rent Growth (2015-2023):
$1,649	8%
Vacancy Rate:	**Subsidized Units:**
5%	944

Submarket Characteristics

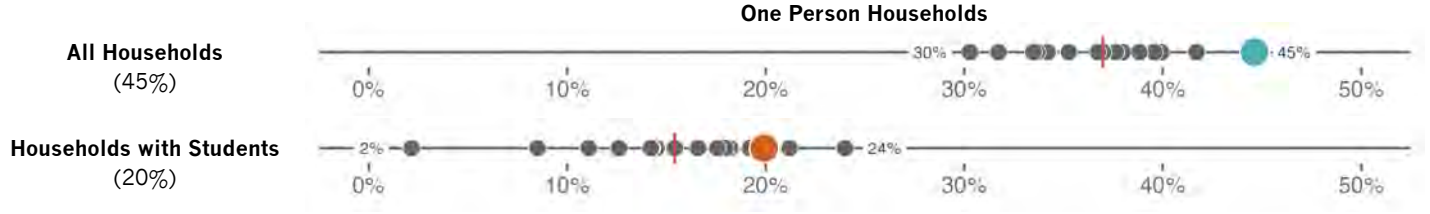
549 Square Miles

2050 Net Housing Needs: 356,831 units

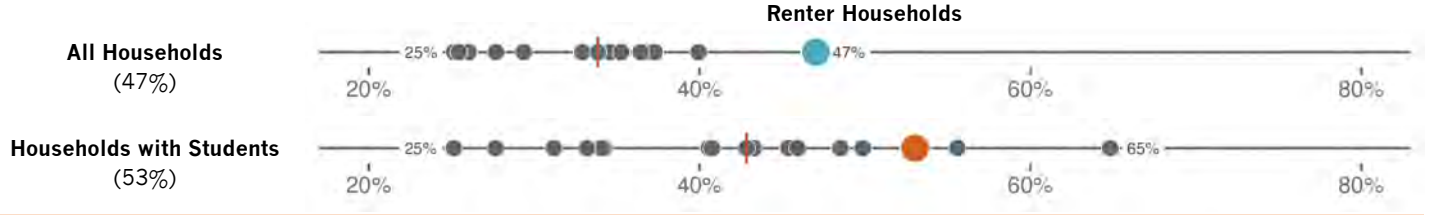
Cost Burdened Renter Households



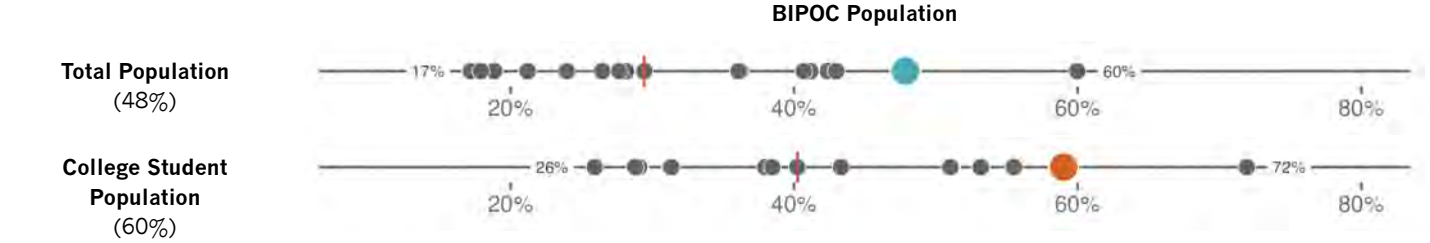
One Person Households



Renter Households



BIPOC Population



Olympic College

Total Enrollment: 7,378	Part-time Enrollment: 50%	Housing Insecurity: 33%

Neighborhood Characteristics

15 Square Miles

Population and Households

Population:	Households:	Existing Units:
42,755	18,198	19,508

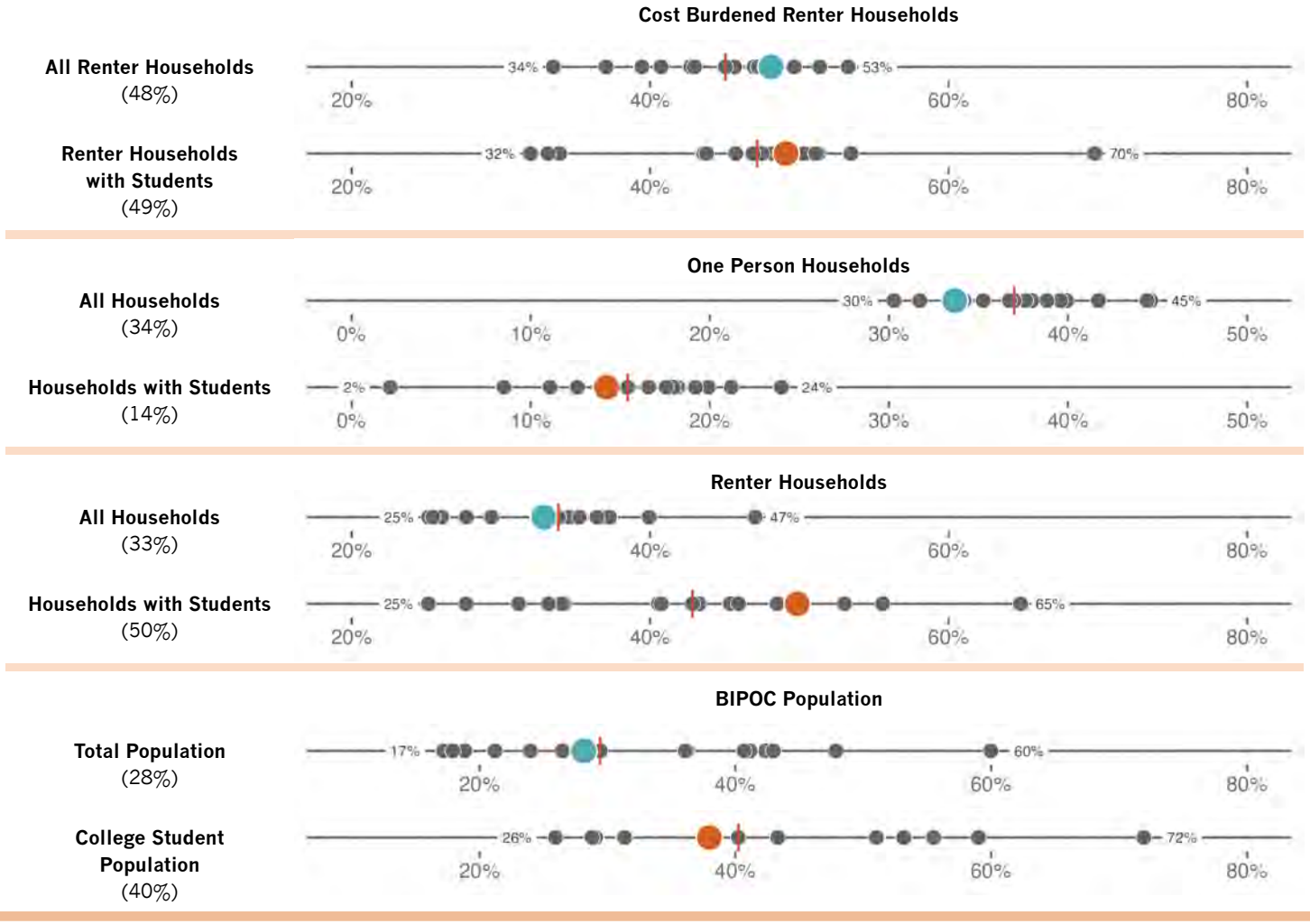
Housing Market Trends

Average Rent (1BR):	Annual Rent Growth (2015-2023):
$1,425	7%
Vacancy Rate:	**Subsidized Units:**
7%	1,505

Submarket Characteristics

219 Square Miles

2050 Net Housing Needs: 13,996 units



Peninsula College

Total Enrollment: 2,309	Part-time Enrollment: 59%	Housing Insecurity: 39%

Neighborhood Characteristics

48 Square Miles

Population and Households

Population:	Households:	Existing Units:
20,975	9,529	10,433

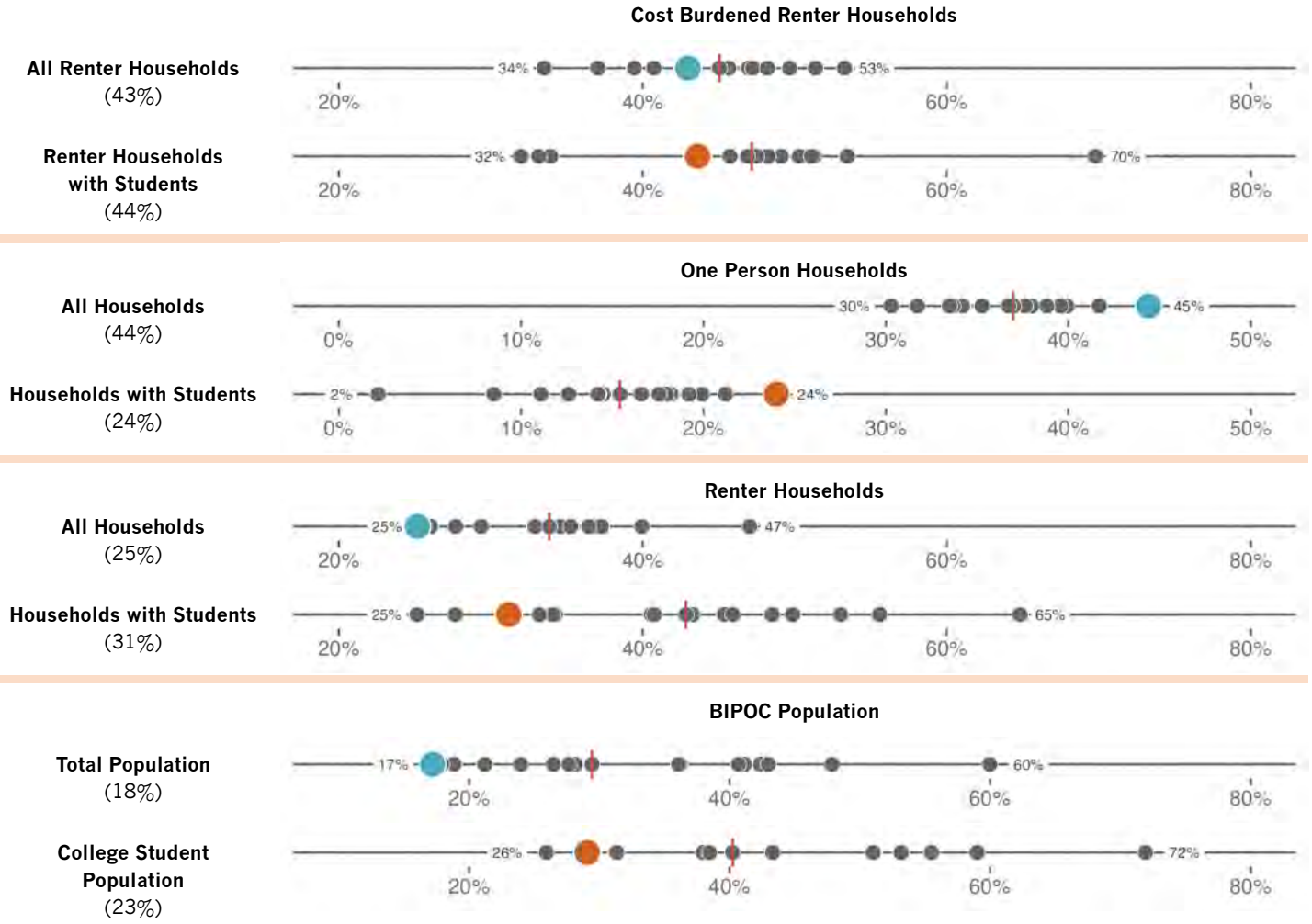
Housing Market Trends

Average Rent (1BR):	Annual Rent Growth (2015-2023):
$610	4%
Vacancy Rate:	**Subsidized Units:**
9%	491

Submarket Characteristics

3,595 Square Miles

2050 Net Housing Needs: 11,377 units



Pierce College Fort Steilacoom

Total Enrollment: 10,153	Part-time Enrollment: 45%	Housing Insecurity: 33%

Neighborhood Characteristics

12 Square Miles

Population and Households

Population:	Households:	Existing Units:
35,266	14,414	15,378

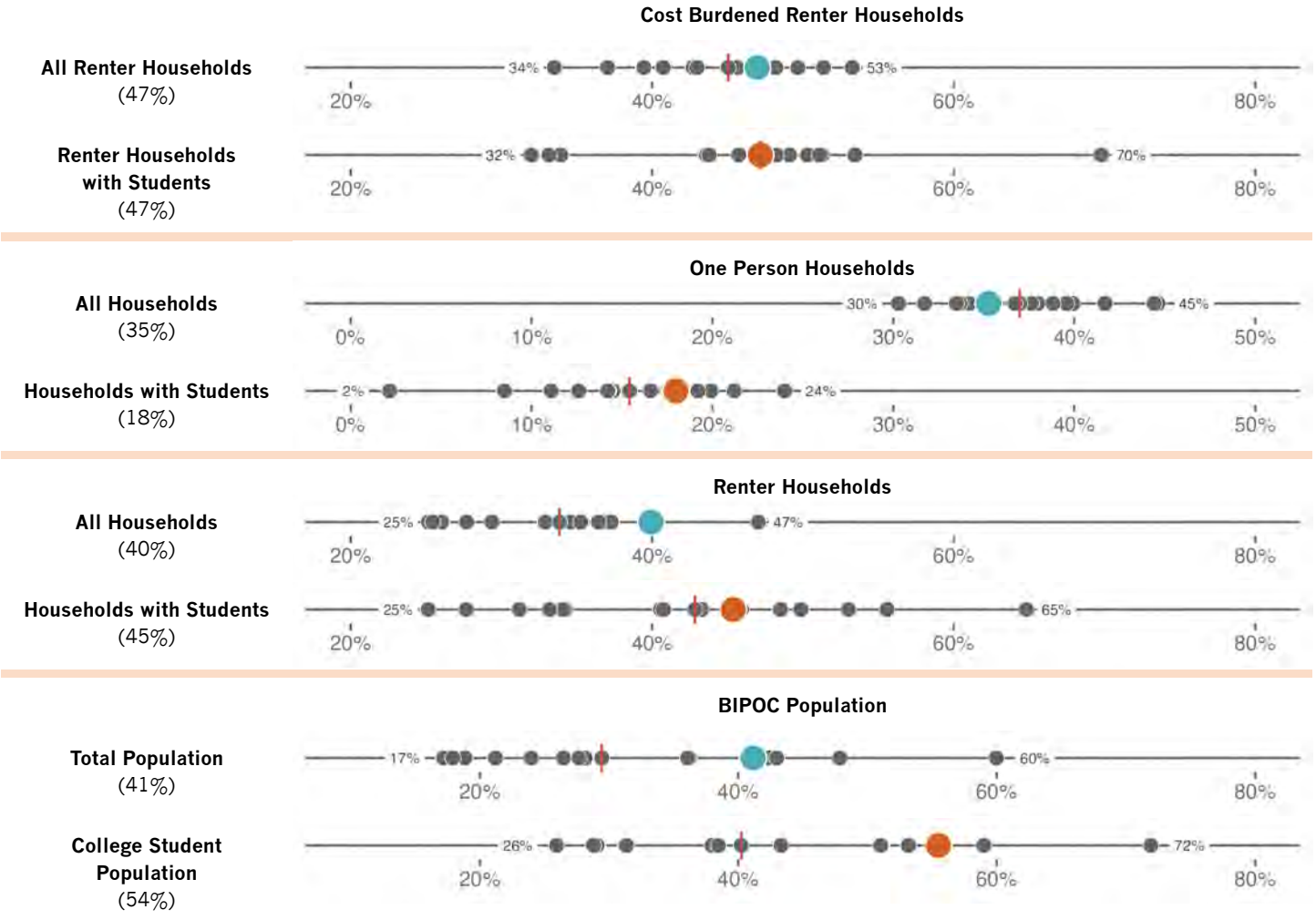
Housing Market Trends

Average Rent (1BR):	Annual Rent Growth (2015-2023):
$1,301	8%
Vacancy Rate:	**Subsidized Units:**
7%	260

Submarket Characteristics

420 Square Miles

2050 Net Housing Needs: 122,222 units



Pierce College Puyallup

Total Enrollment: 10,153	Part-time Enrollment: 45%	Housing Insecurity: 33%

Neighborhood Characteristics

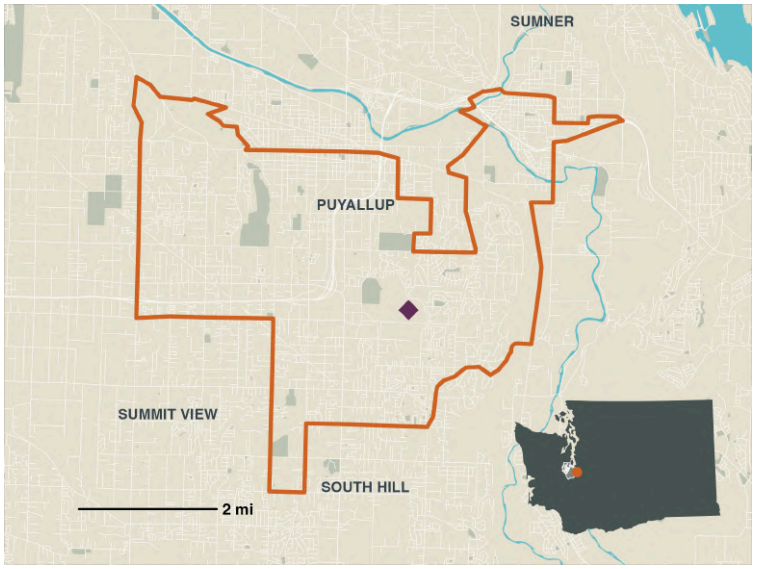
20 Square Miles

Population and Households

Population:	Households:	Existing Units:
60,289	22,836	23,835

Housing Market Trends

Average Rent (1BR):	Annual Rent Growth (2015-2023):
$1,515	7%
Vacancy Rate:	**Subsidized Units:**
4%	426

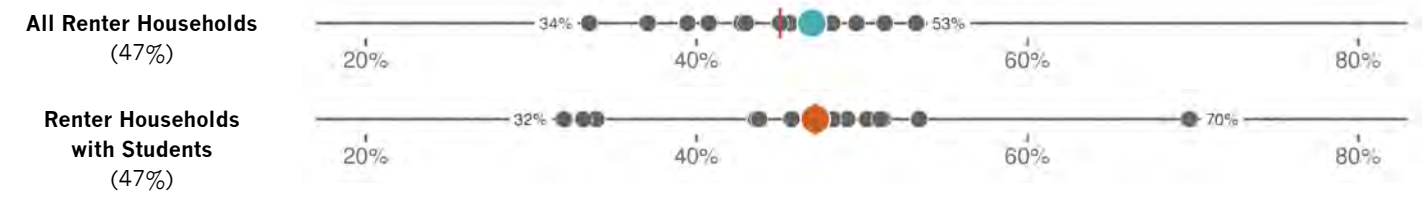


Submarket Characteristics

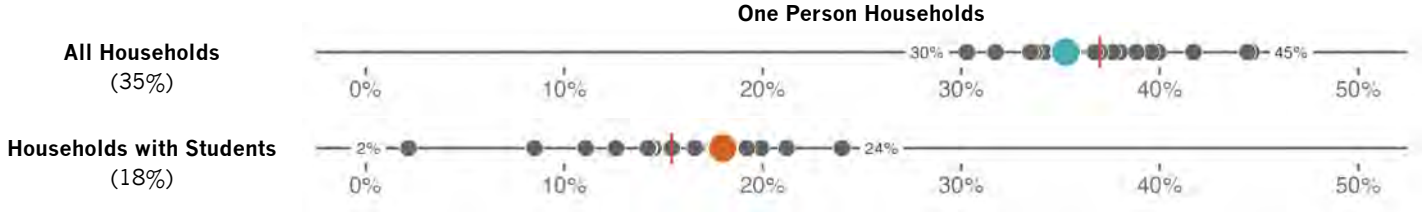
420 Square Miles

2050 Net Housing Needs: 122,222 units

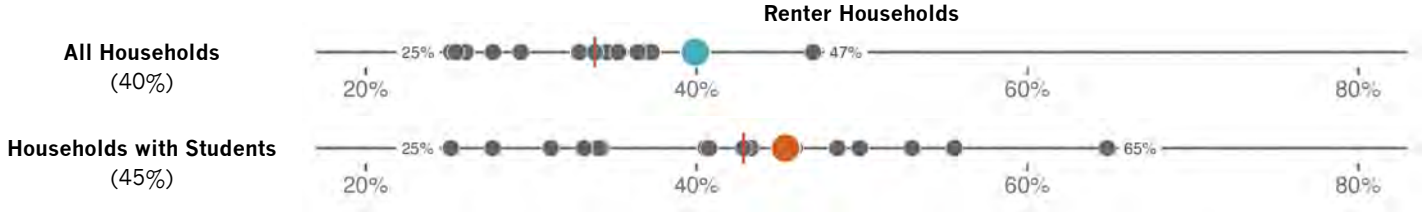
Cost Burdened Renter Households



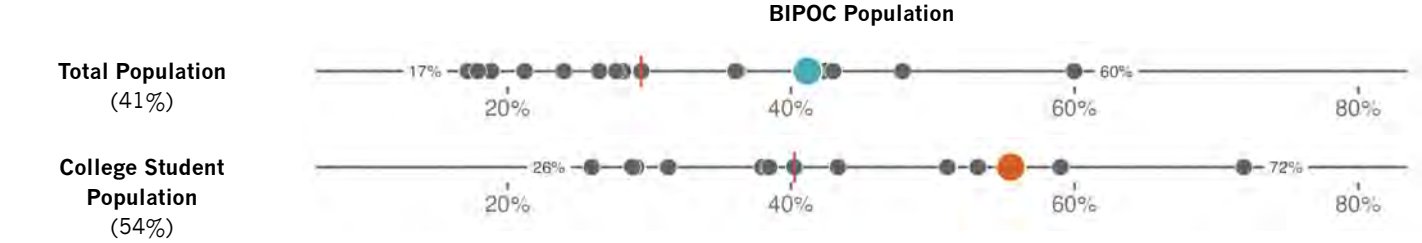
One Person Households



Renter Households



BIPOC Population



Renton Technical College

Total Enrollment: 4,949	Part-time Enrollment: 71%	Housing Insecurity: 53%

Neighborhood Characteristics

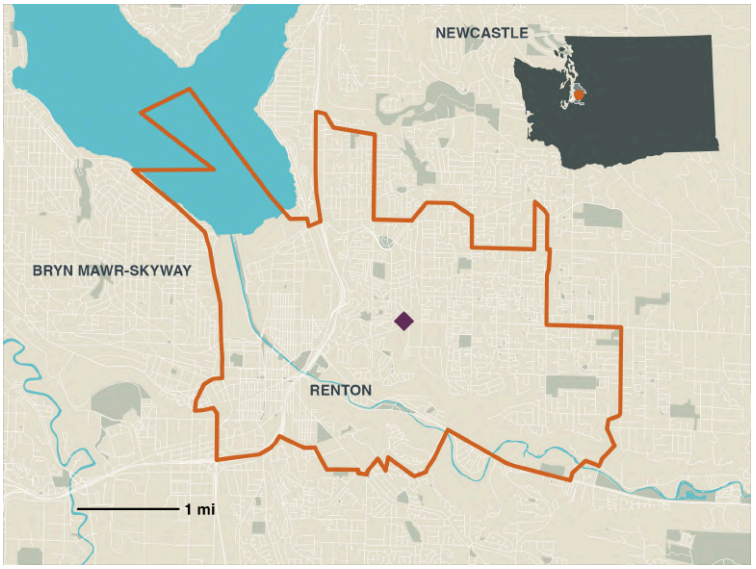
10 Square Miles

Population and Households

Population:	Households:	Existing Units:
44,108	18,416	19,333

Housing Market Trends

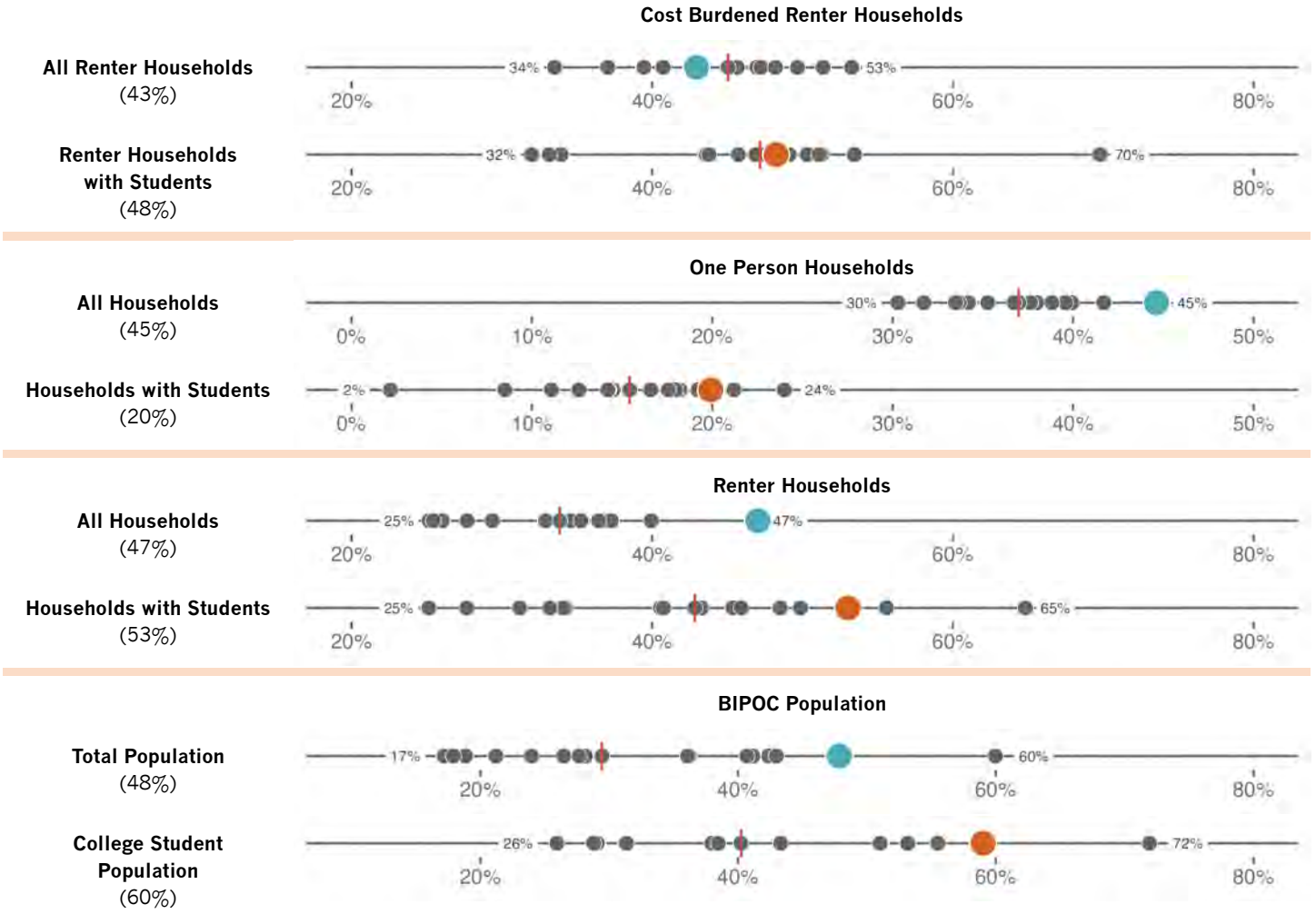
Average Rent (1BR):	Annual Rent Growth (2015-2023):
$1,743	7%
Vacancy Rate:	**Subsidized Units:**
5%	752



Submarket Characteristics

549 Square Miles

2050 Net Housing Needs: 356,831 units



Seattle Central College

Total Enrollment: 8,115	Part-time Enrollment: 51%	Housing Insecurity: 39%

Neighborhood Characteristics

1 Square Miles

Population and Households

Population:	Households:	Existing Units:
39,934	25,468	28,251

Housing Market Trends

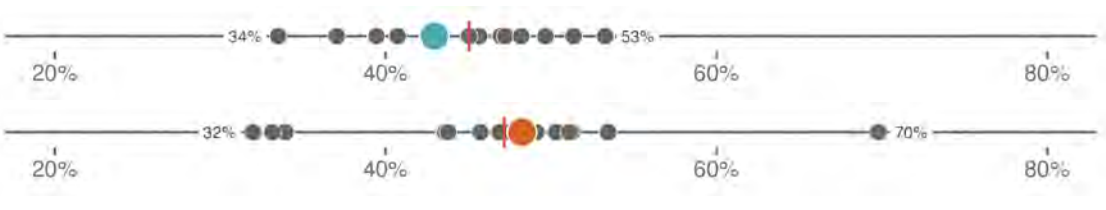
Average Rent (1BR):	Annual Rent Growth (2015-2023):
$1,902	7%
Vacancy Rate:	**Subsidized Units:**
11%	2,898

Submarket Characteristics

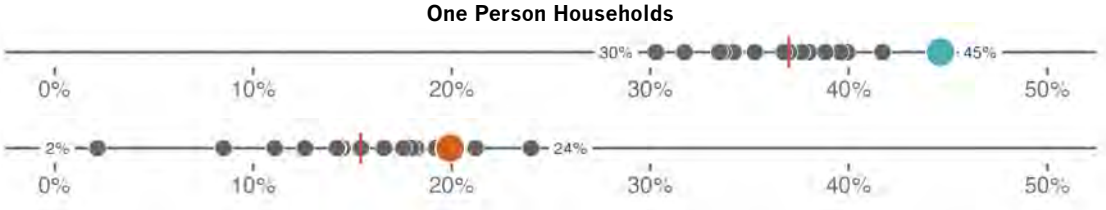
549 Square Miles

2050 Net Housing Needs: 356,831 units

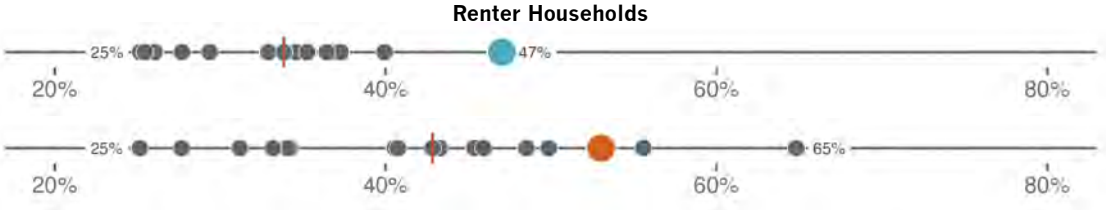
Cost Burdened Renter Households



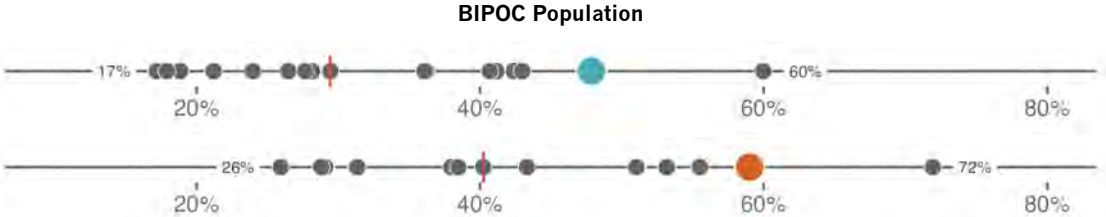
One Person Households



Renter Households



BIPOC Population



Shoreline Community College

Total Enrollment: 6,830	Part-time Enrollment: 60%	Housing Insecurity: 35%

Neighborhood Characteristics

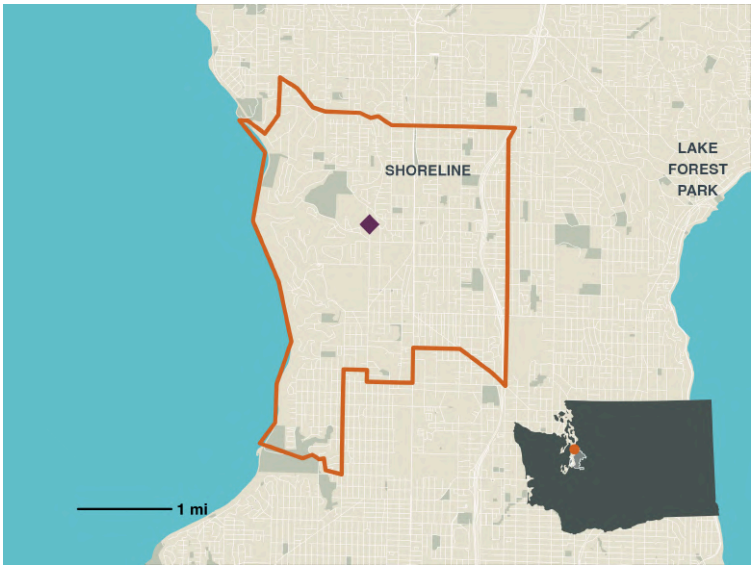
7 Square Miles

Population and Households

Population:	Households:	Existing Units:
35,923	14,956	15,738

Housing Market Trends

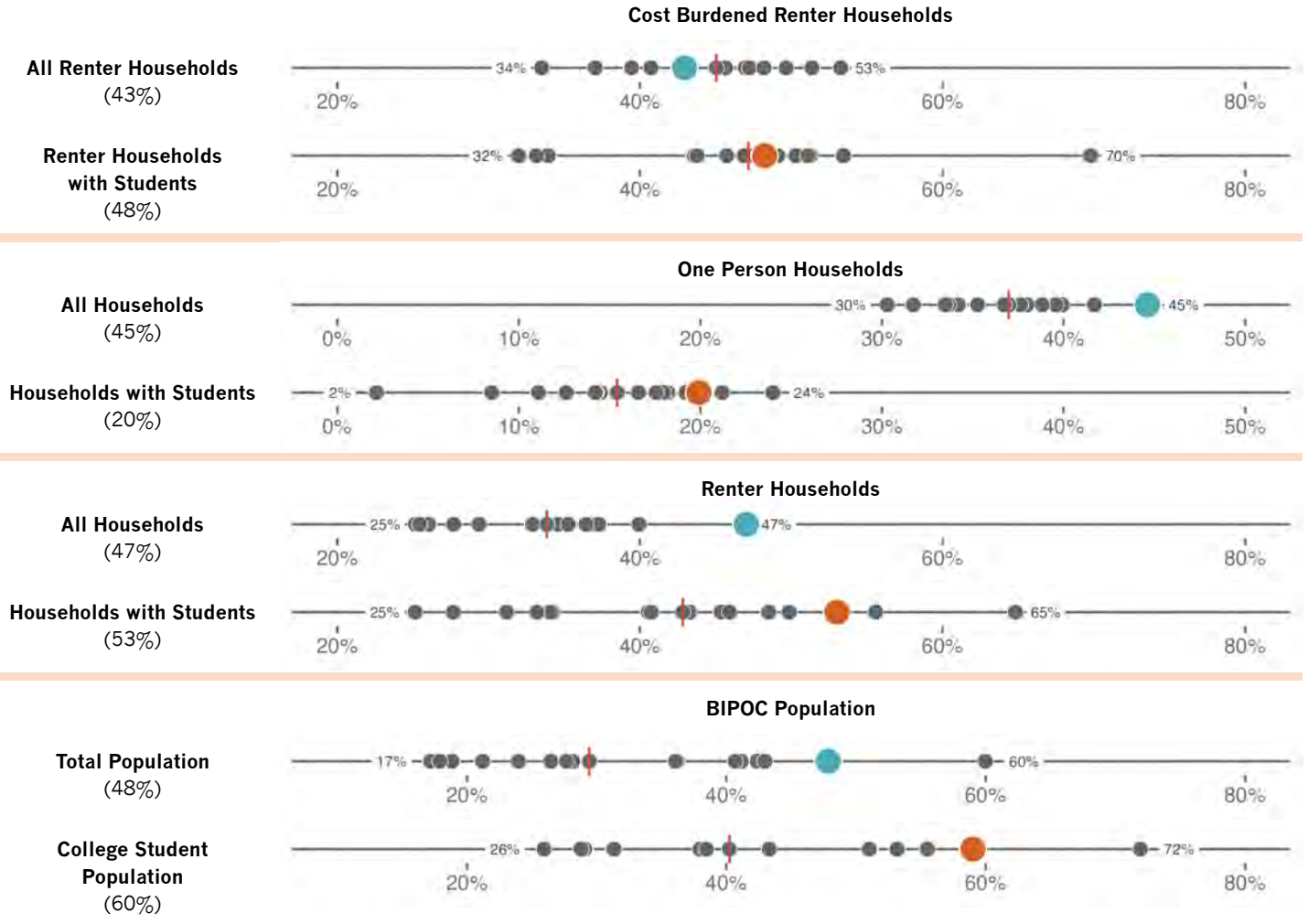
Average Rent (1BR):	Annual Rent Growth (2015-2023):
$1,627	7%
Vacancy Rate:	**Subsidized Units:**
5%	1,294



Submarket Characteristics

549 Square Miles

2050 Net Housing Needs: 356,831 units



Skagit Valley College

Total Enrollment: 5,949	Part-time Enrollment: 59%	Housing Insecurity: 38%

Neighborhood Characteristics

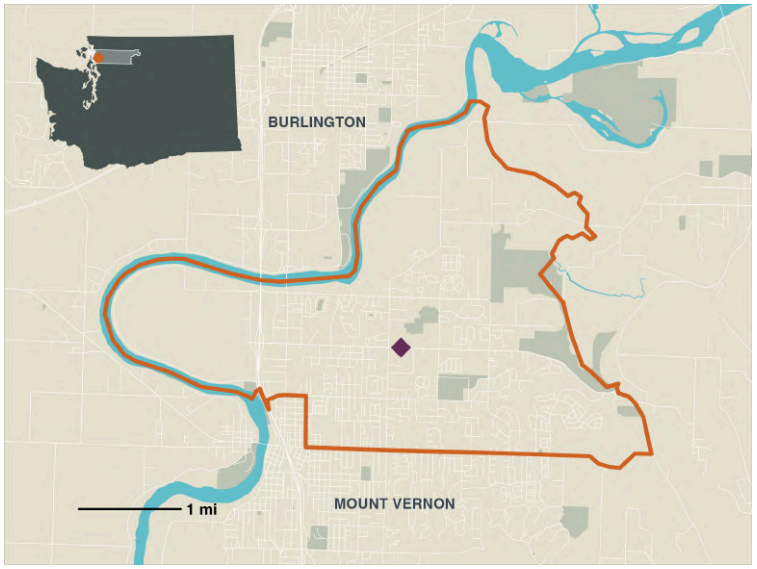
9 Square Miles

Population and Households

Population:	Households:	Existing Units:
19,337	7,313	7,537

Housing Market Trends

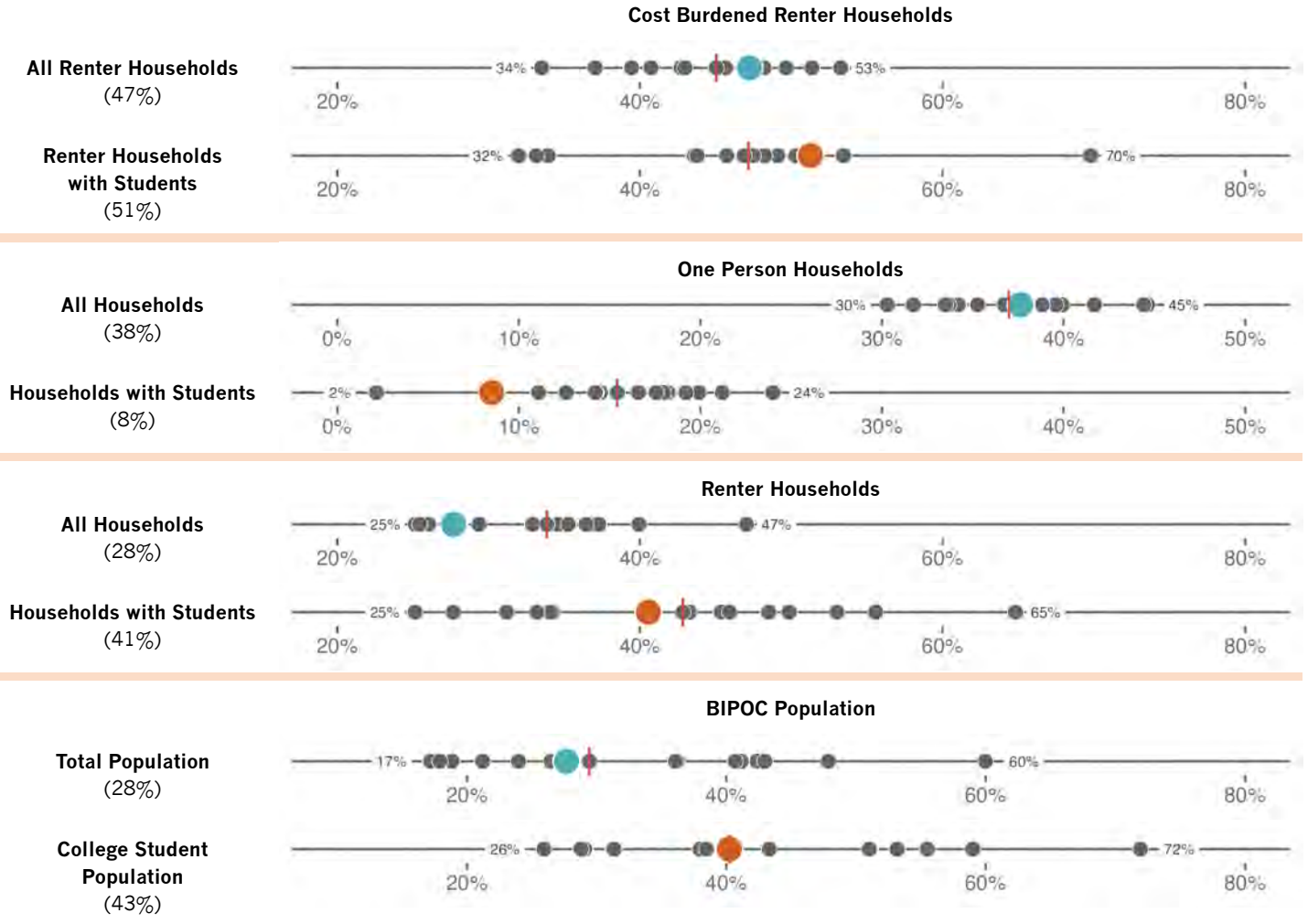
Average Rent (1BR):	Annual Rent Growth (2015-2023):
$1,078	5%
Vacancy Rate:	**Subsidized Units:**
3%	392



Submarket Characteristics

1,757 Square Miles

2050 Net Housing Needs: 20,198 units



South Puget Sound Community College

Total Enrollment: 6,079	Part-time Enrollment: 52%	Housing Insecurity: 38%

Neighborhood Characteristics

25 Square Miles

Population and Households

Population:	Households:	Existing Units:
36,160	16,187	16,866

Housing Market Trends

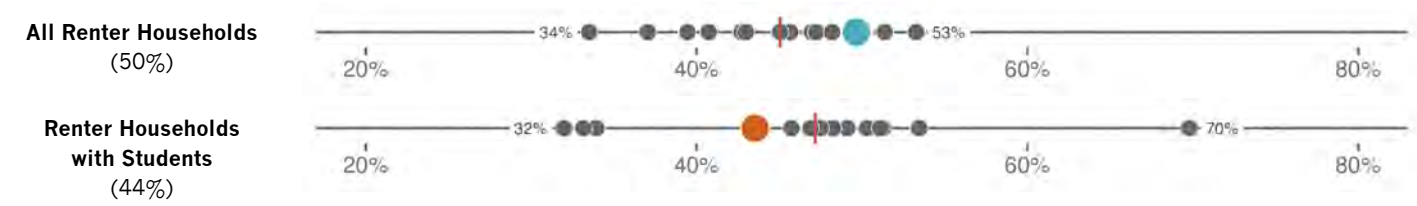
Average Rent (1BR):	Annual Rent Growth (2015-2023):
$1,487	7%
Vacancy Rate:	**Subsidized Units:**
4%	701

Submarket Characteristics

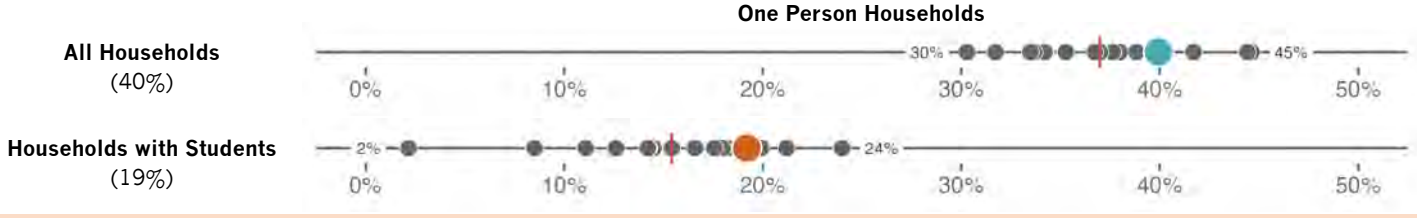
759 Square Miles

2050 Net Housing Needs: 63,507 units

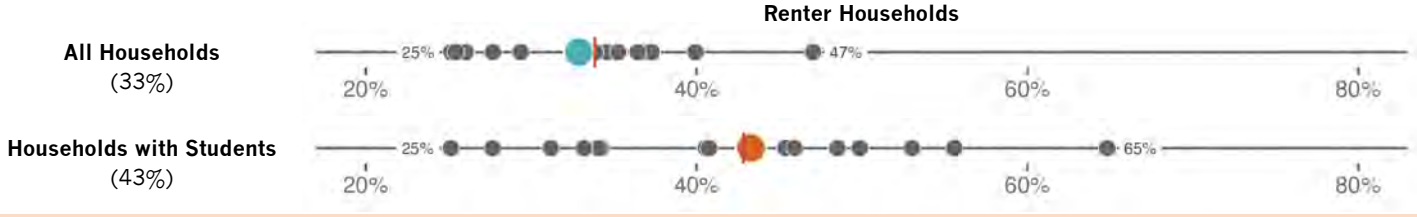
Cost Burdened Renter Households



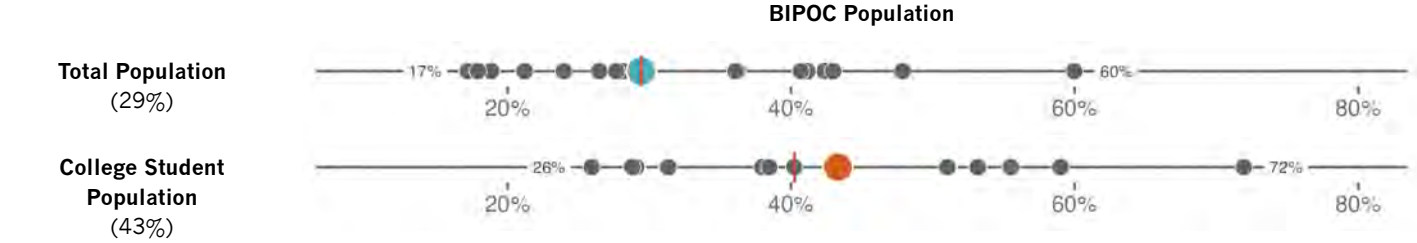
One Person Households



Renter Households



BIPOC Population



South Seattle College

Total Enrollment: 7,517	Part-time Enrollment: 74%	Housing Insecurity: 49%

Neighborhood Characteristics

18 Square Miles

Population and Households

Population:	Households:	Existing Units:
63,176	25,845	27,675

Housing Market Trends

Average Rent (1BR):	Annual Rent Growth (2015-2023):
$1,689	8%

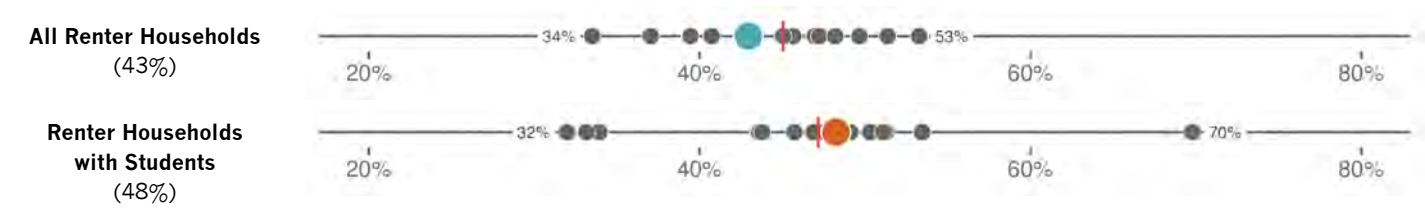
Vacancy Rate:	Subsidized Units:
7%	2,963

Submarket Characteristics

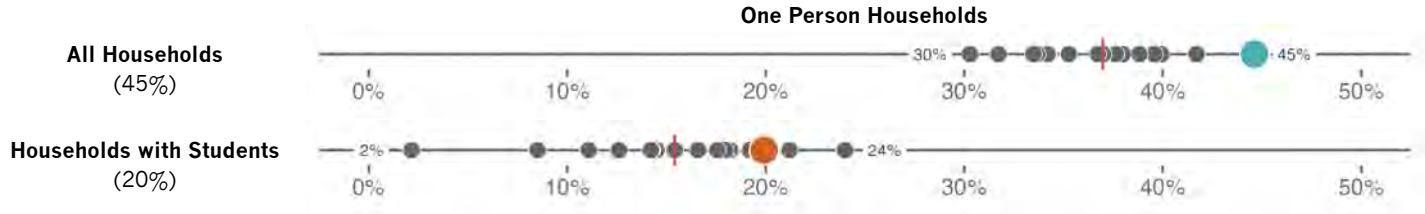
549 Square Miles

2050 Net Housing Needs: 356,831 units

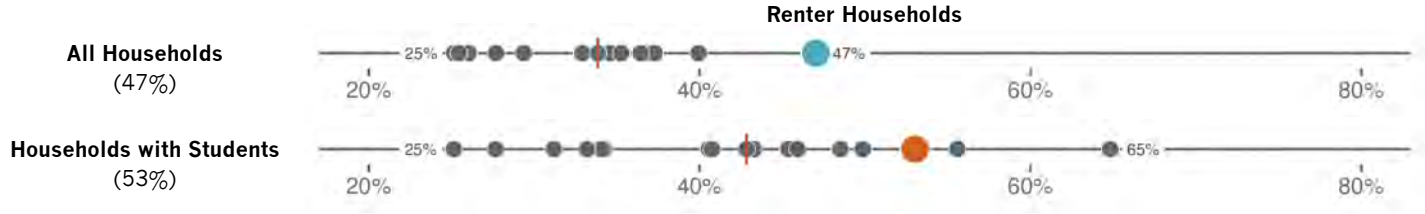
Cost Burdened Renter Households



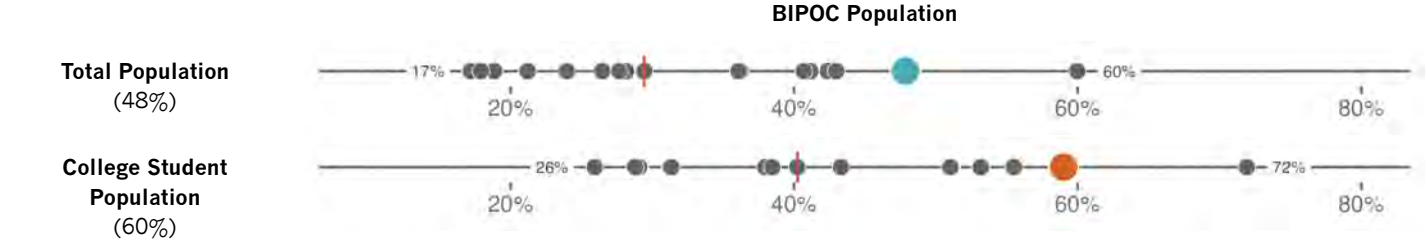
One Person Households



Renter Households



BIPOC Population



Spokane Community College

Total Enrollment: 9,031	Part-time Enrollment: 50%	Housing Insecurity: 46%

Neighborhood Characteristics

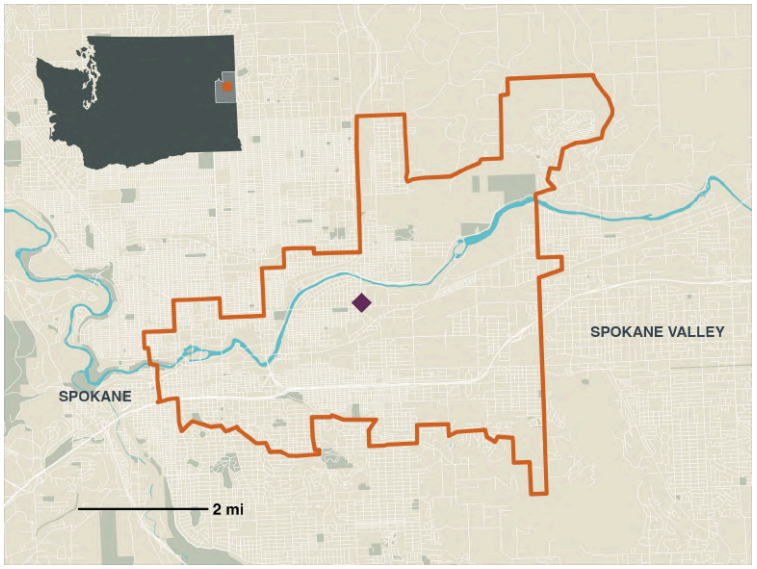
22 Square Miles

Population and Households

Population:	Households:	Existing Units:
54,603	22,594	24,583

Housing Market Trends

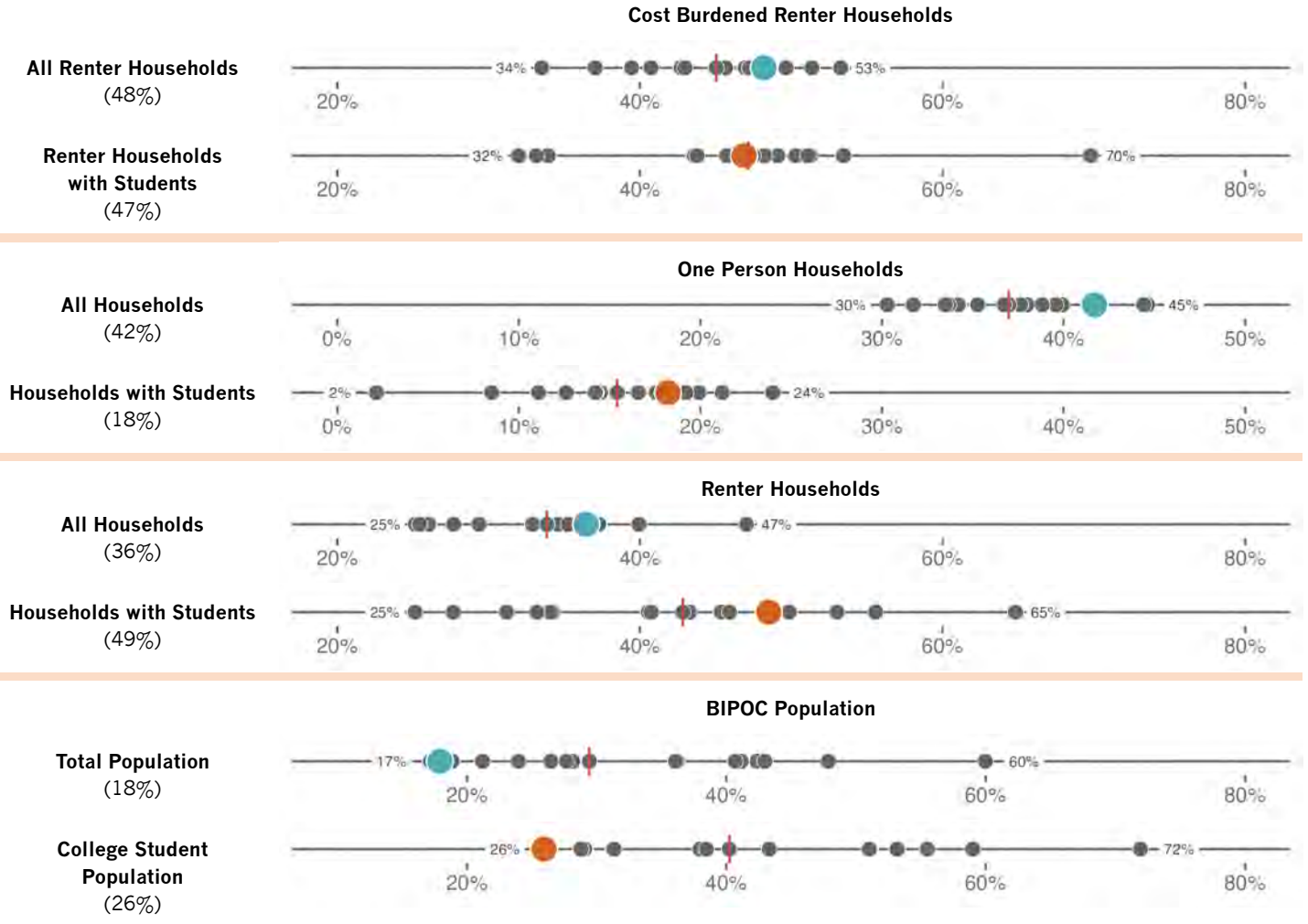
Average Rent (1BR):	Annual Rent Growth (2015-2023):
$1,123	6%
Vacancy Rate:	**Subsidized Units:**
9%	2,431



Submarket Characteristics

1,781 Square Miles

2050 Net Housing Needs: 83,549 units



Spokane Falls Community College

Total Enrollment: 5,221	Part-time Enrollment: 39%	Housing Insecurity: 37%

Neighborhood Characteristics

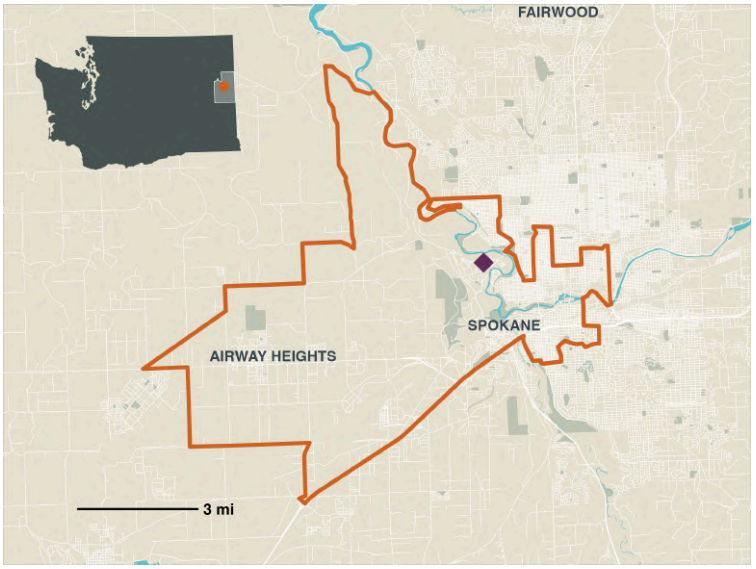
49 Square Miles

Population and Households

Population:	Households:	Existing Units:
54,771	23,785	26,123

Housing Market Trends

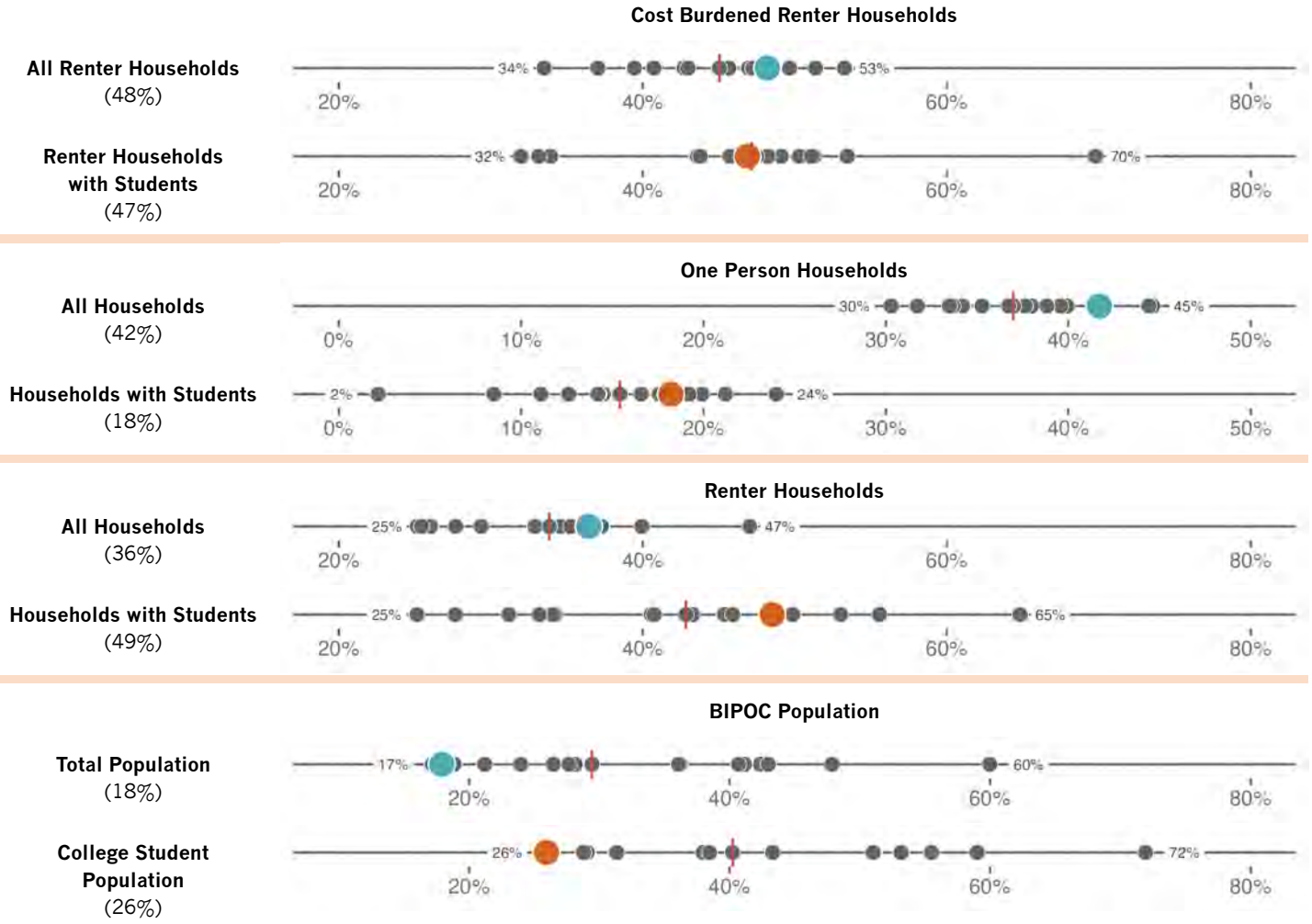
Average Rent (1BR):	Annual Rent Growth (2015-2023):
$1,057	5%
Vacancy Rate:	**Subsidized Units:**
10%	2,465



Submarket Characteristics

1,781 Square Miles

2050 Net Housing Needs: 83,549 units



Tacoma Community College

Total Enrollment: 8,204	Part-time Enrollment: 46%	Housing Insecurity: 42%

Neighborhood Characteristics

15 Square Miles

Population and Households

Population:	Households:	Existing Units:
65,922	28,576	29,562

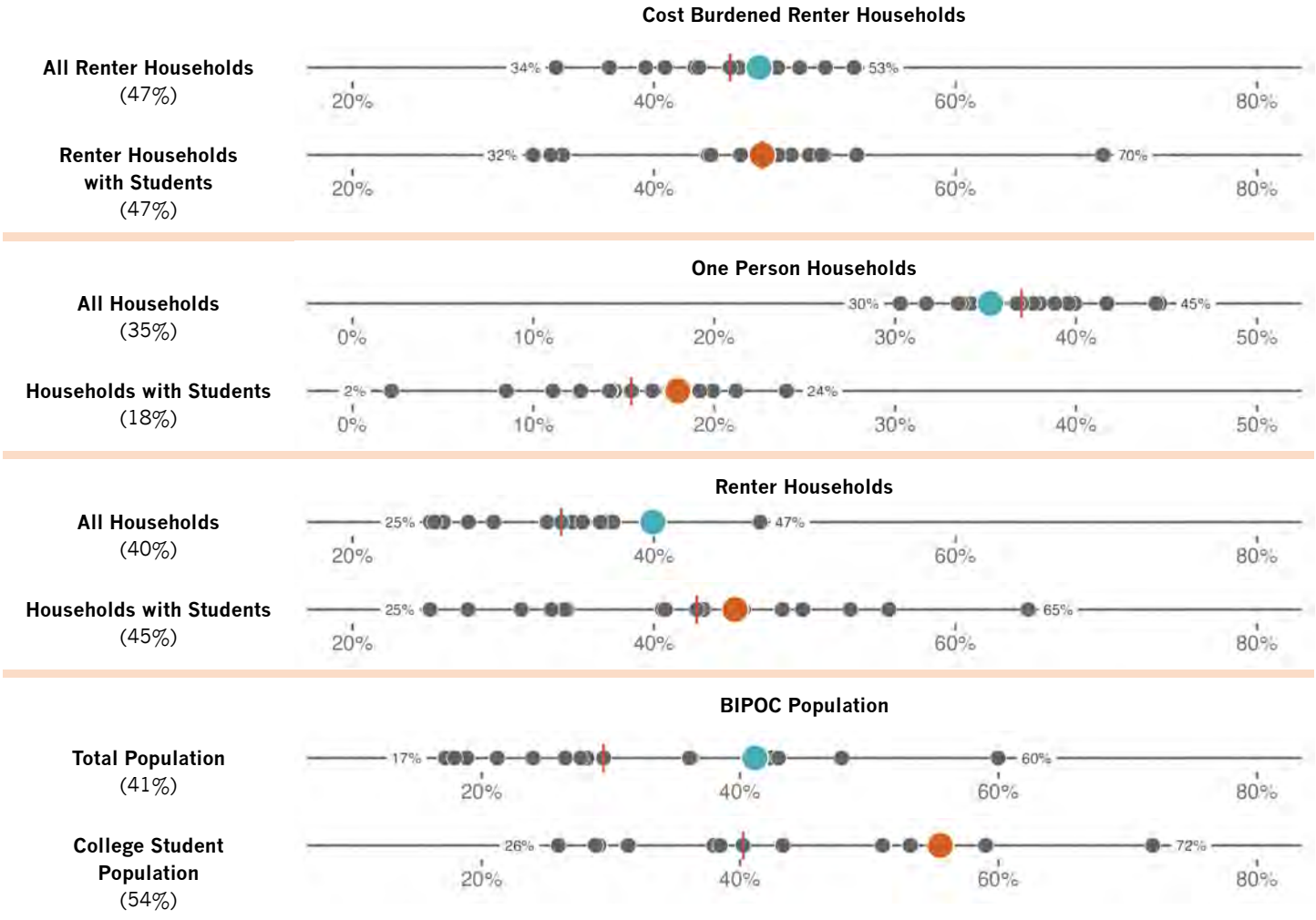
Housing Market Trends

Average Rent (1BR):	Annual Rent Growth (2015-2023):
$1,396	8%
Vacancy Rate:	**Subsidized Units:**
3%	1,699

Submarket Characteristics

420 Square Miles

2050 Net Housing Needs: 122,222 units



Walla Walla Community College

Total Enrollment: 3,920	Part-time Enrollment: 49%	Housing Insecurity: 46%

Neighborhood Characteristics

70 Square Miles

Population and Households

Population:	Households:	Existing Units:
50,949	19,368	20,708

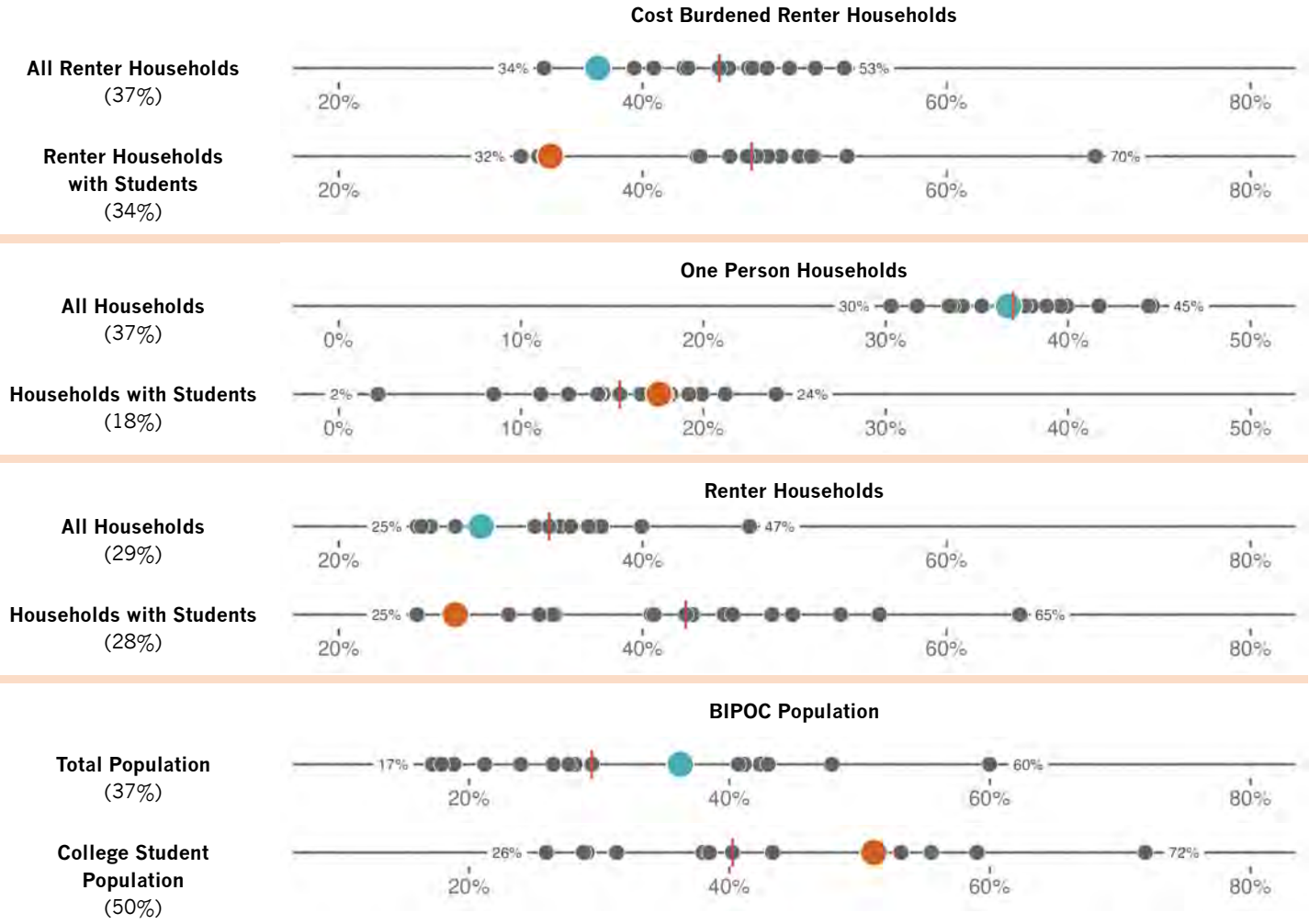
Housing Market Trends

Average Rent (1BR):	Annual Rent Growth (2015-2023):
$1,140	5%
Vacancy Rate:	**Subsidized Units:**
7%	1,214

Submarket Characteristics

4,113 Square Miles

2050 Net Housing Needs: 13,986 units



Wenatchee Valley College

Total Enrollment: 3,518	Part-time Enrollment: 42%	Housing Insecurity: 26%

Neighborhood Characteristics

29 Square Miles

Population and Households

Population:	Households:	Existing Units:
34,073	13,788	14,458

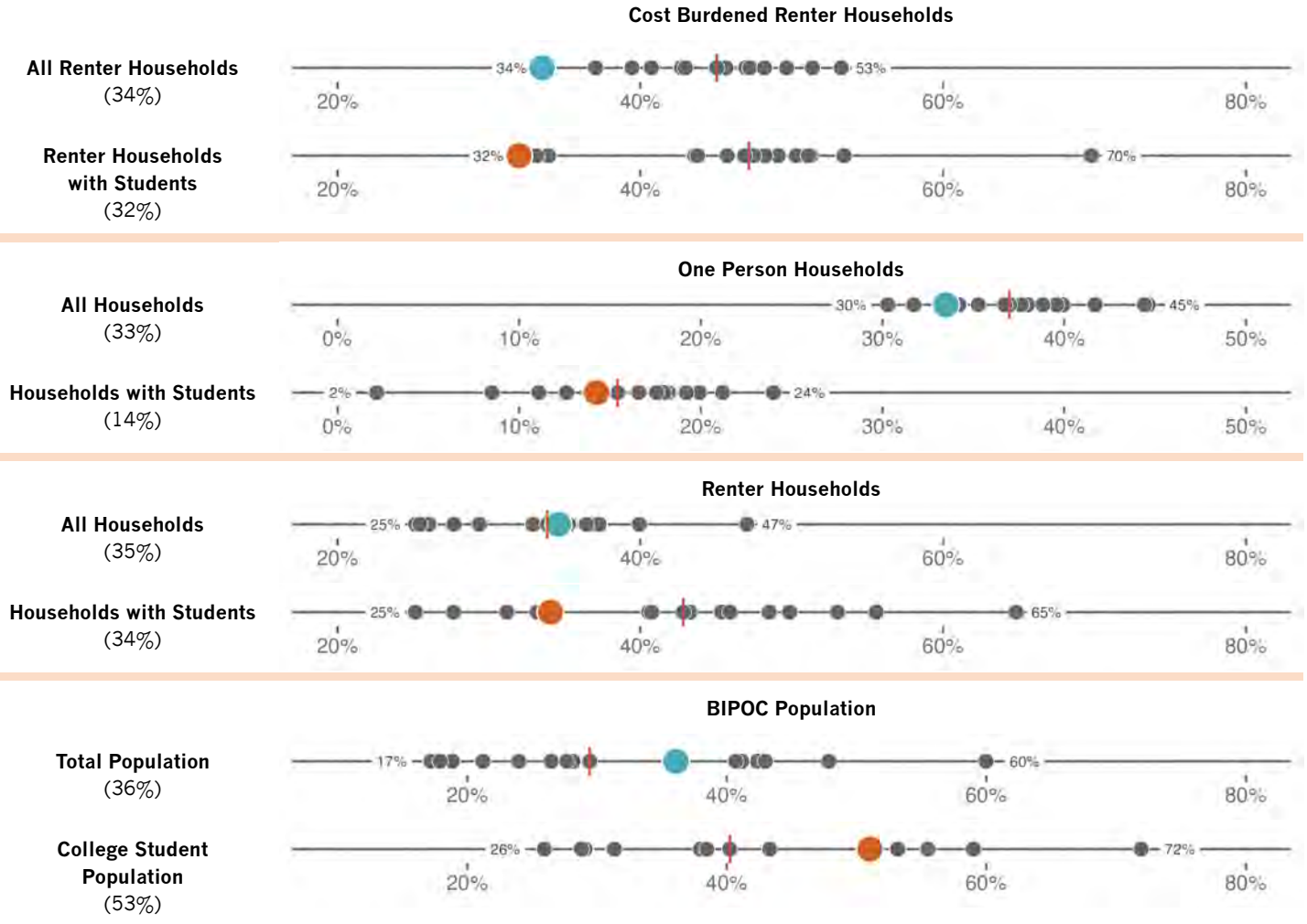
Housing Market Trends

Average Rent (1BR):	Annual Rent Growth (2015-2023):
$1,502	10%
Vacancy Rate: 5%	**Subsidized Units:** 543

Submarket Characteristics

4,844 Square Miles

2050 Net Housing Needs: 19,322 units



Whatcom Community College

Total Enrollment: 4,825	Part-time Enrollment: 57%	Housing Insecurity: 32%

Neighborhood Characteristics

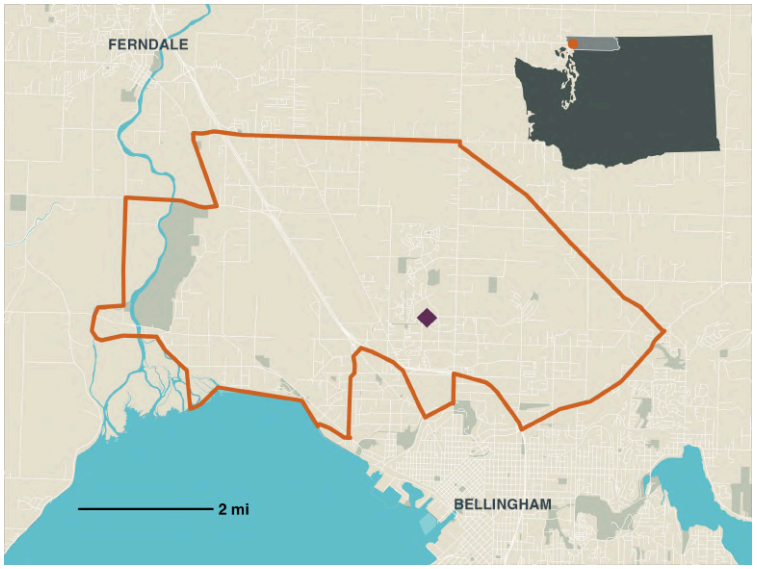
25 Square Miles

Population and Households

Population:	Households:	Existing Units:
22,039	10,445	10,811

Housing Market Trends

Average Rent (1BR):	Annual Rent Growth (2015-2023):
$1,511	8%
Vacancy Rate:	**Subsidized Units:**
4%	605



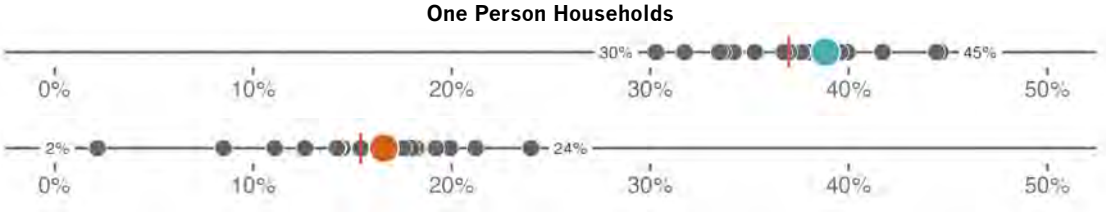
Submarket Characteristics

2,172 Square Miles

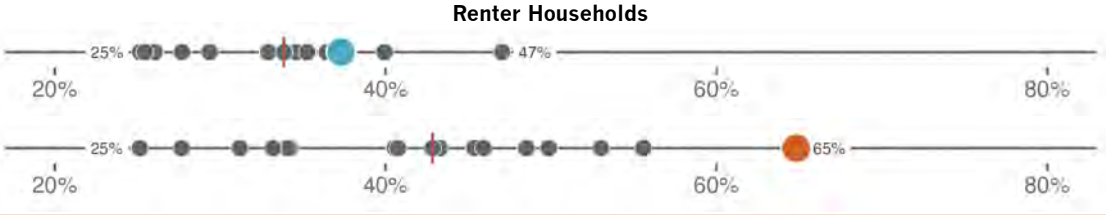
2050 Net Housing Needs: 41,943 units

Cost Burdened Renter Households

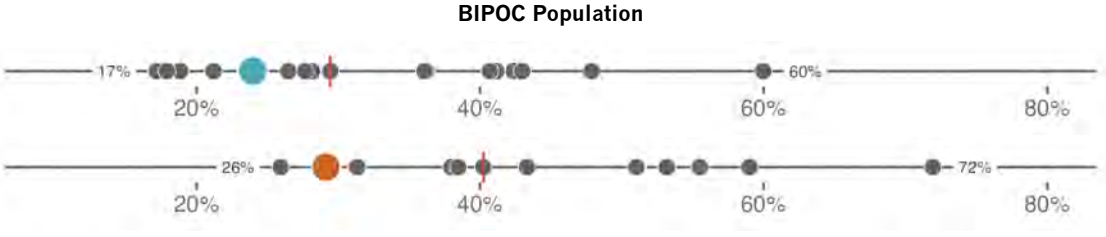
One Person Households



Renter Households



BIPOC Population



Yakima Valley College

Total Enrollment: 4,711	Part-time Enrollment: 43%	Housing Insecurity: 49%

Neighborhood Characteristics

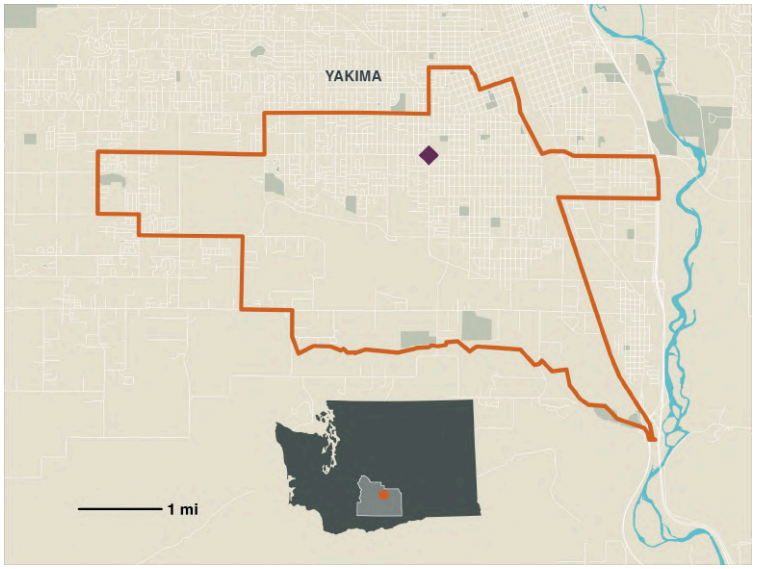
14 Square Miles

Population and Households

Population:	Households:	Existing Units:
42,251	15,013	15,717

Housing Market Trends

Average Rent (1BR):	Annual Rent Growth (2015-2023):
$849	4%
Vacancy Rate:	**Subsidized Units:**
5%	417



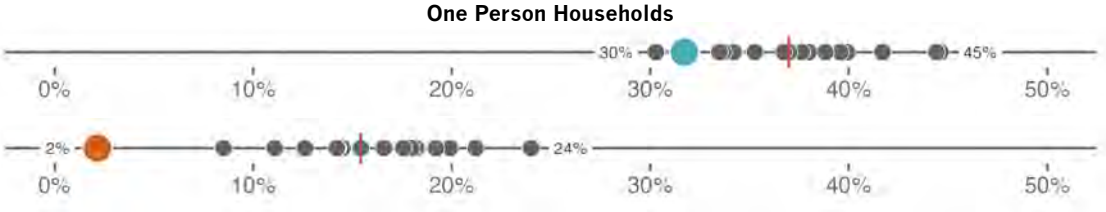
Submarket Characteristics

4,309 Square Miles

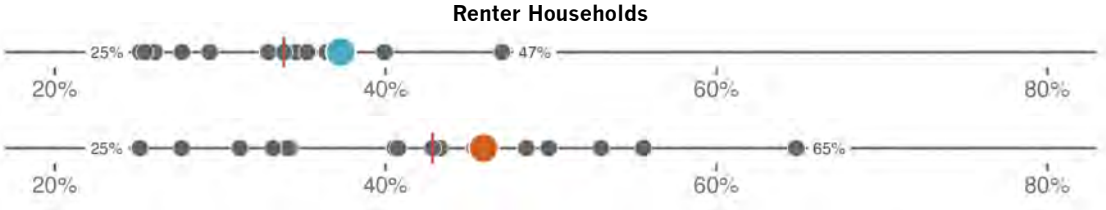
2050 Net Housing Needs: 23,964 units

Cost Burdened Renter Households

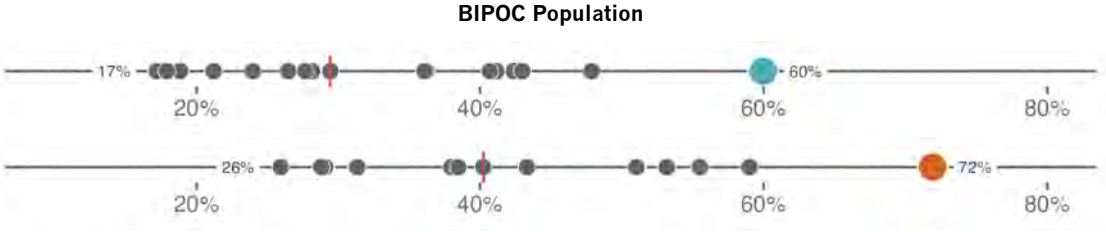
One Person Households



Renter Households



BIPOC Population



Appendix C

Prototypes

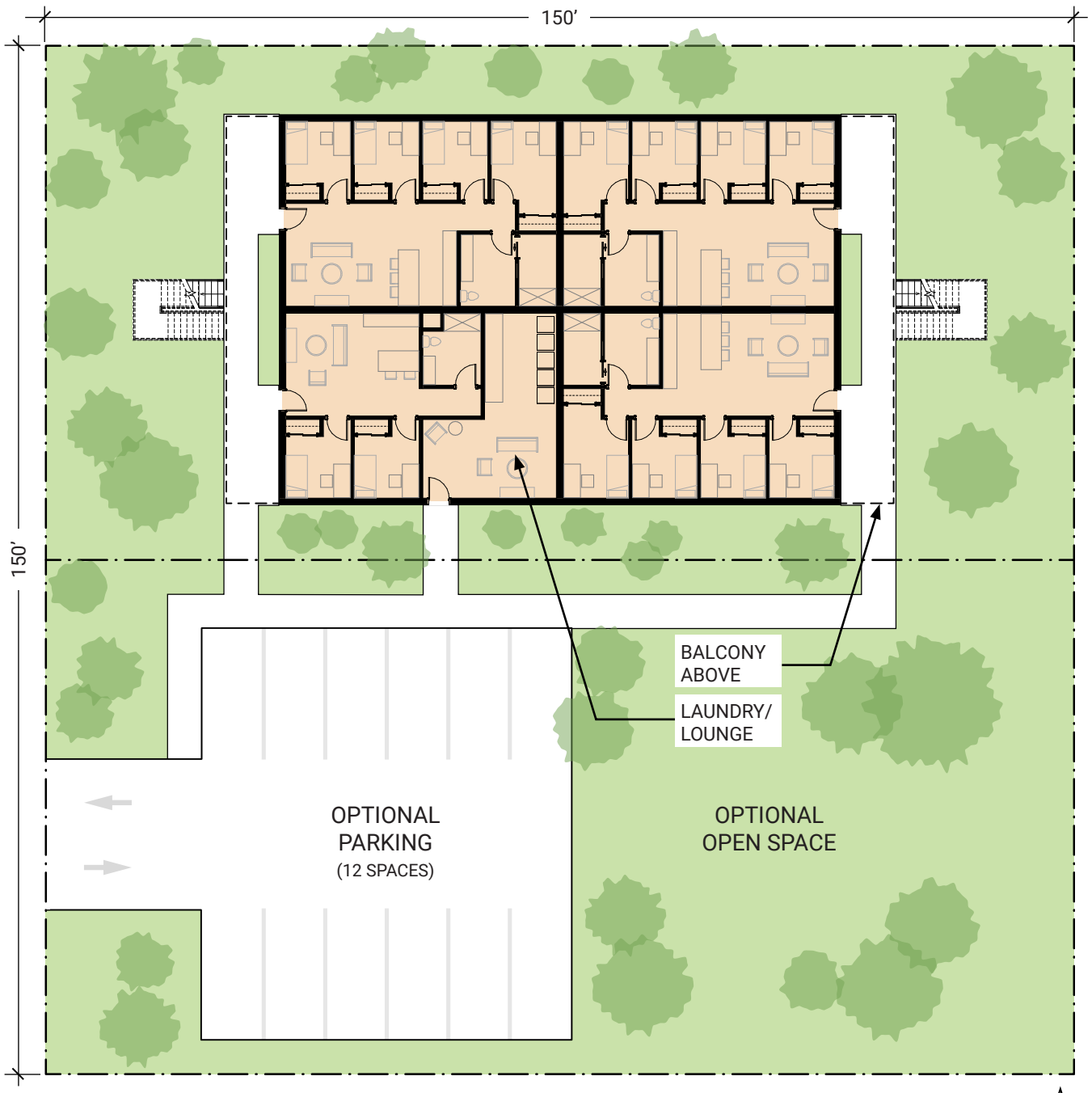
WA SBCTC

Campus Housing Study

March 31, 2025

ECO northwest | BORA | DCW | LISC

Scheme 01 | Flexible 4-Bedroom



Site Plan | Level 01

Overview:

1/2 Acre (21,780 SF) Site **with** Parking & Open Space
1/4 Acre (10,890 SF) Site **without** Parking & Open Space
Building Height: 4 Stories
Building Footprint: 4,674 SF
Gross Square Footage: 21,624 SF
Total Units: 16
Total Occupants: 62

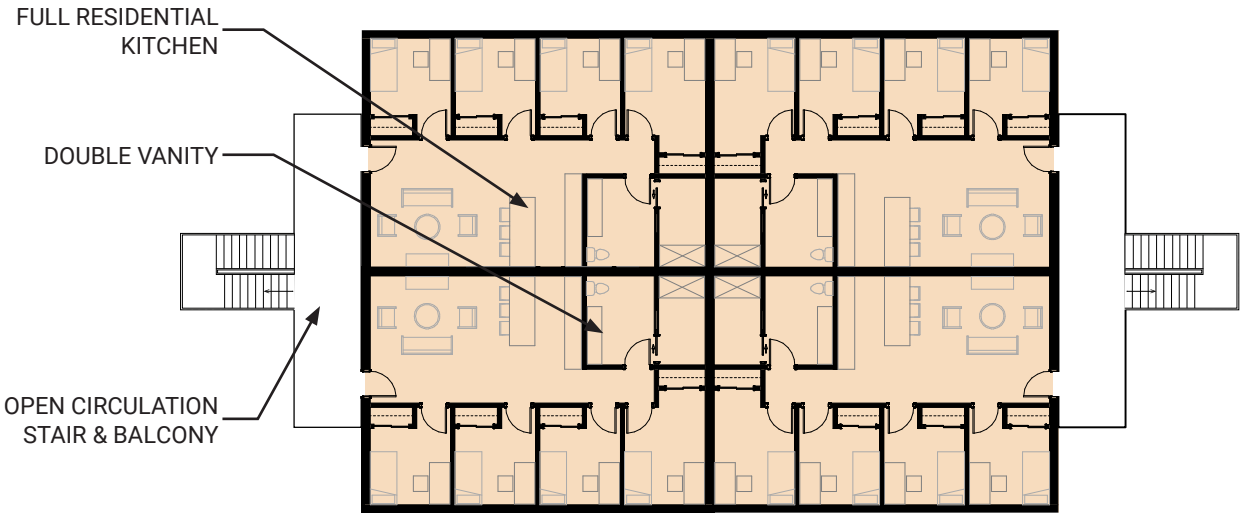
Level 01:

(3) 4 Bedroom Units
(1) 2 Bedroom Unit
Shared Laundry/Lounge

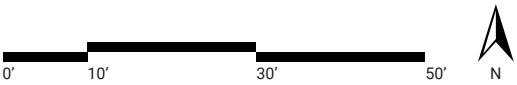
Level 02-04:

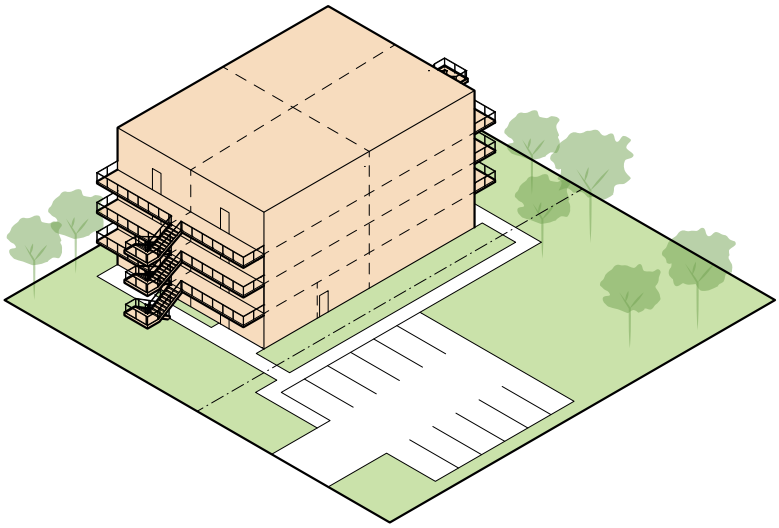
(4) 4 Bedroom Units

Scheme 01 | Flexible 4-Bedroom



Floor Plan | Level 02-04





Square Footage - Scheme 01

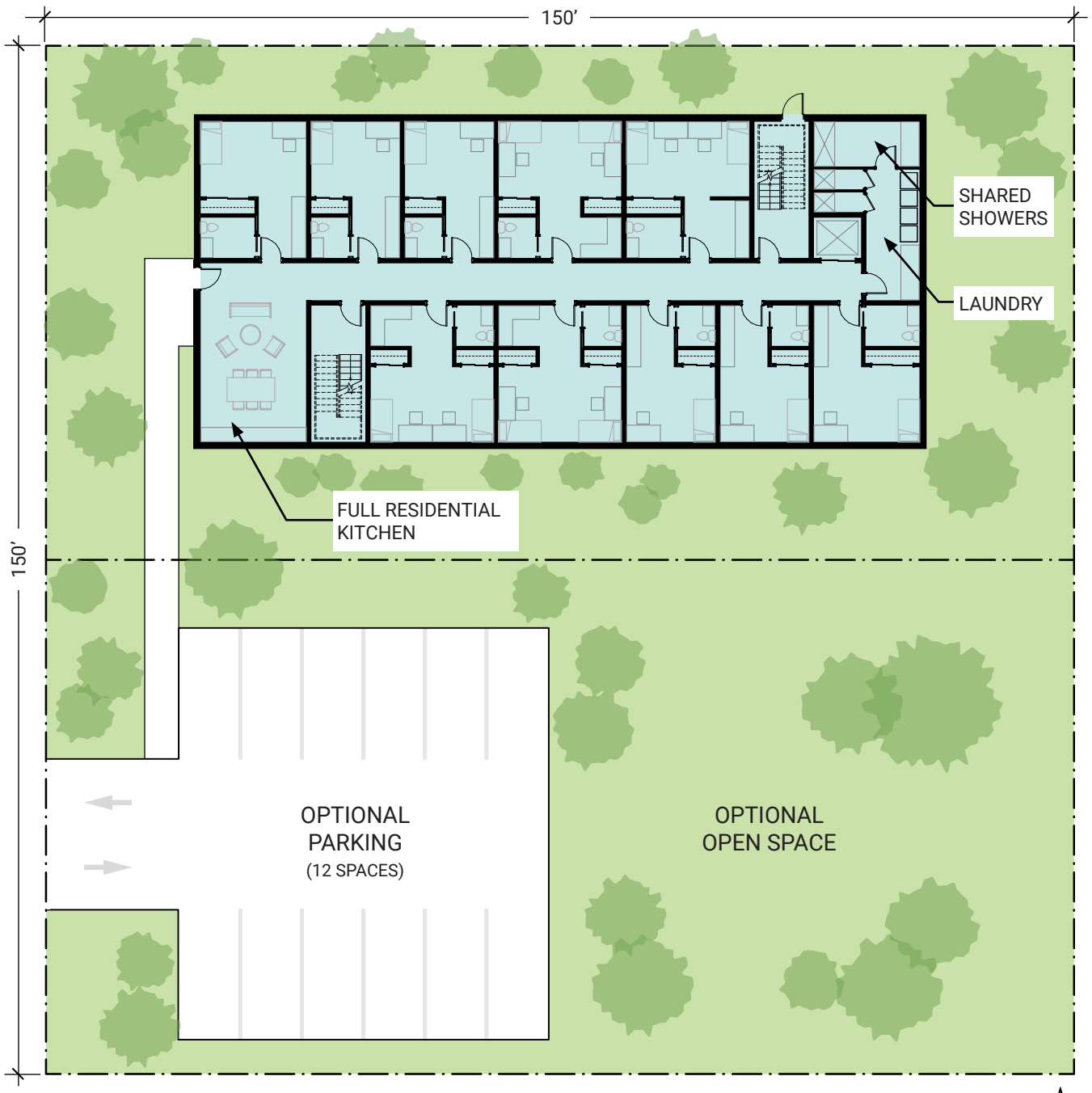
4 Bedroom Unit SF = 1,134 SF
2 Bedroom Unit SF = 662 SF
Shared Laundry/Lounge = 387 SF
Exterior Circulation = 2,928 SF
SF per Occupant = 349 SF/Occ

Features - Scheme 01

Full residential kitchen in each unit
Double sink/vanity in each bathroom
Open circulation stair & balcony at each floor
Shared laundry and lounge at level 01
Electric cove heaters & ceiling fans in bedrooms
Mini-split in each living room

3D Massing

Scheme 02 | Micro-Units



Site Plan | Level 01

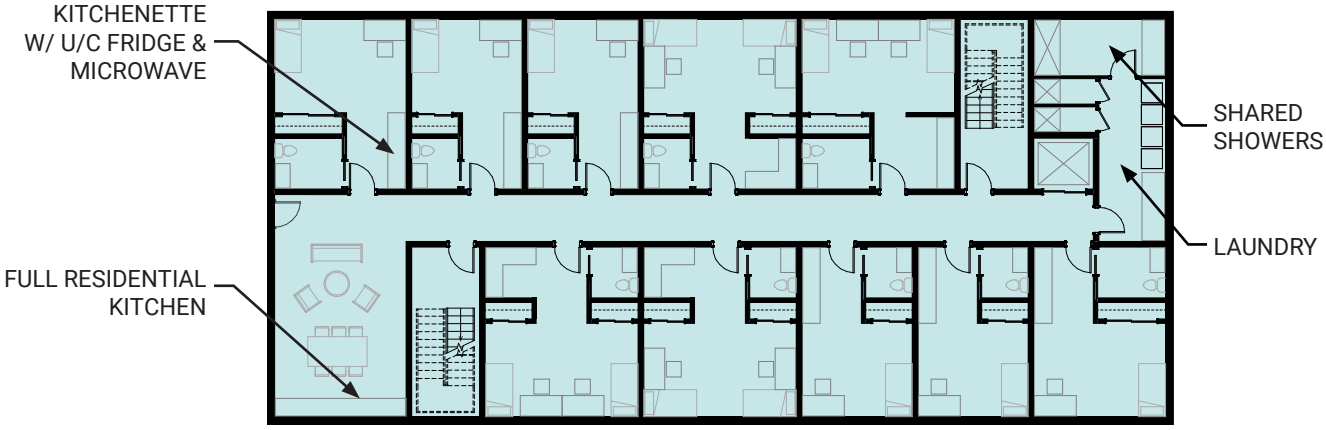
Overview:

1/2 Acre (21,780 SF) Site **with** Parking & Open Space
1/4 Acre (10,890 SF) Site **without** Parking & Open Space
Building Height: 4 Stories
Building Footprint: 5,225 SF
Gross Square Footage: 20,900 SF
Total Units: 40
Total Occupants: 56 (14 per floor)

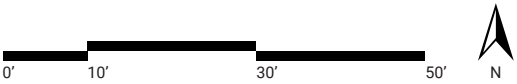
Level 01-04:

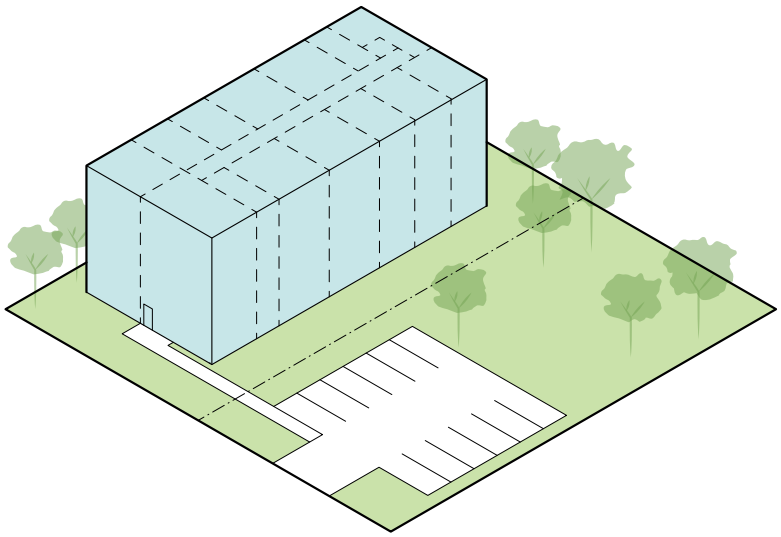
(6) Single Units (2 Accessible)
(4) Double Units (1 Accessible)
Shared Living/Kitchen Area
Shared Laundry/Showers

Scheme 02 | Micro-Units



Floor Plan | Level 02-04





Square Footage - Scheme 02

Single Room Area = 260 sf
Single (Accessible Room) Area = 310 sf
Double Room Area = 360 sf
Double (Accessible Room Area) = 360 sf
SF per Occupant = 374 SF/Occ

Features - Scheme 02

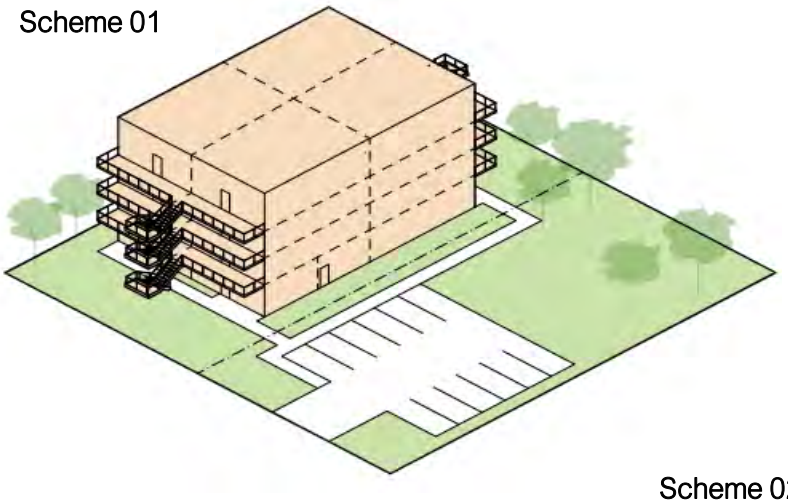
Kitchenette with undercounter fridge in each unit
Partial bath in each unit
(3) Shared showers on each floor
Shared laundry on each floor
Shared full kitchen and lounge on each floor
Electric cover heater & ceiling fan in each unit
Central air distributed via rooftop unit

3D Massing

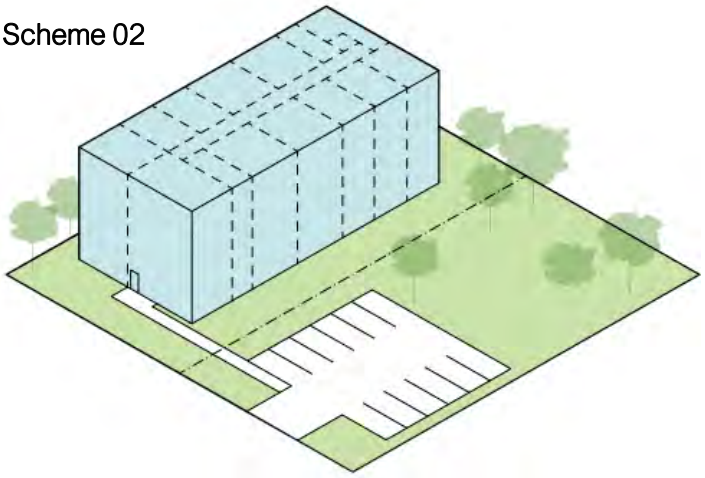
Appendix D

Development Cost Estimates

Scheme 01



Scheme 02



The Washington State Board for Community and Technical Colleges Affordable Student Housing Study

The Washington State Board for Community and Technical Colleges Affordable Student Housing Study

Prepared for:

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Suite 1600
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Prepared by:

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Seattle, WA 98109
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The Washington State Board for Community and Technical Colleges
Affordable Student Housing Study

Overall Summary

	SF	$/SF	ESTIMATED TOTAL	LOW -5%	HIGH 5%
SNOHOMISH / KING COUNTY					
Scheme 01 - Building	18,696	554.88	10,374,121	9,855,415	10,892,827
Scheme 01 - Sitework	14,280	89.27	1,274,838	1,211,096	1,338,580
TOTAL CONSTRUCTION COST			11,648,959	11,066,511	12,231,407
Scheme 02 - Building	20,900	516.71	10,799,264	10,259,300	11,339,227
Scheme 02 - Sitework	14,280	88.70	1,266,610	1,203,279	1,329,940
TOTAL CONSTRUCTION COST			12,065,873	11,462,580	12,669,167
MOSES LAKE / GRANT COUNTY					
Scheme 01 - Building	18,696	471.65	8,818,003	8,377,103	9,258,903
Scheme 01 - Sitework	14,280	75.88	1,083,612	1,029,431	1,137,793
TOTAL CONSTRUCTION COST			9,901,615	9,406,534	10,396,696
Scheme 02 - Building	20,900	439.20	9,179,374	8,720,405	9,638,343
Scheme 02 - Sitework	14,280	75.39	1,076,618	1,022,787	1,130,449
TOTAL CONSTRUCTION COST			10,255,992	9,743,193	10,768,792
TRI-CITIES					
Scheme 01 - Building	18,696	488.30	9,129,227	8,672,765	9,585,688
Scheme 01 - Sitework	14,280	78.56	1,121,857	1,065,764	1,177,950
TOTAL CONSTRUCTION COST			10,251,084	9,738,530	10,763,638
Scheme 02 - Building	20,900	454.71	9,503,352	9,028,184	9,978,520
Scheme 02 - Sitework	14,280	78.05	1,114,617	1,058,886	1,170,348
TOTAL CONSTRUCTION COST			10,617,969	10,087,070	11,148,867
SPOKANE					
Scheme 01 - Building	18,696	499.40	9,336,709	8,869,874	9,803,545
Scheme 01 - Sitework	14,280	80.35	1,147,354	1,089,986	1,204,722
TOTAL CONSTRUCTION COST			10,484,063	9,959,860	11,008,266
Scheme 02 - Building	20,900	465.04	9,719,337	9,233,370	10,205,304
Scheme 02 - Sitework	14,280	79.83	1,139,949	1,082,951	1,196,946
TOTAL CONSTRUCTION COST			10,859,286	10,316,322	11,402,250

The Washington State Board for Community and Technical Colleges
Affordable Student Housing Study

Overall Summary

	SF	$/SF	ESTIMATED TOTAL	LOW	HIGH
				-5%	5%
Vancouver					
Scheme 01 - Building	18,696	527.14	9,855,415	9,362,644	10,348,186
Scheme 01 - Sitework	14,280	84.81	1,211,096	1,150,541	1,271,651
TOTAL CONSTRUCTION COST			11,066,511	10,513,185	11,619,837
Scheme 02 - Building	20,900	490.88	10,259,300	9,746,335	10,772,265
Scheme 02 - Sitework	14,280	84.26	1,203,279	1,143,115	1,263,443
TOTAL CONSTRUCTION COST			11,462,580	10,889,451	12,035,709

The Washington State Board for Community and Technical Colleges
Affordable Student Housing Study

Contents

4	Overall Summary
5	Scope of Work
6	Basis of Estimate
8	Scheme 01 - Building
16	Scheme 01 - Sitework
20	Scheme 02 - Building
29	Scheme 02 - Sitework

The Washington State Board for Community and Technical Colleges
Affordable Student Housing Study

Scope of Work

Project Scope Description

The project comprises cost planning for the Market Research, Development Opportunity Analysis, & Feasibility Analysis located in Portland, OR. The intended design package consists of the identification and assessment of options for new construction of three buildings or acquisition of low-income student housing.

The intended design package consists of a study of low-income housing opportunities on community and technical college campuses for The Washington State Board for Community and Technical Colleges (SBCTC). Potential student housing prototypes in a couple different areas of Washington will be assessed. In preparation for the feasibility study, an initial analysis will be conducted of the rental housing market serving 34 college campuses. This analysis will explore the following:

- Each college's need for low-income student housing
- The estimated capital and ongoing costs to operate and maintain low-income student housing
- The impact on the local market rental housing supply should new low-income housing be constructed on a community or technical college campus for students

Operating costs described will not be part of DCW's scope of work.

Project Design

The cost herein are based upon the following documents:

1. 2025-03-27 - SBCTC - Outline Spec
2. SBCTC Prototype Ideas 032025
3. WA SBCTC_Housing Testfit_3.31.25

The Washington State Board for Community and Technical Colleges
Affordable Student Housing Study

Basis of Estimate

Assumptions and Clarifications

This estimate is based on the following assumptions and clarifications:

- Costs are based upon the drawings, narratives, specifications mentioned in the Scope of Work.
- Standard weekly working hours.
- Owner soft and permits costs are not included.
- Escalation is included to a start date of April 2026.
- Hazardous materials are not anticipated.
- Project sites are not specifically determined. Therefore, no demolition included.
- All sites are considered flat and accessible.
- No elevator is included in Scheme 01.
- Scheme 01 exterior stairs are included as steel and concrete construction.
- Scheme 02 interior stairs are included as wood construction.
- Pricing includes Prevailing Wage.

The Washington State Board for Community and Technical Colleges
Affordable Student Housing Study

Scheme 01 - Building Summary

			%	$/SF	TOTAL
			Gross Area:	18,696 SF	
A10	Foundations		3%	16.65	311,327
A20	Basement Construction		0%	0.00	0
A	Substructure		3%	16.65	311,327
B10	Superstructure		10%	54.88	1,025,949
B20	Exterior Enclosure		12%	68.55	1,281,589
B30	Roofing		1%	5.66	105,743
B	Shell		23%	129.08	2,413,281
C10	Interior Construction		9%	52.42	980,052
C20	Stairways		2%	9.77	182,616
C30	Interior Finishes		4%	21.41	400,316
C	Interiors		15%	83.60	1,562,984
D10	Conveying Systems		0%	0.00	0
D20	Plumbing Systems		3%	15.87	296,666
D30	Heating, Ventilation & Air Conditioning		10%	52.82	987,552
D40	Fire Protection		1%	8.31	155,326
D50	Electrical Lighting, Power & Communications		8%	46.38	867,063
D	Services		22%	123.37	2,306,607
E10	Equipment		1%	4.63	86,640
E20	Furnishings		4%	19.69	368,033
E	Equipment & Furnishings		4%	24.32	454,673
BUILDING ELEMENTAL COST BEFORE CONTINGENCIES			68%	377.03	7,048,872
Z10	Contingency	15.00%	10%	56.55	1,057,331
Z11	General Requirements	6.25%	5%	27.10	506,638
Z12	General Conditions	7.00%	6%	32.25	602,899
BUILDING ELEMENTAL COST INCLUDING CONTINGENCIES			89%	492.93	9,215,740
Z22	Office Overhead & Profit	4.00%	4%	19.72	368,630
Z23	Bonds & Insurance	2.50%	2%	12.82	239,609
BUILDING CONSTRUCTION COST BEFORE ESCALATION			95%	525.46	9,823,978
Z30	Escalation to Start Date (Apr 2026)	5.60%	5%	29.43	550,143
RECOMMENDED BUDGET			100%	554.88	10,374,121

The Washington State Board for Community and Technical Colleges
Affordable Student Housing Study

Scheme 01 - Building

	Quantity	Unit	Rate	Total
Control Quantities				
Level 1	4,674	SF		
Level 2	4,674	SF		
Level 3	4,674	SF		
Level 4	4,674	SF		
Roof	*4,674*	*SF*		
TOTAL GROSS FLOOR AREA	18,696	SF		
Control Quantities				
Building Footprint	4,674	SF		
Building Perimeter	277	LF		
Building Envelope	11,080	SF		
Exterior Glazing - Assume 30%	3,324	SF		
Laundry Room	387	SF		
Exterior Circulation	3,760	SF		
2 Bedrooms	662	SF		
4 Bedrooms	1,134	SF		
Units	16	EA		
A10 Foundations	18,696	SF	16.65	311,327
A1010 Standard Foundations	18,696	SF	11.31	211,363
Base aggregates - 6"	173	CY	48.00	8,309
Footing - cont.	47	CY	980.00	46,060
Footing - spread	48	CY	980.00	47,040
Perimeter insulation	554	SF	4.15	2,299
Perimeter drainage	327	LF	26.00	8,502
Anchor plates incl. bolts	139	EA	260.00	36,010
Waterproofing incl. drain mat	4,674	SF	10.30	48,142
Dewatering	1	LS	15,000.00	15,000
A1030 Slab On Grade	18,696	SF	5.35	99,964
Slab on grade - 4", reinforced	4,674	SF	10.80	50,479
Radon mitigation system	4,674	SF	3.05	14,256
Curb wall - 1'0"H	277	SF	58.00	16,066
Under-slab drainage	4,674	SF	2.10	9,815
Under-slab vapor barrier	4,674	SF	2.00	9,348

The Washington State Board for Community and Technical Colleges
Affordable Student Housing Study

Scheme 01 - Building

	Quantity	Unit	Rate	Total
A20 Basement Construction	**18,696**	**SF**		
No work anticipated				*NIC*
B10 Superstructure	**18,696**	**SF**	**54.88**	**1,025,949**
B1010 Floor Construction	18,696	SF	44.30	828,240
Floors				
Sheathing	14,022	SF	6.80	95,350
Topping slab - gypcrete 1-1/4" thk.	14,022	SF	6.40	89,741
Mat, acoustical 1/4" thk.	14,022	SF	5.30	74,317
Panel edge nailing	14,022	SF	1.45	20,332
Batt insulation, acoustic 3-1/2" thk.	14,022	SF	4.60	64,501
1/2" resilient channel	14,022	SF	0.80	11,218
TJI - 11-7/8" thk.	14,022	SF	12.80	179,482
Vertical construction				
Wood Exterior Enclosure				
Framing - 2x6 wood, exterior	11,080	SF	12.10	134,068
Sheathing - plywood, shear nailing	11,080	SF	6.12	67,810
Misc. metals and connections	18,696	SF	2.00	37,392
Non-bearing walls				*see partitions*
Sealants	18,696	SF	0.44	8,226
Blocking	18,696	SF	1.00	18,696
Strapping and ties	18,696	SF	1.45	27,109
B1020 Roof Construction	18,696	SF	10.57	197,709
Roof framing				
TJI - 11-7/8" thk, 24" O.C.	4,674	SF	12.80	59,827
Coverboard	4,674	SF	6.33	29,586
Insulation, R30	4,674	SF	6.88	32,157
Air/vapor barrier, self adhered	4,674	SF	6.80	31,783
Sheathing	4,674	SF	6.12	28,605
Blocking for PV	4,674	SF	2.30	10,750
Entry canopy	1	EA	5,000.00	5,000
B20 Exterior Enclosure	**18,696**	**SF**	**68.55**	**1,281,589**
B2010 Exterior Walls	18,696	SF	53.82	1,006,271
Framing - 2x6 wood, exterior (included above)	11,080	SF		*incl.*
Sheathing - plywood (included above)	7,756	SF		*incl.*
Insulation - R25	7,756	SF	5.85	45,373
Air/vapor barrier (WRB)	7,756	SF	6.25	48,475

The Washington State Board for Community and Technical Colleges
Affordable Student Housing Study

Scheme 01 - Building

	Quantity	Unit	Rate	Total
Cladding at exterior walls				
Vertical cementitious board and batt	7,136	SF	28.30	201,935
Metal panel - select locations	886	SF	58.00	51,411
Exterior mock-up	1	EA	2,500.00	2,500
Balcony walls and railings				
Exterior circulation balcony system	2,820	SF	166.25	468,825
Balcony Railing	444	LF	348.00	154,512
Flashings and trim	11,080	SF	3.00	33,240
B2020 Exterior Windows	18,696	SF	14.58	272,568
Glazing, vinyl windows with limiters	3,324	SF	82.00	272,568
B2030 Exterior Doors	18,696	SF	0.15	2,750
Hollow metal - single	1	EA	2,750.00	2,750
B30 Roofing	18,696	SF	5.66	105,743
B3010 Roof Coverings	18,696	SF	5.66	105,743
Roofing - SBS asphalt system	4,674	SF	18.85	88,105
Flashings and trim	831	LF	12.20	10,138
Fall restraint	1	LS	7,500.00	7,500
B3020 Roof Openings	18,696	SF		
No work anticipated				*NIC*
C10 Interior Construction	18,696	SF	52.42	980,052
C1010 Partitions	18,696	SF	36.96	690,936
Demising wall (non shear) - 1hr rated	10,650	SF	16.90	179,985
Interior 2x stud wall framing - 1hr rated	25,530	SF	14.46	369,164
Shaft walls	960	SF	15.00	14,400
Sound batt	10,650	SF	5.80	61,770
Interior glazing (not required)				*NIC,*
GWB at interior of exterior walls	7,756	SF	7.80	60,497
Backing and blocking, bathrooms	16	EA	320.00	5,120
C1020 Interior Doors	18,696	SF	13.65	255,118
Unit doors				
Entry door - solid core wood, metal frame, paint finish	16	EA	2,260.00	36,160

The Washington State Board for Community and Technical Colleges
Affordable Student Housing Study

Scheme 01 - Building

	Quantity	Unit	Rate	Total
Hollow core wood, metal frame, paint finish	78	EA	2,211.00	172,458
Closet, sliding - solid core wood, sliding overhead track	62	EA	750.00	46,500
C1030 Fittings	18,696	SF	1.82	33,998
Toilet and bath accessories - units				
Fixed mirror/medicine cabinet	16	EA	380.00	6,080
Towel rods - 24" polished chrome-planted zinc	32	EA	75.00	2,400
Robe hook	32	EA	35.00	1,120
Toilet paper holder	16	EA	40.00	640
Shower rod - curved seamless	16	EA	80.00	1,280
Signage - monument	1	LS	15,000.00	15,000
Wayfinding	18,696	SF	0.40	7,478
C20 Stairways	18,696	SF	9.77	182,616
C2010 Stair Construction	18,696	SF	9.77	182,616
Stair treads, risers and landings (exterior)	12	FLTS	9,650.00	115,800
Handrails	192	LF	348.00	66,816
C30 Interior Finishes	18,696	SF	21.41	400,316
C3010 Wall Finishes	18,696	SF	8.05	150,427
Painting	78,568	SF	1.85	145,351
Backsplash - kitchens	282	SF	18.00	5,076
C3020 Floor Finishes	18,696	SF	6.55	122,499
Unit floor finish				
Resilient floor - living space, kitchens, bathrooms	18,306	SF	6.50	118,989
Polished concrete - laundry toom	390	SF	9.00	3,510
C3030 Ceiling Finishes	18,696	SF	6.81	127,390
GYP	18,306	SF	4.80	87,869
ACT - laundry	390	SF	14.50	5,655
Painting	18,306	SF	1.85	33,866
D10 Conveying Systems	18,696	SF		
D1010 Elevators & Lifts	18,696	SF		
Passenger elevators				*NIC,*

The Washington State Board for Community and Technical Colleges
Affordable Student Housing Study

Scheme 01 - Building

	Quantity	Unit	Rate	Total
D20 Plumbing Systems	**18,696**	**SF**	**15.87**	**296,666**
D2010 Plumbing Fixtures	18,696	SF	5.81	108,690
Water closets	16	EA	1,225.00	19,600
Sinks, vanity	16	EA	985.00	15,760
Bathtubs/showers	16	EA	2,850.00	45,600
Sinks, kitchen shared	16	EA	1,325.00	21,200
Utility sink	1	EA	1,200.00	1,200
Mop sink	1	EA	1,250.00	1,250
Hose bibs	6	EA	680.00	4,080
D2020 Domestic Water Distribution	18,696	SF	7.21	134,784
<2" Pipes, fittings and manifolds, copper	2,016	LF	23.80	47,981
Insulation	2,016	LF	5.50	11,088
Valves and hydrants	23	EA	960.00	22,435
Water heaters (50GA electric)	16	EA	2,950.00	47,200
Metering	16	EA	380.00	6,080
D2030 Sanitary Waste	18,696	SF	1.94	36,296
Waste pipe and fittings	1,008	LF	22.00	22,176
Vent pipe and fittings	160	LF	24.00	3,840
Shower drains	16	EA	600.00	9,600
Floor drains in laundry room	1	EA	680.00	680
Sewage ejector pump, enclosure and lid - not required				*NIC,*
Elevator sump pumps				*NIC,*
D2040 Rain Water Drainage	18,696	SF	0.23	4,346
Roof drains, gutters, downspouts and connections	164	LF	26.50	4,346
D2090 Other Plumbing Systems	18,696	SF	0.67	12,550
Oil / water separator				*NIC,*
Fire water connection	1	EA	7,800.00	7,800
Laundry hook ups and wall boxes	5	EA	950.00	4,750
D30 Heating, Ventilation & Air Conditioning	**18,696**	**SF**	**52.82**	**987,552**
D3020 Heat Generating Systems	18,696	SF	38.80	725,405
Centralized ASHP system with chiller	18,696	SF	38.80	725,405
D3040 Distribution Systems	18,696	SF	13.17	246,307
Ventilation				
Bathroom fans	16	EA	1,920.00	30,720

The Washington State Board for Community and Technical Colleges
Affordable Student Housing Study

Scheme 01 - Building

	Quantity	Unit	Rate	Total
Kitchen fans	16	EA	2,100.00	33,600
Laundry vents	5	EA	1,225.00	6,125
Ceiling fans	78	EA	1,200.00	93,600
Controls	18,696	SF	4.40	82,262
D3070 Systems Testing & Balancing	18,696	SF	0.85	15,840
TAB	120	HRs	132.00	15,840
D40 Fire Protection	18,696	SF	8.31	155,326
D4010 Sprinklers	18,696	SF	6.10	114,046
Wet sprinkler system	18,696	SF	6.10	114,046
D4030 Fire Protection Specialties	18,696	SF	0.21	3,888
Fire extinguishers & cabinets	1	EA	400.00	400
In-unit extinguisher	16	EA	218.00	3,488
D4090 Other Fire Protection Specialties	18,696	SF	2.00	37,392
Carbon dioxide/smoke systems	18,696	SF	2.00	37,392
Fire booster pump, not required				*NIC,*
D50 Electrical Lighting, Power & Communications	18,696	SF	46.38	867,063
D5010 Electrical Service & Distribution	18,696	SF	16.66	311,426
Primary transformer - by franchise				*NIC,*
Transformer pad	1	EA	6,500.00	6,500
Primary feeders - trenching and conduit only	100	LF	80.00	8,000
Main switchboard - residential service	1,600	AMP	46.00	73,600
Unit meters	16	EA	348.00	5,568
Junction boxes incl. connections	75	EA	280.00	20,940
Unit panel - typ.	16	EA	2,230.00	35,680
Unit panel - structural media	16	EA	1,750.00	28,000
Conduit and wiring to panels	18,696	SF	4.25	79,458
Panel feeders	560	LF	78.00	43,680
Grounding	1	LS	10,000.00	10,000
D5020 Lighting & Branch Wiring	18,696	SF	10.29	192,445
Exterior attached building lighting	16	EA	600.00	9,600
Unit lighting				
Vanity lighting	16	EA	400.00	6,400
Room lighting	140	EA	460.00	64,400
Wiring and conduit	4,524	LF	16.50	74,653

The Washington State Board for Community and Technical Colleges
Affordable Student Housing Study

Scheme 01 - Building

	Quantity	Unit	Rate	Total
Switches and devices	18,696	SF	2.00	37,392
D5030 Communications & Security	18,696	SF	7.12	133,189
Fire alarm systems	18,696	SF	2.62	48,984
Telephone/data systems	78	EA	450.00	35,100
Card reader	1	EA	3,300.00	3,300
CCTV - devices and controls, allow	18,696	SF	2.45	45,805
D5090 Other Electrical Systems	18,696	SF	12.30	230,004
Convenience power				
Receptacle - typ.	187	EA	400.00	74,784
Equipment connections, dedicated outlets	16	EA	350.00	5,600
Disconnect switch	1	EA	1,220.00	1,220
DAS system	1	LS	50,000.00	50,000
Photovoltaic system, including racking	30	kW	3,280.00	98,400
E10 Equipment	18,696	SF	4.63	86,640
E1090 Other Equipment	18,696	SF	4.63	86,640
Residential equipment				
Refrigerator	16	EA	1,200.00	19,200
Stove 30"	16	EA	2,200.00	35,200
Microwave	16	EA	390.00	6,240
Dish washer	16	EA	550.00	8,800
Range hood	16	EA	725.00	11,600
Washer and dryer, one unit	5	EA	1,120.00	5,600
E20 Furnishings	18,696	SF	19.69	368,033
E2010 Fixed Furnishings	18,696	SF	19.69	368,033
Restroom vanity - laminate, high-pressure	112	LF	380.00	42,560
Kitchen uppers	188	LF	392.00	73,696
Kitchen lowers with countertop	207	LF	470.00	97,290
Kitchen island countertop	141	LF	626.67	88,360
Closet shelving	326	LF	17.50	5,705
Folding table in laundry	13	LF	126.00	1,638
Roller shades	3,324	SF	16.00	53,184
Freestanding mailbox, wood cladded enclosure	1	EA	5,600.00	5,600

The Washington State Board for Community and Technical Colleges
Affordable Student Housing Study

Scheme 01 - Sitework Summary

			%	$/SF	TOTAL
			Gross Area:	14,280 SF	
G10	Site Preparation		17%	15.44	220,489
G20	Site Improvements		10%	8.78	125,368
G30	Site Mechanical Utilities		25%	22.46	320,753
G40	Site Electrical Utilities		14%	12.11	173,000
G90	Other Site Construction		2%	1.86	26,600
G	Building Sitework		68%	60.66	866,210
SITE ELEMENTAL COST BEFORE CONTINGENCIES			68%	60.66	866,210
Z10	Contingency	15.00%	10%	9.10	129,932
Z11	General Requirements	6.25%	5%	4.36	62,259
Z12	General Conditions	7.00%	6%	5.19	74,088
SITE ELEMENTAL COST INCLUDING CONTINGENCIES			89%	79.31	1,132,488
Z21	Office Overhead & Profit	4.00%	4%	3.17	45,300
Z22	Bonds & Insurance	2.50%	2%	2.06	29,445
SITE CONSTRUCTION COST BEFORE ESCALATION			95%	84.54	1,207,233
Z30	Escalation to Start Date (Apr 2026)	5.60%	5%	4.73	67,605
RECOMMENDED BUDGET			100%	89.27	1,274,838

The Washington State Board for Community and Technical Colleges
Affordable Student Housing Study

Scheme 01 - Sitework

	Quantity	Unit	Rate	Total
Net Site Areas				
Pedestrian Paving and Hardscape	1,716	SF		
Landscaping and Softscape	7,890	SF		
Building Footprints	4,674	SF		
TOTAL SITE AREA	14,280	SF		
G10 Site Preparation	14,280	SF	15.44	220,489
G1010 Site Clearing	14,280	SF	12.11	173,000
SPCC plan	1	EA	5,000.00	5,000
Construction entrance	2	EA	6,500.00	13,000
Wheel wash	8	MO	1,200.00	9,600
Temporary toilets	16	MO	650.00	10,400
Traffic control - part time	16	MO	1,500.00	24,000
Daily and final cleanup incudes street cleaning	16	MO	2,500.00	40,000
Utility protection	16	MO	1,500.00	24,000
Site protection	1	LS	15,000.00	15,000
Survey - construction	1	LS	32,000.00	32,000
G1020 Site Demolition and Relocations	14,280	SF	0.90	12,912
Hazardous soils - not required				*NIC*
Tree protection	10	EA	220.00	2,200
Building demolition, not required				*NIC*
Clear and grub	14,280	SF	0.40	5,712
Demo - trees	1	LS	5,000.00	5,000
G1030 Site Earthwork	14,280	SF	2.42	34,577
Site cut - 18" depth, building	260	CY	21.00	5,453
Site cut, spread footings	48	CY	21.00	1,008
Site fill - from stockpile	10	CY	12.50	125
Site haul and dispose	38	CY	45.00	1,710
Rough grading and compaction	14,280	SF	0.80	11,424
Fine grading and compaction	14,280	SF	0.60	8,568
Base aggregates - 6" depth	36	CY	55.00	2,005
Erosion control	14,280	SF	0.30	4,284
G1040 Hazardous Waste Remediation	14,280	SF		
Removal of hazardous materials - no work anticipated				*NIC*

The Washington State Board for Community and Technical Colleges
Affordable Student Housing Study

Scheme 01 - Sitework

	Quantity	Unit	Rate	Total
G20 Site Improvements	**14,280**	**SF**	**8.78**	**125,368**
G2010 Roadways	14,280	SF		
No work anticipated				*NIC*
G2020 Parking Lots	14,280	SF		
No work anticipated				*NIC*
G2030 Pedestrian Paving	14,280	SF	1.26	18,018
Paving and surfacing				
Pedestrian paving - CIP concrete	1,716	SF	10.50	18,018
Curb - CIP concrete, not required				*NIC*
G2040 Site Development	14,280	SF	0.44	6,300
Bike rack	5	EA	1,260.00	6,300
G2050 Landscaping	14,280	SF	7.08	101,050
Trees	5	EA	700.00	3,500
Planting area - shrubs/groundcover/perennials	7,890	SF		
Topsoil, 12" depth	292	CY	60.00	17,533
Mulch - 3" depth	73	CY	48.00	3,507
Shrub - 1 to 2 gal., 24" O.C.	1,973	EA	25.00	49,313
Irrigation - planted areas	7,890	SF	2.75	21,698
Irrigation - controls	1	LS	5500.00	5,500
G30 Site Mechanical Utilities	**14,280**	**SF**	**22.46**	**320,753**
G3010 Water Supply	14,280	SF	10.13	144,600
W - 3" domestic incl. trenching and backfill	400	LF	133.00	53,200
W - connection	1	EA	5,500.00	5,500
FP - 8" fire service	400	LF	168.00	67,200
FP - connection	1	EA	5,500.00	5,500
FP - water vault, 4484	1	EA	7,000.00	7,000
Water Hydrant	1	EA	6,200.00	6,200
G3020 Sanitary Sewer	14,280	SF	7.67	109,500
SS - 8" sewer incl. trenching and backfill	600	LF	156.00	93,600
SS - manhole	1	EA	8,200.00	8,200
SS - cleanout	2	EA	1,100.00	2,200
SS - connection	1	EA	5,500.00	5,500

The Washington State Board for Community and Technical Colleges
Affordable Student Housing Study

Scheme 01 - Sitework

	Quantity	Unit	Rate	Total
G3030 Storm Sewer	14,280	SF	4.67	66,653
SD - area drain	4	EA	3,000.00	12,000
SD - cleanout	6	EA	1,100.00	6,600
SD - manhole	1	EA	8,200.00	8,200
SD - 4" perf pipe, incl. trenching and backfill	100	LF	65.00	6,500
SD - 8" Storm drain incl. trenching and backfill	300	LF	110.00	33,000
Outfall, stabilized outfall	4	CY	85.00	353
G40 Site Electrical Utilities	14,280	SF	12.11	173,000
G4010 Electrical Distribution	14,280	SF	4.34	62,000
Transformer - by franchise utility				*NIC*
Electrical vault - complete	1	LS	37,500.00	37,500
Trenching and conduit - primary power (feeder by franchise)	100	LF	145.00	14,500
Point of connection	1	EA	10,000.00	10,000
G4020 Site Lighting	14,280	SF	6.58	94,000
Site lighting poles	3	EA	6,500.00	19,500
Wiring conduits and duct banks	800	LF	85.00	68,000
Site lighting controls	1	LS	6,500.00	6,500
G4030 Site Communications & Security	14,280	SF	1.19	17,000
Comm line, incl. trenching and backfill	150	LF	80.00	12,000
Point of connection	1	EA	5,000.00	5,000
G4090 Other Site Electrical Utilities	14,280	SF		
No work anticipated				*NIC*

The Washington State Board for Community and Technical Colleges
Affordable Student Housing Study

Scheme 02 - Building Summary

			%	$/SF	TOTAL
			Gross Area:	20,900 SF	
A10	Foundations		3%	16.97	354,753
A20	Basement Construction		0%	0.00	0
A	Substructure		3%	16.97	354,753
B10	Superstructure		11%	55.28	1,155,335
B20	Exterior Enclosure		7%	35.44	740,761
B30	Roofing		1%	5.62	117,410
B	Shell		19%	96.34	2,013,506
C10	Interior Construction		7%	36.80	769,201
C20	Stairways		2%	7.85	164,016
C30	Interior Finishes		4%	22.25	465,087
C	Interiors		13%	66.90	1,398,304
D10	Conveying Systems		2%	10.91	228,000
D20	Plumbing Systems		4%	19.21	401,400
D30	Heating, Ventilation & Air Conditioning		10%	52.37	1,094,560
D40	Fire Protection		2%	8.59	179,610
D50	Electrical Lighting, Power & Communications		10%	52.19	1,090,850
D	Services		28%	143.27	2,994,420
E10	Equipment		1%	3.51	73,380
E20	Furnishings		5%	24.09	503,380
E	Equipment & Furnishings		5%	27.60	576,760
BUILDING ELEMENTAL COST BEFORE CONTINGENCIES			68%	351.09	7,337,742
Z10	Contingency	15.00%	10%	52.66	1,100,661
Z11	General Requirements	6.25%	5%	25.23	527,400
Z12	General Conditions	7.00%	6%	30.03	627,606
BUILDING ELEMENTAL COST INCLUDING CONTINGENCIES			89%	459.01	9,593,410
Z22	Office Overhead & Profit	4.00%	4%	18.36	383,736
Z23	Bonds & Insurance	2.50%	2%	11.93	249,429
BUILDING CONSTRUCTION COST BEFORE ESCALATION			95%	489.31	10,226,575
Z30	Escalation to Start Date (Apr 2026)	5.60%	5%	27.40	572,688
RECOMMENDED BUDGET			100%	516.71	10,799,264

The Washington State Board for Community and Technical Colleges
Affordable Student Housing Study

Scheme 02 - Building

	Quantity	Unit	Rate	Total
Control Quantities				
Level 1	5,225	SF		
Level 2	5,225	SF		
Level 3	5,225	SF		
Level 4	5,225	SF		
Roof	*5,225*	*SF*		
TOTAL GROSS FLOOR AREA	20,900	SF		
Control Quantities				
Building Footprint	5,225	SF		
Building Perimeter	312	LF		
Building Envelope	12,480	SF		
Exterior Glazing - Assume 30%	3,744	SF		
Laundry Room	1,352	SF		
Common Kitchen	1,668	SF		
Interior Circulation	1,928	SF		
1 Bed Unit	260	SF		
1 Bed Unit, ADA	310	SF		
2 Bed Unit	360	SF		
2 Bed Unit, ADA	360	SF		
Units	40	EA		
A10 Foundations	20,900	SF	16.97	354,753
A1010 Standard Foundations	20,900	SF	10.94	228,668
Base aggregates - 6"	194	CY	48.00	9,289
Footing - cont.	52	CY	980.00	50,960
Footing - spread	48	CY	980.00	47,040
Perimeter insulation	624	SF	4.15	2,590
Perimeter drainage	362	LF	26.00	9,412
Anchor plates incl. bolts	156	EA	260.00	40,560
Waterproofing incl. drain mat	5,225	SF	10.30	53,818
Dewatering	1	LS	15,000.00	15,000
A1030 Slab On Grade	20,900	SF	6.03	126,085
Elevator pit, waterproofed	1	EA	14,200.00	14,200
Slab on grade - 4", reinforced	5,225	SF	10.80	56,430
Radon mitigation system	5,225	SF	3.05	15,936
Curb wall - 1'0"H	312	SF	58.00	18,096

The Washington State Board for Community and Technical Colleges
Affordable Student Housing Study

Scheme 02 - Building

	Quantity	Unit	Rate	Total
Under-slab drainage	5,225	SF	2.10	10,973
Under-slab vapor barrier	5,225	SF	2.00	10,450
A20 Basement Construction	**20,900**	**SF**		
No work anticipated				*NIC*
B10 Superstructure	**20,900**	**SF**	**55.28**	**1,155,335**
B1010 Floor Construction	**20,900**	**SF**	**44.38**	**927,588**
Floors				
Sheathing	15,675	SF	6.80	106,590
Topping slab - gypcrete 1-1/4" thk.	15,675	SF	6.40	100,320
Mat, acoustical 1/4" thk.	15,675	SF	5.30	83,078
Panel edge nailing	15,675	SF	1.45	22,729
Batt insulation, acoustic 3-1/2" thk.	15,675	SF	4.60	72,105
1/2" resilient channel	15,675	SF	0.80	12,540
TJI - 11-7/8" thk.	15,675	SF	12.80	200,640
Vertical construction				
Wood exterior enclosure				
Framing - 2x6 wood, exterior	12,480	SF	12.10	151,008
Sheathing - plywood, shear nailing	12,480	SF	6.12	76,378
Misc. metals and connections	20,900	SF	2.00	41,800
Non-bearing walls				*see partitions*
Sealants	20,900	SF	0.44	9,196
Blocking	20,900	SF	1.00	20,900
Strapping and ties	20,900	SF	1.45	30,305
B1020 Roof Construction	**20,900**	**SF**	**10.90**	**227,747**
Roof framing				
TJI - 11-7/8" thk, 24" O.C.	5,225	SF	12.80	66,880
Coverboard	5,225	SF	6.33	33,074
Insulation, R30	5,225	SF	6.88	35,948
Air/vapor barrier, self adhered	5,225	SF	6.80	35,530
Sheathing	5,225	SF	6.12	31,977
Elevator overrun	60	SF	122.00	7,320
Blocking for PV	5,225	SF	2.30	12,018
Entry canopy	1	EA	5,000.00	5,000

The Washington State Board for Community and Technical Colleges
Affordable Student Housing Study

Scheme 02 - Building

	Quantity	Unit	Rate	Total
B20 Exterior Enclosure	**20,900**	**SF**	**35.44**	**740,761**
B2010 Exterior Walls	20,900	SF	20.62	431,003
Framing - 2x6 wood, exterior	12,480	SF		*incl. above*
Sheathing - plywood	8,736	SF		*incl. above*
Insulation - R25	8,736	SF	5.85	51,106
Air/vapor barrier (WRB)	8,736	SF	6.25	54,600
Cladding at exterior walls				
Vertical cementitious board and batt	8,037	SF	28.30	227,450
Metal panel - select locations	998	SF	58.00	57,907
Exterior mock-up	1	EA	2,500.00	2,500
Balcony walls and railings				
Exterior circulation balcony system				*NIC,*
Balcony railing				*NIC,*
Flashings and trim	12,480	SF	3.00	37,440
B2020 Exterior Windows	20,900	SF	14.69	307,008
Glazing, vinyl windows with limiters	3,744	SF	82.00	307,008
B2030 Exterior Doors	20,900	SF	0.13	2,750
Hollow metal - single	1	EA	2,750.00	2,750
B30 Roofing	**20,900**	**SF**	**5.62**	**117,410**
B3010 Roof Coverings	20,900	SF	5.62	117,410
Roofing - SBS asphalt system	5,225	SF	18.85	98,491
Flashings and trim	936	LF	12.20	11,419
Fall restraint	1	LS	7,500.00	7,500
B3020 Roof Openings	20,900	SF		
No work anticipated				*NIC*
C10 Interior Construction	**20,900**	**SF**	**36.80**	**769,201**
C1010 Partitions	20,900	SF	24.65	515,161
Demising wall (non shear) - 1hr rated	10,800	SF	16.90	182,520
Interior 2x stud wall framing - 1hr rated	11,000	SF	14.46	159,060
Shaft walls	2,000	SF	15.00	30,000
Sound batt	10,800	SF	5.80	62,640
Interior glazing				*NIC,*

The Washington State Board for Community and Technical Colleges
Affordable Student Housing Study

Scheme 02 - Building

	Quantity	Unit	Rate	Total
GWB at interior of exterior walls	8,736	SF	7.80	68,141
Backing and blocking, bathrooms	40	EA	320.00	12,800
C1020 Interior Doors	20,900	SF	10.07	210,400
Unit doors				
Entry door - solid core wood, metal frame, paint finish	40	EA	2,260.00	90,400
Pocket door, paint finish	40	EA	1,980.00	79,200
Closet, sliding 6'0"W - solid core wood, sliding overhead track	12	EA	900.00	10,800
Closet, sliding 4'0"W - solid core wood, sliding overhead track	40	EA	750.00	30,000
C1030 Fittings	20,900	SF	2.09	43,640
Toilet and bath accessories - units				
Fixed mirror/medicine cabinet	40	EA	380.00	15,200
Towel rods - 24" polished chrome-planted zinc	16	EA	75.00	1,200
Robe hook	56	EA	35.00	1,960
Toilet paper holder	40	EA	40.00	1,600
Shower rod - curved seamless	4	EA	80.00	320
Signage - monument	1	LS	15,000.00	15,000
Wayfinding	20,900	SF	0.40	8,360
C20 Stairways	20,900	SF	7.85	164,016
C2010 Stair Construction	20,900	SF	7.85	164,016
Stairs and landings	12	FLTS	8,100.00	97,200
Handrails	192	LF	348.00	66,816
C30 Interior Finishes	20,900	SF	22.25	465,087
C3010 Wall Finishes	20,900	SF	5.40	112,877
Painting	56,938	SF	1.85	105,335
Backsplash - kitchens	419	SF	18.00	7,542
C3020 Floor Finishes	20,900	SF	8.90	185,938
Unit floor finish				
Resilient floor - living space, toilets	20,900	SF	6.50	135,850
Common areas				
Carpet - interior circulation	214	SY	65.00	13,924
Base: finger jointed pine, 4 in. high, fill nail holes, painted	488	LF	10.00	4,880
Polished concrete - laundry room and kitchen	3,476	SF	9.00	31,284

The Washington State Board for Community and Technical Colleges
Affordable Student Housing Study

Scheme 02 - Building

	Quantity	Unit	Rate	Total
C3030 Ceiling Finishes	20,900	SF	7.96	166,272
GYP	17,424	SF	4.80	83,635
ACT - laundry and kitchen	3,476	SF	14.50	50,402
Painting	17,424	SF	1.85	32,234
D10 Conveying Systems	**20,900**	**SF**	**10.91**	**228,000**
D1010 Elevators & Lifts	20,900	SF	10.91	228,000
Passenger elevators	4	ST	57,000.00	228,000
D20 Plumbing Systems	**20,900**	**SF**	**19.21**	**401,400**
D2010 Plumbing Fixtures	20,900	SF	6.36	132,830
Water closets	40	EA	1,225.00	49,000
Sinks, vanity	40	EA	985.00	39,400
Prefab single shower	8	EA	2,200.00	17,600
Prefab rolling shower	4	EA	2,850.00	11,400
Sinks, kitchen shared	4	EA	1,325.00	5,300
Utility sink	4	EA	1,200.00	4,800
Mop sink	1	EA	1,250.00	1,250
Hose bibs	6	EA	680.00	4,080
D2020 Domestic Water Distribution	20,900	SF	8.92	186,463
<2" Pipes, fittings and manifolds, copper	2,996	LF	23.80	71,305
Insulation	2,996	LF	5.50	16,478
Valves and hydrants	26	EA	960.00	25,080
Water heaters (120GA Heat pump water heater)	4	EA	14,600.00	58,400
Metering	40	EA	380.00	15,200
D2030 Sanitary Waste	20,900	SF	2.56	53,436
Waste pipe and fittings	1,498	LF	22.00	32,956
Vent pipe and fittings	440	LF	24.00	10,560
Shower drains	12	EA	600.00	7,200
Floor drains in laundry room	4	EA	680.00	2,720
Sewage ejector pump, enclosure and lid - not required				*NIC,*
Elevator sump pumps				*NIC,*
D2040 Rain Water Drainage	20,900	SF	0.27	5,671
Roof drains, gutters, downspouts and connections	214	LF	26.50	5,671

The Washington State Board for Community and Technical Colleges
Affordable Student Housing Study

Scheme 02 - Building

	Quantity	Unit	Rate	Total
D2090 Other Plumbing Systems	20,900	SF	1.10	23,000
Oil/water separator				*NIC,*
Fire water connection	1	EA	7,800.00	7,800
Laundry hook ups and wall boxes	16	EA	950.00	15,200
D30 Heating, Ventilation & Air Conditioning	**20,900**	**SF**	**52.37**	**1,094,560**
D3020 Heat Generating Systems	20,900	SF	38.80	810,920
Centralized ASHP system with chiller, includes corridors	20,900	SF	38.80	810,920
D3040 Distribution Systems	20,900	SF	12.81	267,800
Ventilation				
Toilet and bathroom fans	52	EA	1,920.00	99,840
Kitchen fans	4	EA	2,100.00	8,400
Laundry vents	16	EA	1,225.00	19,600
Ceiling fans	40	EA	1,200.00	48,000
Controls	20,900	SF	4.40	91,960
D3070 Systems Testing & Balancing	20,900	SF	0.76	15,840
TAB	120	HRs	132.00	15,840
D40 Fire Protection	**20,900**	**SF**	**8.59**	**179,610**
D4010 Sprinklers	20,900	SF	6.10	127,490
Wet sprinkler system	20,900	SF	6.10	127,490
D4030 Fire Protection Specialties	20,900	SF	0.49	10,320
Fire extinguishers & cabinets	4	EA	400.00	1,600
In-unit extinguisher	40	EA	218.00	8,720
D4090 Other Fire Protection Specialties	20,900	SF	2.00	41,800
Carbon dioxide/smoke systems	20,900	SF	2.00	41,800
Fire booster pump, not required				*NIC,*
D50 Electrical Lighting, Power & Communications	**20,900**	**SF**	**52.19**	**1,090,850**
D5010 Electrical Service & Distribution	20,900	SF	23.57	492,653
Primary transformer - by franchise				*NIC,*
Transformer pad	1	EA	6,500.00	6,500
Primary feeders - trenching and conduit only	100	LF	80.00	8,000
Main switchboard - residential service	1,600	AMP	46.00	73,600
Unit meters	40	EA	348.00	13,920

The Washington State Board for Community and Technical Colleges
Affordable Student Housing Study

Scheme 02 - Building

	Quantity	Unit	Rate	Total
Junction boxes incl. connections	84	EA	280.00	23,408
Unit panel - typ.	40	EA	2,230.00	89,200
Unit panel - structural media	40	EA	1,750.00	70,000
Conduit and wiring to panels	20,900	SF	4.25	88,825
Panel feeders	1,400	LF	78.00	109,200
Grounding	1	LS	10,000.00	10,000
D5020 Lighting & Branch Wiring	20,900	SF	9.40	196,514
Exit light	8	EA	200.00	1,600
Exterior attached building lighting	12	EA	600.00	7,200
Amenity areas lighting				
Kitchen, laundry and showers lighting	45	EA	460.00	20,700
Unit lighting				
Vanity lighting	40	EA	400.00	16,000
Room lighting	56	EA	460.00	25,760
Wiring and conduit	5,058	LF	16.50	83,454
Switches and devices	20,900	SF	2.00	41,800
D5030 Communications & Security	20,900	SF	7.39	154,463
Fire alarm systems	20,900	SF	2.62	54,758
Telephone/data systems	78	EA	450.00	35,100
Card reader	3	EA	3,300.00	9,900
ADA opener	1	EA	3,500.00	3,500
CCTV - devices and controls, allow	20,900	SF	2.45	51,205
D5090 Other Electrical Systems	20,900	SF	11.83	247,220
Convenience power				
Receptacle - typ.	209	EA	400.00	83,600
Equipment connections, dedicated outlets	40	EA	350.00	14,000
Disconnect switch	1	EA	1,220.00	1,220
DAS System	1	LS	50,000.00	50,000
Photovoltaic system, including racking	30	kW	3,280.00	98,400
E10 Equipment	20,900	SF	3.51	73,380
E1090 Other Equipment	20,900	SF	3.51	73,380
Residential equipment				
Refrigerator	4	EA	1,200.00	4,800
Refrigerator, small unit	40	EA	490.00	19,600
Stove 30"	4	EA	2,200.00	8,800
Microwave	44	EA	390.00	17,160
Dish washer	4	EA	550.00	2,200

The Washington State Board for Community and Technical Colleges
Affordable Student Housing Study

Scheme 02 - Building

	Quantity	Unit	Rate	Total
Range hood	4	EA	725.00	2,900
Washer and dryer, one unit	16	EA	1,120.00	17,920
E20 Furnishings	**20,900**	**SF**	**24.09**	**503,380**
E2010 Fixed Furnishings	20,900	SF	24.09	503,380
Restroom vanity - laminate, high-pressure	120	LF	380.00	45,600
Kitchen uppers	396	LF	392.00	155,232
Kitchen lowers with countertop	396	LF	470.00	186,120
Removable cabinet doors where required for accessibility	4	EA	200.00	800
Kitchen countertop	64	LF	626.67	40,107
Closet shelving	342	LF	17.50	5,985
Folding table in laundry	32	LF	126.00	4,032
Roller shades	3,744	SF	16.00	59,904
Freestanding mailbox, wood cladded enclosure	1	EA	5,600.00	5,600

The Washington State Board for Community and Technical Colleges
Affordable Student Housing Study

Scheme 02 - Sitework Summary

			%	$/SF	TOTAL
			Gross Area:	14,280 SF	
G10	Site Preparation		17%	15.39	219,792
G20	Site Improvements		10%	8.44	120,475
G30	Site Mechanical Utilities		25%	22.46	320,753
G40	Site Electrical Utilities		14%	12.11	173,000
G90	Other Site Construction		2%	1.86	26,600
G	Building Sitework		68%	60.27	860,620
SITE ELEMENTAL COST BEFORE CONTINGENCIES			68%	60.27	860,620
Z10	Contingency	15.00%	10%	9.04	129,093
Z11	General Requirements	6.25%	5%	4.33	61,857
Z12	General Conditions	7.00%	6%	5,154.75	73,610
SITE ELEMENTAL COST INCLUDING CONTINGENCIES			89%	78.79	1,125,179
Z21	Office Overhead & Profit	4.00%	4%	3.15	45,007
Z22	Bonds & Insurance	2.50%	2%	2.05	29,255
SITE CONSTRUCTION COST BEFORE ESCALATION			95%	83.99	1,199,441
Z30	Escalation to Start Date (Apr 2026)	5.60%	5%	4.70	67,169
RECOMMENDED BUDGET			100%	88.70	1,266,610

The Washington State Board for Community and Technical Colleges
Affordable Student Housing Study

Scheme 02 - Sitework

	Quantity	Unit	Rate	Total
Net Site Areas				
Pedestrian Paving and Hardscape	400	SF		
Roads and Parking	0	SF		
Landscaping and Softscape	8,655	SF		
Building Footprints	5,225	SF		
TOTAL SITE AREA	14,280	SF		
G10 Site Preparation	14,280	SF	15.39	219,792
G1010 Site Clearing	14,280	SF	12.11	173,000
SPCC plan	1	EA	5,000.00	5,000
Construction entrance	2	EA	6,500.00	13,000
Wheel wash	8	MO	1,200.00	9,600
Temporary toilets	16	MO	650.00	10,400
Traffic control - part time	16	MO	1,500.00	24,000
Daily and final cleanup incudes street cleaning	16	MO	2,500.00	40,000
Utility protection	16	MO	1,500.00	24,000
Site protection	1	LS	15,000.00	15,000
Survey - construction	1	LS	32,000.00	32,000
G1020 Site Demolition and Relocations	14,280	SF	0.90	12,912
Hazardous soils - not required				*NIC*
Tree protection	10	EA	220.00	2,200
Building demolition, not required				*NIC*
Clear and grub	14,280	SF	0.40	5,712
Demo - trees	1	LS	5,000.00	5,000
G1030 Site Earthwork	14,280	SF	2.37	33,880
Site cut - 18" depth, building	290	CY	21.00	6,096
Site cut, spread footings	48	CY	21.00	1,008
Site fill - from stockpile	10	CY	12.50	125
Site haul and dispose	38	CY	45.00	1,710
Rough grading and compaction	14,280	SF	0.80	11,424
Fine grading and compaction	14,280	SF	0.60	8,568
Base aggregates - 6" depth	12	CY	55.00	665
Erosion control	14,280	SF	0.30	4,284
G1040 Hazardous Waste Remediation	14,280	SF		
Removal of hazardous materials - no work anticipated				*NIC*

The Washington State Board for Community and Technical Colleges
Affordable Student Housing Study

Scheme 02 - Sitework

	Quantity	Unit	Rate	Total
G20 Site Improvements	**14,280**	**SF**	**8.44**	**120,475**
G2010 Roadways	14,280	SF		
No work anticipated				*NIC*
G2020 Parking Lots	14,280	SF		
No work anticipated				*NIC*
G2030 Pedestrian Paving	14,280	SF	0.29	4,200
Paving and surfacing				
Pedestrian paving - CIP concrete	400	SF	10.50	4,200
Curb - CIP concrete, not required				*NIC*
G2040 Site Development	14,280	SF	0.44	6,300
Bike rack	5	EA	1,260.00	6,300
G2050 Landscaping	14,280	SF	7.70	109,975
Trees	5	EA	700.00	3,500
Planting area - shrubs/groundcover/perennials	8,655	SF		
Topsoil, 12" depth	321	CY	60.00	19,233
Mulch - 3" depth	80	CY	48.00	3,847
Shrub - 1 to 2 gal., 24" O.C.	2,164	EA	25.00	54,094
Irrigation - planted areas	8,655	SF	2.75	23,801
Irrigation - controls	1	LS	5500.00	5,500
G30 Site Mechanical Utilities	**14,280**	**SF**	**22.46**	**320,753**
G3010 Water Supply	14,280	SF	10.13	144,600
W - 3" domestic incl. trenching and backfill	400	LF	133.00	53,200
W - connection	1	EA	5,500.00	5,500
FP - 8" fire service	400	LF	168.00	67,200
FP - connection	1	EA	5,500.00	5,500
FP - water vault, 4484	1	EA	7,000.00	7,000
Water Hydrant	1	EA	6,200.00	6,200
G3020 Sanitary Sewer	14,280	SF	7.67	109,500
SS - 8" sewer incl. trenching and backfill	600	LF	156.00	93,600
SS - manhole	1	EA	8,200.00	8,200
SS - cleanout	2	EA	1,100.00	2,200
SS - connection	1	EA	5,500.00	5,500

The Washington State Board for Community and Technical Colleges
Affordable Student Housing Study

Scheme 02 - Sitework

	Quantity	Unit	Rate	Total
G3030 Storm Sewer	14,280	SF	4.67	66,653
SD - area drain	4	EA	3,000.00	12,000
SD - cleanout	6	EA	1,100.00	6,600
SD - manhole	1	EA	8,200.00	8,200
SD - 4" perf pipe, incl. trenching and backfill	100	LF	65.00	6,500
SD - 8" Storm drain incl. trenching and backfill	300	LF	110.00	33,000
Outfall, stabilized outfall	4	CY	85.00	353
G40 Site Electrical Utilities	14,280	SF	12.11	173,000
G4010 Electrical Distribution	14,280	SF	4.34	62,000
Transformer - by franchise utility				*NIC*
Electrical vault - complete	1	LS	37,500.00	37,500
Trenching and conduit - primary power (feeder by franchise)	100	LF	145.00	14,500
Point of connection	1	EA	10,000.00	10,000
G4020 Site Lighting	14,280	SF	6.58	94,000
Site lighting poles	3	EA	6,500.00	19,500
Wiring conduits and duct banks	800	LF	85.00	68,000
Site lighting controls	1	LS	6,500.00	6,500
G4030 Site Communications & Security	14,280	SF	1.19	17,000
Comm line, incl. trenching and backfill	150	LF	80.00	12,000
Point of connection	1	EA	5,000.00	5,000
G4090 Other Site Electrical Utilities	14,280	SF		
No work anticipated				*NIC*