



Connecting
Data and Insights
to Advance
Equitable Futures

Cradle-to-Career Data and Tools Advisory Board Proposal Update Form

Instructions:

Per the [Governance Manual](#), Advisory Board proposal authors may update or clarify their ideas in response to the Office of California Cradle-to-Career Data System's (Office) feasibility process. This form provides structure to the proposal updates, ensuring they effectively address the flagged issue and meaningfully advance the Office's work. Please note there should only be one update per form. An update should **clarify** the original proposal.

Name:

Jacob (Oliver) Schak

Which proposal are you submitting an update for?:

Expanding Student Homeless Status Data Element

Identify which section should be updated (Check only one):

Section 1. Changes to the Data Request Process

- 1.1 What is the nature of the issue with the data request process?
- 1.2 What action should be taken to address the issue?
- 1.3 Who could benefit from this action?
- 1.4 Who would implement this action?
- 1.5 How does the action relate to the mission and vision of C2C?

Section 2. Changes to Tools Such as Dashboards or Practical (Operational) Tools

- 2.1 What is the nature of the gap regarding access to actionable information?
- 2.2 What type of tool should be developed?
- 2.3 How would a tool address the gap?
- 2.4 Who would be the likely user(s) of the tool?
- 2.5 How does the tool relate to the mission and vision of C2C?

Section 3. Adding Data Points Not Available Through the P20W Data Set or Adjusting the Existing P20W Data Points

- 3.1 What data point should be added or changed?
- 3.2 Who would use the data point?
- 3.3 How would the data point be used?
- 3.4 Who would provide the data point?
- 3.5 Does the data point already exist in a state-level data set or would it need to be collected by local institutions and reported to state agencies?
- 3.6 Which population(s) should be included in the data point? (such as K-12 students or workforce development participants)
- 3.7 How does the data point relate to the mission and vision of C2C?

What language do you want to change in the proposal?

LANGUAGE FOR UPDATE 1

In the original proposal, Member Schak stated that, at minimum, the P20W Data System should include:

- Flags indicating whether each student experienced any homelessness prior to enrollment over the preceding 30 days, 12 months, 5 years, and ever since birth.
- Information on whether each student was homeless during the school year, and what kinds of services the student received, such as the service provider, nature of housing (e.g., rapid rehousing), and duration of services.
- Outcome measures on the number and duration of homeless spells at 1

year, 5 years, and 10 years after exiting high school and/or college. The October DTAB and feasibility study surfaced concerns about the availability and feasibility of collecting some of these data points. Moreover, the State of California, and particularly its health and human service departments, have come under considerable budgetary constraints that could limit their capacity in extracting and providing additional data for the Cradle-to-Career Data System.

With those considerations in mind, Member Schak would like to clarify that the highest priority should go to creating a student-level flag on homeless status that would indicate which students have ever been homeless, as well as those who have been homeless within the last 12 months. Cradle-to-Career would work with data partners to update this flag annually, so that the public could track how housing stability and homelessness changes over time.

LANGUAGE FOR UPDATE 2

The feasibility study examined three options on how to expand information on housing and homelessness:

- Option 1: Create an additional homelessness data point using existing data
- Option 2: Secure confirmation of whether an individual experienced homelessness from Homeless Data Integration System
- Option 3: Include a number of homelessness data points from HDIS

As a clarification on the sources that the expanded data element would come from, Member Schak favors either Option 2 or Option 3. The Homeless Data Integration System (HDIS) provides the most comprehensive, reliable, and robust view of student housing and homelessness experiences, since it compiles data from most major service providers within the state's homelessness response system.

The system would allow Cradle-to-Career to track student housing experiences across educational segments and measure homeless status based on a consistent definition. Moreover, a partnership with the data steward for HDIS (BCSHA) could open the door to a well of knowledge about student experiences moving forward. With access to information on homeless status and services, Cradle-to-Career and its partners could uncover novel insights about the interplay between human services, housing, and educational excellence.

Option 2 may strike a good balance between improving data on a pressing issue and conserving state resources. Although both Option 2 and Option 3 would require coordination and legal agreements between Cradle-to-Career and BCSHA, Option 2 would likely require fewer resources at the technical level, when staff reach the stage of specifying data standards and matching procedures. By focusing on extracting one commonly used data element from HDIS, this option may have the highest likelihood of success in providing an improved picture of which students experience homelessness.

To assist a partnership with BCSHA, Cradle-to-Career can also look to state SLSD's that have made inroads, in bridging human service and education data systems, and in developing a shared language and understanding between these two spaces:

- Connecticut: Collaborated with 15 participating agencies to ensure that individuals can successfully navigate supportive services and education pathways into the workforce.
- Iowa: Brought together the leadership from the Departments of Health & Human Services, Education, Workforce Development, and the Iowa Head Start Associations to host a wide range of data at Iowa State University. This system provides a success story in integrating early childhood data into a broader mosaic of sources from participating partners.
- North Carolina: NC Department of Health and Human Services is one of the

state's six current data contributors. Data on social services are accessed via the Department's Early Childhood Integrated Data System, which houses both education and non-education data elements.

The public may read more about these examples [here](#).

LANGUAGE FOR UPDATE 3

This proposal adds information on which student populations should be included in an expanded homeless status data point –

To the extent possible, Cradle-to-Career should work to include all students in such a data point, including early childhood, elementary, secondary, post-secondary, and workforce. Every student should be included regardless of whether they attend a public or private college, or whether they receive federal or state financial aid.

That said, data for some sectors may be more readily available than others. Currently, the best coverage exists for students at K-12 public schools, community colleges, and those who receive financial aid. The most difficult gap to close is in early childhood education, where Cradle-to-Career has limited access to student-level data that would facilitate a match with data sources on homelessness. Private colleges and students without financial aid represent additional gaps that are critical to address.

Matching educational data with HDIS may help close some of these gaps, especially when student data (e.g., enrollment) are reported from an available data source, but specific reporting on homeless status is either unavailable or inconsistent. When Cradle-to-Career expands its reach to early childhood education and private schools, HDIS data may prove valuable in supplementing future data sources that do not collect consistent, high-quality information on homelessness and housing supports.

What action do you want to take towards this language? (Check only one)

- Add language
- Clarify language/definitions
- Change the scope

What is your update for the proposal?

Member Schak proposes three updates for this proposal (see revisions/additions above).

Update 1 (3.1): Clarifies the minimal data elements needed to better understand patterns of housing and homelessness for California students.

Update 2 (3.4): Clarifies and expands on the reasons why HDIS is the most promising data source for homelessness data. Additionally, this update provides information on several states that already collect and integrate health and human service data into their SLDS.

Update 3 (3.6) Adds language on which populations should be included in the data point.

What issue does your update address?

The feasibility study surfaced several areas needing clarification and additional detail. Given increased scarcity of staffing and resources at California agencies, greater clarity is needed about which homelessness data elements warrant the highest priority. The feasibility study provided new information on the promising options for expanding the homelessness data point – an area Member Schak addresses directly in this updated proposal. Member Schak also would like to share an overview of state systems that could provide lessons on how to overcome organizational and technical silos between educational, health, and human service data systems. Finally, the feasibility study brought up some additional nuances about which populations would be included in this data point.

[How would your update resolve this issue?](#)

This update provides clarification on the minimal data elements needed to expand the homeless status data point, underscoring that the most pressing improvement would be adding a regularly collected flag that indicates homeless status during the previous year. It briefly discusses the merits of different data sources, and points to several states that may provide guideposts for how to successfully collaborate with social service partners, to integrate expanded data on homelessness and housing supports. Additionally, the update adds an overview of which student populations and educational sectors should be included in this data point.

[Provide specific actions the Office could take to implement this update:](#)

The Office could publish their feasibility study and this proposal update well in advance of the DTAB meeting on March 25, 2026. Member Schak also encourages the Office to provide ample space for two-way dialogue on these clarifications and additions at the DTAB meeting.