

Code Name	Error Type [ET]	Current text from an existing Indicator or Data Element	A way to “correct”	Possible way to reword
A. Lack of consistency				
	The Indicator or Data Element may not be consistent with and/or may contradict the Component Description and/or unable to respond to at least one of the Priority Policy Questions	Child 7. <i>Demographics of early childhood experiences prior to kindergarten entry</i>	Clarify or remove the Indicator and/or Data Elements	7. <i>The child participated in XXX programs prior to kindergarten entry.</i>
		Family 6f. % of fathers involved with their children		6f. At least one adult in the family is involved in the child’s learning and development
B. Lack of alignment				
	The Data Element does not clearly align with the Indicator.	Family 1. <i>Mothers receive adequate prenatal care</i> 1e. # of births to teens ages ≤ 17 per 1,000	Clarify how the Data Element leads to the Indicator’s performance, permitting the Indicator to serve as its proxy	Remove the Data Element or clarify how, in this instance, the age of the mother indicates adequate prenatal care has been received
C. Multiple Elements				
	Data Element statement includes multiple examples/Data Elements	Community 4d. Employment *Rate of unemployment per county *Rate of employment of families with a child under age 6	Separate into individual Data Elements	4d. Rate of employment per county 4e. Rate of employment of families with a child under age 6
D. Lack of measurement clarity				
D1	The intent of the Data Element is not clear, leading to uncertainty regarding what should be measured	Educational Environments 7b. % of early childhood education programs engaged in after hour events or community functions (Also see D2 below)	Clarify the Data Element	7b. Early Childhood Programs offer evening or weekend events or community functions
		Community 1e. (also-multiple elements ET) Services offered to young children through county health services by county	Clarify the Data Element	1e Children ages birth to 5 years receive health services

D2	The Data Element seeks to measure quantity of those participating in a service rather than the program or service's availability	Family 5f. # of calls to the KCSL Parent Helpline	Clearly indicate whether the Data Element should measure participation or availability	5f. Families in need participate in family support services. OR 5f. Parent Helplines are available to families.
D3	The Data Element fails to take into account policies or regulations not applied to all groups	Educational Environments 9d. % of early childhood education programs that are licensed by KDHE (Also see D2 above)	Change the wording to accommodate diverse groups	9d. Early childhood education programs are compliant with license and regulation requirements
D4	The Data Element is written in a way that limits its ability to be applied to a variety of groups or entities.	Community 4i. Code Compliance in Each County (Dilapidated Housing/ Residential)	Exclude any text that limits the Data Element from being applied to different sized groups or communities	4i Residences in the community are compliant with Building Codes

Decision Making Criteria With further clarification

- Data Elements importance can be articulated (e.g., can be supported by research or evaluation studies)
- Indicator has logical and documented connection to its SR component description
- Each Data Element has a logical connection to its indicator i.e., it is within the scope of and supports the Indicator
- Each Indicator and Data Element is precise in meaning; only one item to be measured resides in a single data element
- The intent of the data element is easily understood
- Data Elements are measureable
- The Data Element and/or Indicator can assist in responding to at least one of the eight Priority Policy Questions
- The recommendations are capable of being linked to the K-12 longitudinal data system
- Consideration has been given to privacy issues