

2016



# Designation Renewal System

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DRS by the Numbers

OFFICE OF HEAD START

AN OFFICE OF THE ADMINISTRATION FOR CHILDREN AND FAMILIES



# Table of Contents

<b>Executive Summary</b> .....	<b>5</b>
<b>About DRS</b> .....	<b>7</b>
Background .....	7
Rulemaking Timeline .....	7
Seven Conditions that Trigger Competition .....	8
Tribal Government Consultation .....	8
About Deficiency .....	8
About CLASS®.....	9
Implementation of DRS Final Rule: Cohorts 1 to 4.....	13
About the Competitive Process.....	13
Funding Opportunity Announcements.....	14
<b>Improvements in Classroom Quality</b> .....	<b>15</b>
Greater Emphasis on Teacher-Child Interactions .....	15
About FACES .....	15
Findings Indicate Significant Improvements.....	16
<b>DRS Implementation by the Numbers</b> .....	<b>19</b>
All Grants.....	19
Non-Tribal Grants .....	19
Tribal Grants.....	20
Geography .....	21
Agency Size.....	22
All Grants .....	22
Grants Required to Compete.....	22
Grants Size by DRS Condition .....	23
Agency Type.....	24
All Grants .....	24
Grants Required to Compete.....	24
Program Type.....	25
All Grants .....	25

Grants Required to Compete .....	26
Conditions .....	27
Grants Required to Compete by Condition .....	27
Condition by Cohort .....	28
Deficiency .....	29
<b>Outcomes of Competition .....</b>	<b>30</b>
All Grants Required to Compete .....	30
Outcome by Condition .....	30
Outcome When Incumbent Applied .....	31
<b>Helpful Links .....</b>	<b>33</b>
<b>Appendix A: Grants Required to Compete by State .....</b>	<b>34</b>

## Table of Figures

Figure 1: Domains and Dimensions of CLASS® .....	10
Figure 2: Description of CLASS® Scores .....	10
Figure 3: CLASS® Minimum Thresholds .....	11
Figure 4: CLASS® Lowest 10% by Fiscal Year .....	11
Figure 5: CLASS® Grantee-Level Distribution Scores by Domain for 2014 .....	12
Figure 6: Percent of Head Start Classrooms Scoring 3 or Higher in Instructional Support .....	16
Figure 7: ECERS-R Factor Mean Scores Increased from 2006 to 2014 .....	17
Figure 8: ECERS-R Teaching and Interactions: Classrooms in Good/Excellent Range Increase from 2006 to 2014 .....	17
Figure 9: ECERS-R Provisions for Learning: Classrooms in Good/Excellent Range Increase from 2006 to 2014 and 2009 to 2014 .....	18
Figure 10: DRS Determinations for Non-Tribal Grants .....	19
Figure 11: DRS Determinations for Tribal Grants .....	20
Figure 12: Proportion of Grants Required to Compete by State .....	21
Figure 13: Percent of All Grants by Size .....	22
Figure 14: Grants Required to Compete by Size .....	23
Figure 15: Grant Size by DRS Condition .....	23
Figure 16: Agency Type for All Grants .....	24
Figure 17: Grants Required to Compete by Agency Type .....	24
Figure 18: All Grants by Program Type .....	25
Figure 19: Grants Required to Compete by Program Type .....	26
Figure 20: Grants Required to Compete by Program Type without CLASS® .....	26

Figure 21: Grants Required to Compete by Condition.....	27
Figure 22: Condition by Cohort .....	28
Figure 23: Number of Deficiencies.....	29
Figure 24: Outcome of Competition .....	30
Figure 25: Outcome of Competition by Condition .....	31
Figure 26: Percent of Competitions with Other Applicants .....	32
Figure 27: Result of Competition When Incumbent Agency Applied .....	32

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## Executive Summary

Since the Head Start program's inception in 1965, organizations were awarded Head Start grants of indefinite duration. With a focus on greater accountability, Congress enacted the *Improving Head Start for School Readiness Act of 2007*, Pub. L. 110-134, which called for the establishment of a "designation renewal system" (DRS) to require grantees not meeting certain quality benchmarks to compete for renewed funding.

In November of 2011, the final rule on DRS was published, which listed seven conditions that would trigger a requirement to compete for continued funding, sometimes called "re-competition." Tribal programs serving American Indian and Alaska Native children that met one of the seven conditions would first engage in government-to-government consultation to establish a plan to improve quality, and then be re-evaluated to determine if a competition was necessary. From available data at the time the DRS rule was published, it was estimated that about 33% of grants would be required to enter an open competition for funding or tribal consultation.

The letters designating grants for competition or tribal consultation were sent across four years, with four cohorts, beginning in Dec. 15, 2011. Most awards for the last cohort of DRS implementation were made in July of 2016. This report examines the implementation of DRS by compiling and summarizing the data across all four cohorts.

At the start of DRS, there were 1,574 active grants which included 153 tribal grants and 1,421 non-tribal grants. Of the tribal grants, 54% engaged in tribal government consultation. Of the non-tribal grants, 32% were required to compete.

We examined numerous characteristics of grants and their DRS designation which led to the following findings:

- **Grant Size:** Larger grants were required to compete more than smaller grants.
- **Geography:** The proportion of grants required to compete by state varied greatly.
- **Grant Type:** Head Start only and Head Start/Early Head Start grants were required to compete proportionally more than Early Head Start only grants.

Of all the grants that went into competition, only 20% were not fully or partially awarded to the incumbent agency. The incumbent agency did not always apply for their grant or was not eligible to apply. In competitions where the incumbent agency did apply, only 14% were not fully or partially awarded to the incumbent agency.

The Head Start Family and Child Experiences Survey (FACES) provides nationally representative information on Head Start programs.

Trend analyses were conducted to examine whether there were changes in two classroom observation measures – the Early Childhood Environment Rating Scale (ECERS-R) and the Classroom Assessment Scoring System (CLASS®) – over successive FACES cohorts (FACES 2006, FACES 2009, FACES 2014).

FACES found significant improvements in classroom quality across these cohorts in both measures between FACES 2006 and 2014:

- **In Instructional Support under CLASS®**, there was an increase in the average score and the percentage of Head Start classrooms scoring a 3 or higher between – from 4% to 25%.
- **In Teaching and Interactions under ECERS-R**, fewer classrooms score in the inadequate (12 to 1 percent) and minimal ranges (75 to 45 percent). More classrooms score in the good/excellent range (13 to 54 percent) during this period.
- **In Provisions for Learning under ECERS-R**, fewer classrooms score in the inadequate (20 to 9 percent) and minimal ranges (75 to 59 percent), and more classrooms score in the good/excellent range (6 to 32 percent).

In recent years, primary goals of OHS initiatives include improving the quality of teacher/child interactions, staff training and competency, and classroom environments. Although, FACES cannot attribute trends in classroom quality to specific policy and practice initiatives undertaken by OHS, FACES captured improvements in classroom quality during the Congressional reauthorization of the Head Start Act in 2007 and the implementation of DRS.

## About DRS



### Background

Established in 1965, Head Start promotes the school readiness of young children from low-income families by offering educational, nutritional, health, social, and other services through agencies in their local community. The Head Start program is authorized by the [Improving Head Start for School Readiness Act of 2007](#)<sup>1</sup> (the Head Start Act).

Since the program's inception, organizations were awarded grants that were automatically renewed each year. When reauthorizing the Head Start Act in 2007, Congress required the Department of Health and Human Services to develop a designation renewal system (DRS) to determine if each Head Start agency is delivering a high-quality and comprehensive program based on:

- Annual budget and fiscal management data;
- Program reviews conducted under section 641A(c);
- Annual audits required under section 647;
- Classroom quality as measured under section 641A(c)(2)(F); and
- Program Information Reports

Congress intended for DRS to facilitate designation of grantees in good standing and providing high-quality services for a period of five years; and grantees not delivering high-quality and comprehensive services to enter open competition.



### Rulemaking Timeline

The following are key dates<sup>2</sup> beginning with reauthorization of Head Start in 2007 to the publication of the final rule on DRS.

- **2007**
  - **December:** Head Start reauthorization directed HHS to establish DRS that integrates the recommendations of the expert panel to develop a transparent, reliable, and valid system.
- **2008**
  - **December:** The Advisory Committee, or the expert panel, issued Report<sup>3</sup> with findings and recommendations. The Advisory Committee recommended a system based on "automatic indicators" and "key quality indicators."

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<sup>1</sup> Public Law 110-134

<sup>2</sup> Dates represent the most common date when more than one.

<sup>3</sup> [Report of the Secretary's Advisory Committee on Re-designation of Head Start Grantees](#)

- **2010**
  - **September:** HHS published the proposed rule on DRS for public comment and received over 16,000 comments.
- **2011**
  - **November:** The final rule on DRS was published in the Federal Register on November 9, 2011<sup>4</sup>.
  - **December:** The final rule on DRS was effective on December 9, 2011.

## Seven Conditions that Trigger Competition

The final rule on DRS specifies seven conditions that trigger competition:

1. **Deficiency** – a systemic or substantial material failure of an agency in an area of performance
2. Failure to establish and take steps to achieve **school readiness goals**
3. Low Classroom Assessment Scoring System (**CLASS®**) **score**
  - a. Score below a minimum threshold
  - b. Score in the lowest 10% of the year
4. **License revocation**
5. **Suspension**
6. **Debarment** – debarment from any federal or state funds or disqualified from Child and Adult Care Food Program
7. **Going Concern** – audit finding of being at risk of failing to continue functioning as a going concern

### Tribal Government Consultation

When a tribal grantee meets a condition, HHS engages in government-to-government consultation with the appropriate tribal government (called tribal government consultation) to establish and implement a plan to improve quality. If the grant is still not delivering high-quality services based on a reevaluation, then the service area is opened to competition. All tribal grantees improved quality after tribal government consultation and the development of a quality improvement plan.

### About Deficiency

The term “deficiency” is fully defined in the Head Start Act as:

- a systemic or substantial material failure of an agency in an area of performance that the Secretary determines involves:
  - a threat to the health, safety, or civil rights of children or staff;
  - a denial to parents of the exercise of their full roles and responsibilities related to program operations;

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<sup>4</sup> <https://www.federalregister.gov/articles/2011/11/09/2011-28880/head-start-program>



- a failure to comply with standards related to early childhood development and health services, family and community partnerships, or program design and management;
- the misuse of funds received under this subchapter;
- loss of legal status (as determined by the Secretary) or financial viability, loss of permits, debarment from receiving Federal grants or contracts, or the improper use of Federal funds; or
- failure to meet any other Federal or State requirement that the agency has shown an unwillingness or inability to correct, after notice from the Secretary, within the period specified;
- systemic or material failure of the governing body of an agency to fully exercise its legal and fiduciary responsibilities; or
- an unresolved area of noncompliance.

### About CLASS®

The Head Start Act required that the Office of Head Start (OHS) use in the monitoring review process “a valid and reliable research-based observational instrument... that assesses classroom quality, including assessing multiple dimensions of teacher-child interactions....” Leading early childhood experts agreed that CLASS® Pre-K was the only instrument that met the statutory requirements.

CLASS® is an observational tool that assesses the quality of teacher-child interactions that support children’s learning and development in center-based preschool programs.

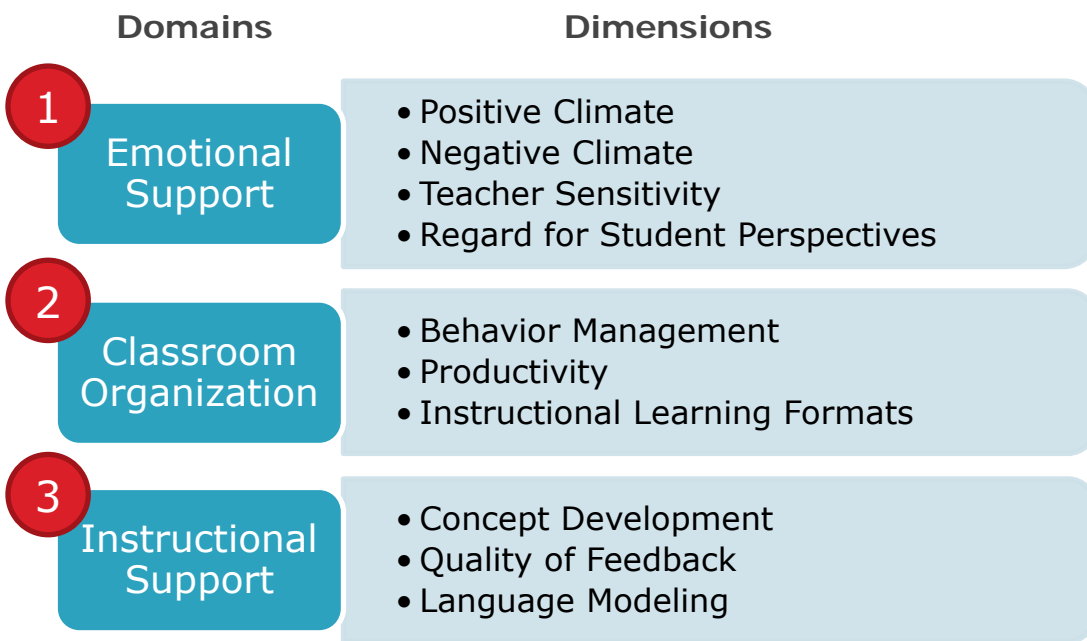


CLASS® includes three domains which are:

- **Emotional Support (ES):** assesses the degree to which teachers establish and promote a positive climate in their classrooms through everyday interactions.
- **Classroom Organization (CO):** assesses classroom routines and procedures related to the organization and management of children’s behavior, time and attention in the classroom.
- **Instructional Support (IS):** assesses the ways in which teachers implement the curriculum to effectively promote cognitive and language development.

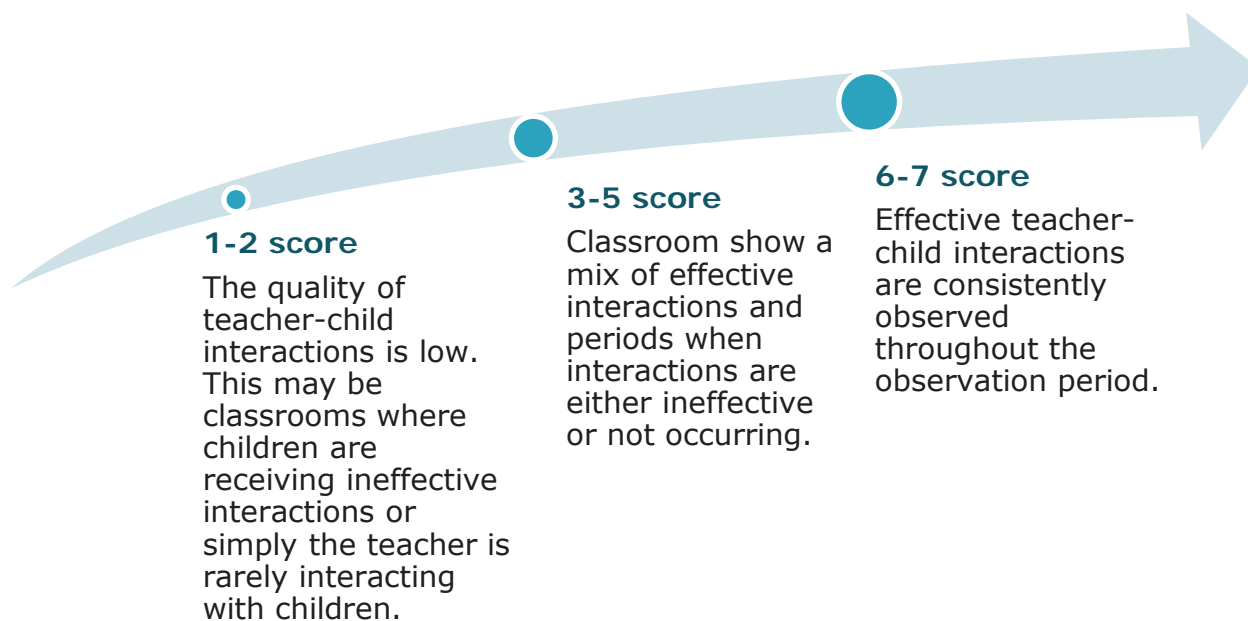
Within each domain are dimensions that capture more specific details about teacher’s interactions with children:

**Figure 1: Domains and Dimensions of CLASS®**



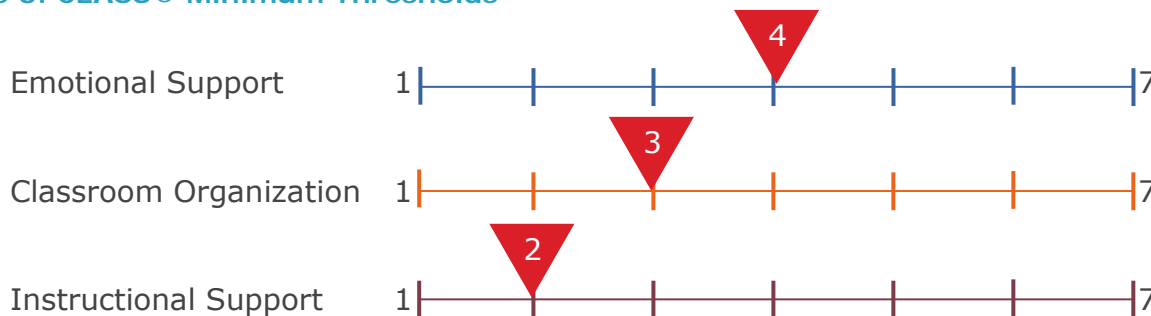
Each dimension is rated on a 7-point scale. The dimension scores are used to calculate domain-level scores.

**Figure 2: Description of CLASS® Scores**



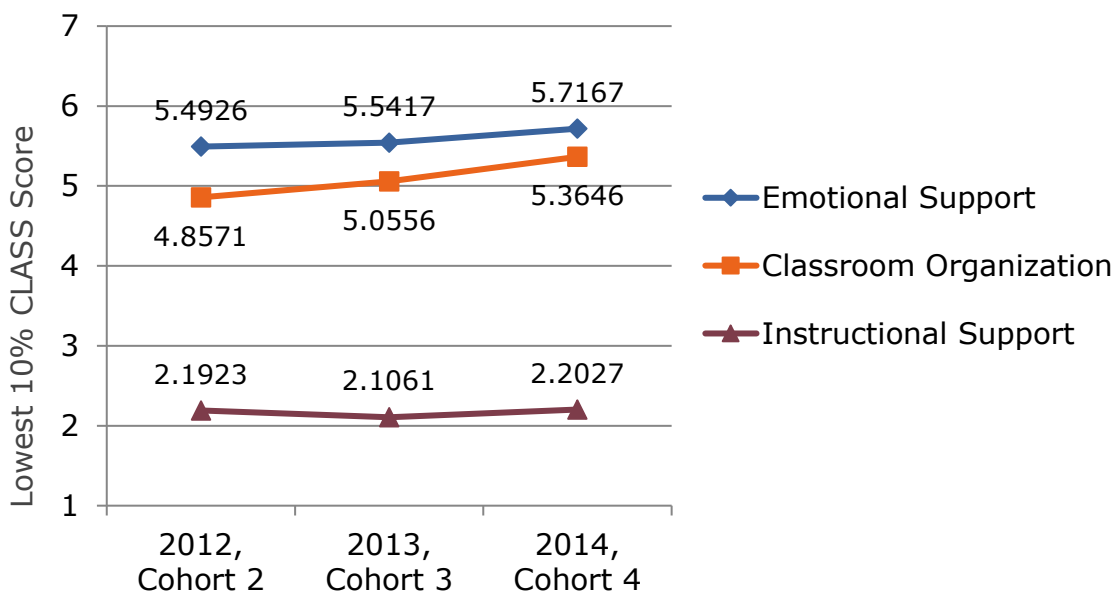
In DRS, CLASS® triggers competition if a grant scored below a minimum threshold or if a grant scored in the lowest 10% of all grants reviewed in the same year for any CLASS® domain. The minimum thresholds are static; they did not change at any time.

**Figure 3: CLASS® Minimum Thresholds**



The DRS rule delayed the use of CLASS® in center-based Head Start programs until fall of 2011, and therefore only Cohort 2 through 4 were reviewed with CLASS®. The above minimum thresholds do not change, while the lowest 10% changes each year based on the distribution of grant scores in that year. The following figure indicates the lowest 10% score for each fiscal year or cohort.

**Figure 4: CLASS® Lowest 10% by Fiscal Year**

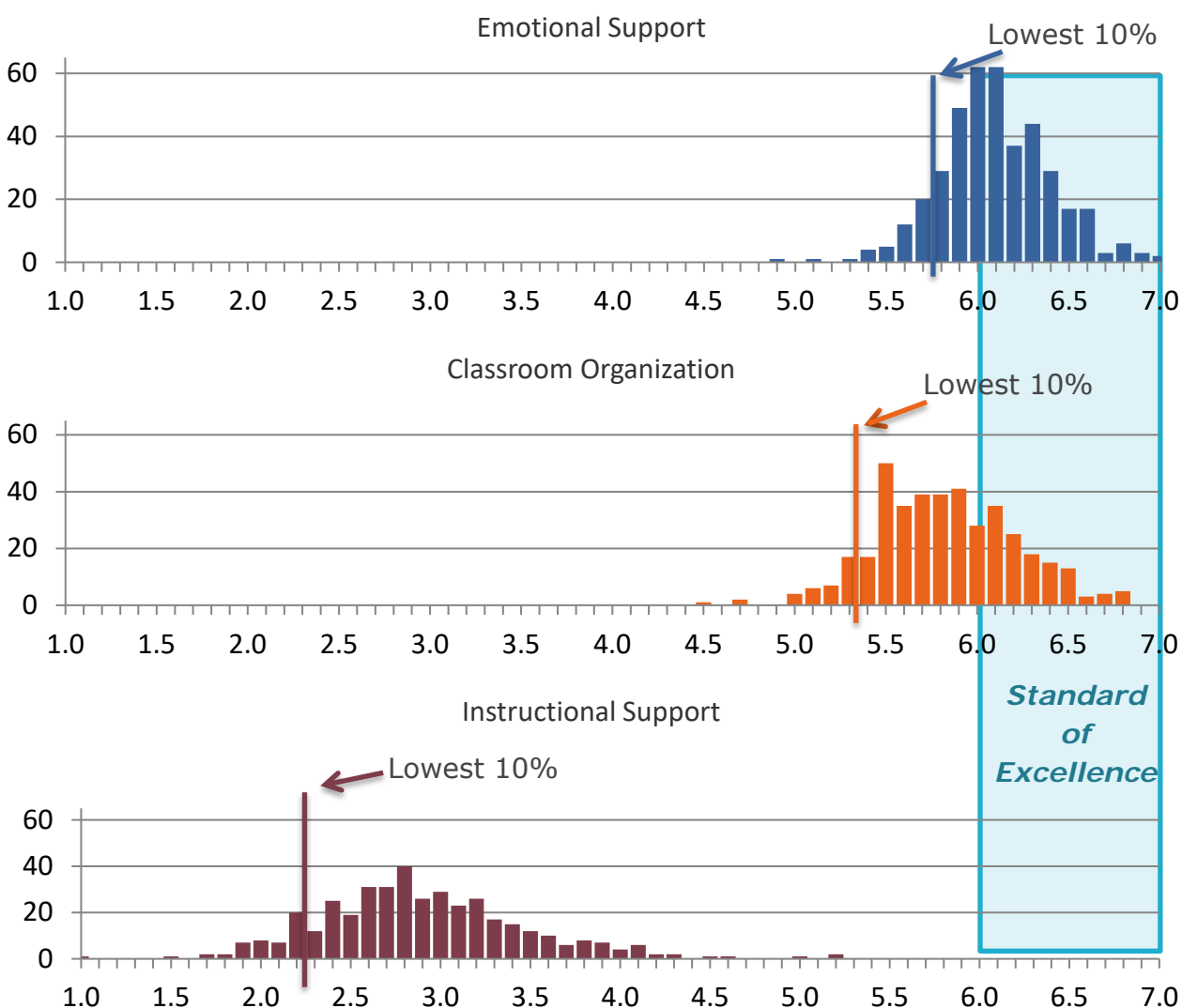


Since the minimum thresholds do not change, grantees were able to determine if they would have to compete based on this aspect of the CLASS® condition immediately after receiving their CLASS® report. In contrast, grantees had to wait until all CLASS® scores were made final for the year to determine if they would

have to compete due to scoring in the lowest 10% in a domain for that monitoring cycle.

**Standard of Excellence:** In the DRS rule, a score of six or above is considered the standard of excellence. Even if the grantee’s score falls in the lowest 10% of the year in any domain, the CLASS® condition cannot trigger competition if that score is a 6 or above. In effect, the CLASS® condition would become obsolete for a given domain if all grants scored a 6 or above in that domain. This point has not been reached, but some grants were scoring within the standard of excellence in Emotional Support and Classroom Organization as shown below for 2014.

**Figure 5: CLASS® Grantee-Level Distribution Scores by Domain for 2014**



Several studies of CLASS® have shown that the average preschool classroom scores are higher in the domains of Emotional Support and Classroom Organization

than in the domain of Instructional Support<sup>5</sup>. The CLASS® scores for Head Start grants reflect this finding.



## Implementation of DRS Final Rule: Cohorts 1 to 4

	<b>2011</b>	
Cohort 1		- <b>December:</b> The first DRS notification letters informing Head Start and Early Head Start grantees that they would be required to compete for a five-year grant (or engage in tribal government consultation) were sent on December 15, 2011.
Cohort 2	<b>2013</b>	
		- <b>January:</b> DRS notification letters informing grantees that they would be required to compete for their five-year grant (or engage in tribal government consultation) were sent on January 14, 2013.
Cohort 3	<b>2014</b>	
		- <b>February:</b> DRS notification letters informing grantees that they would be required to compete for their five-year grant (or engage in tribal government consultation) were sent on February 3, 2014.
Cohort 4		- <b>December:</b> DRS notification letters informing grantees that they would be required to compete for their five-year grant (or engage in tribal government consultation) were sent on December 10, 2014.

Most awards for grants that were required to compete in Cohort 4 were made in July of 2016.

### About the Competitive Process

On average, each cohort took about 18 months from when the DRS letters were sent to when 5-year grant awards were made. This includes about 11 months for the competitive process: at least 2 months for the Funding Opportunity Announcement, about 9 months to evaluate all applications, hold pre-award discussions, and issue a notice of award on July.

When a grant was required to compete, the opportunity to provide Head Start services in that service area was made available to any interested agency that submitted a competitive application in response to a Funding Opportunity Announcement (FOA).

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<sup>5</sup> National Center for Early Development and Learning Multi-State Study of Prekindergarten (NCEDL MS), NCEDL State-Wide Early Education Programs Study (NCEDL SWEEP), & MyTeachingPartner (MTP)

## **Funding Opportunity Announcements**

The FOA is structured around six core criteria of an effective Head Start and Early Head Start program that is focused on school readiness and ongoing academic success:

1. Demonstration of Need;
2. Achieving Early Learning and Development Outcomes to Promote School Readiness for Children;
3. Past Performance;
4. Staffing and Supporting a Strong Early Learning Workforce;
5. Organizational Capacity and Governance; and
6. Budget and Budget Justification.

The FOA also stipulates that a financial review will be performed to determine the financial capabilities of the applicants.

All grant applications receive a comprehensive evaluation, conducted by a panel of independent non-federal subject matter experts. Each FOA describes in detail the scoring criteria and selection process.



## Improvements in Classroom Quality

### Greater Emphasis on Teacher-Child Interactions

The implementation of CLASS® as a measure used for quality in DRS has led to a larger focus on high-quality teacher-child interactions. In recent years, improving the quality of teacher/child interactions, staff training and competency, and classroom environments have been primary goals of OHS initiatives. During this time, the Head Start Family and Child Experiences Survey (FACES) examined changes in classroom quality.

### About FACES

Head Start FACES provides descriptive information on the characteristics, experiences and outcomes of Head Start children and families, as well as the characteristics of the Head Start programs that serve them. FACES cannot attribute trends in classroom quality to specific policy and practice initiatives undertaken by OHS.

Each FACES cohort includes a nationally representative sample of 3- to 4-year-old children entering Head Start for the first time in the fall of the program year, their families, Head Start teachers, classrooms, centers, and programs. Children are

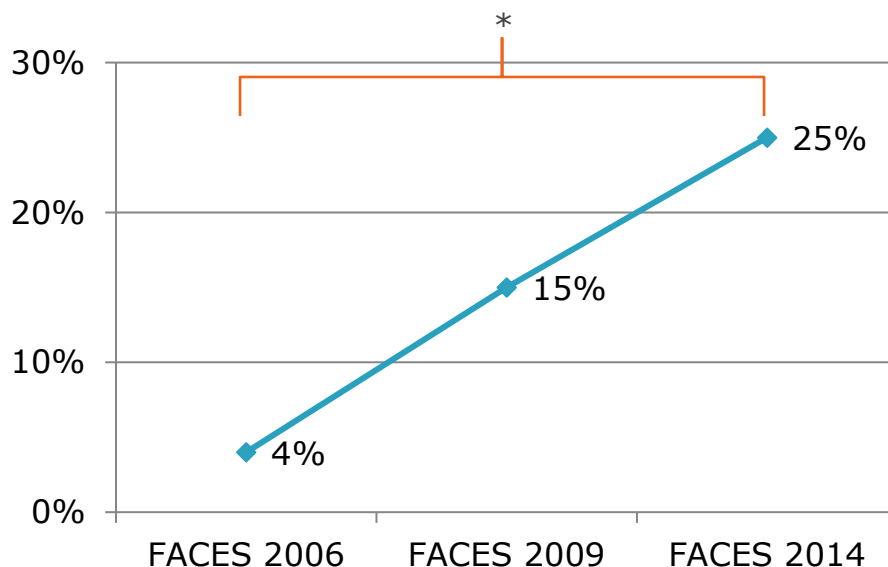
sampled from Head Start programs and centers from across the 50 states and the District of Columbia.

## Findings Indicate Significant Improvements

Trend analyses were conducted to examine whether there were changes in two classroom observation measures – the Early Childhood Environment Rating Scale (ECERS-R) and the CLASS® – over successive FACES cohorts (FACES 2006, FACES 2009, FACES 2014).

Head Start classrooms regularly score above a 5 in Emotional Support and Classroom Organization. In Instructional Support, there was an increase in the average score and the percentage of Head Start classrooms scoring a 3 or higher between 2006 and 2014.

**Figure 6: Percent of Head Start Classrooms Scoring 3 or Higher in Instructional Support**

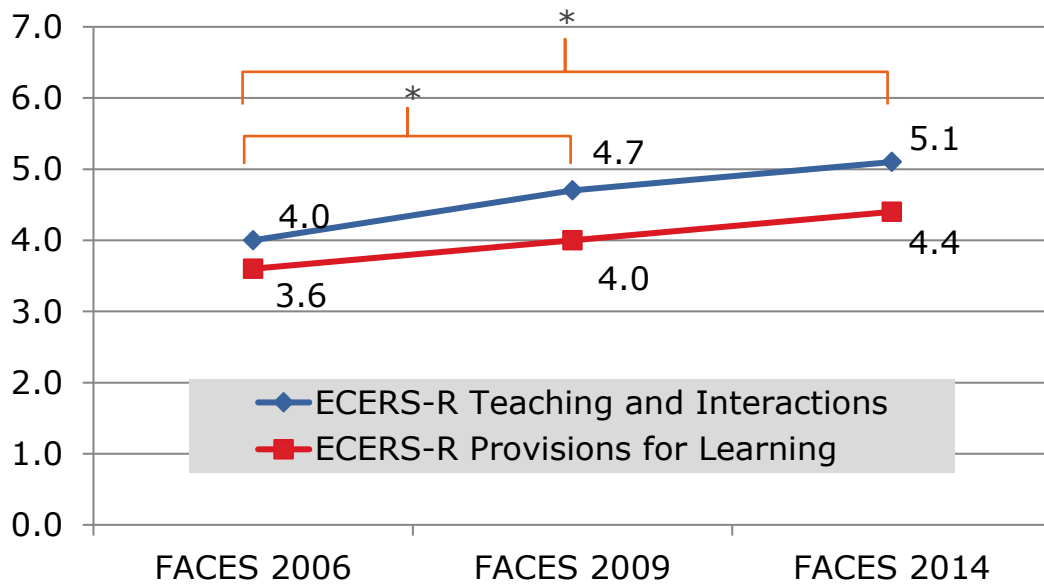


\* Asterisk indicates that the change over time is statistically significant at the  $p < .05$  level.

The ECERS-R is a global rating of classroom quality based on structural features of the classroom. Items are rated on a 7-point scale, with the following anchors: (1) inadequate, (3) minimal, (5) good, and (7) excellent. The short form yields two factors: Teaching and Interactions and Provisions for Learning. In both factors, there have been significant improvements in the mean score as shown in the following figure.

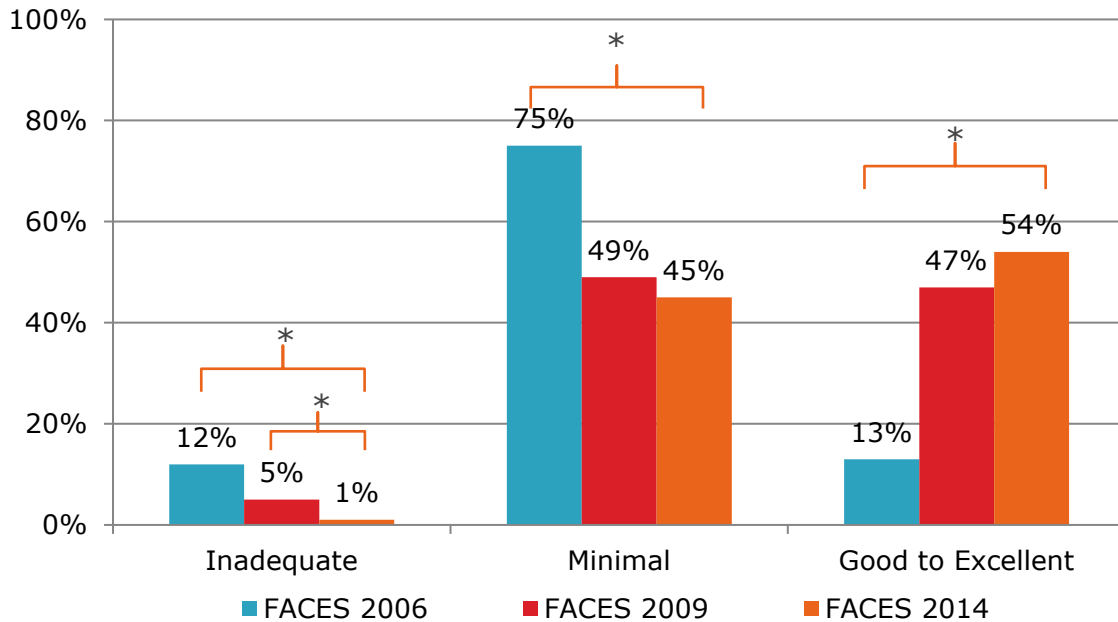


**Figure 7: ECERS-R Factor Mean Scores Increased from 2006 to 2014**



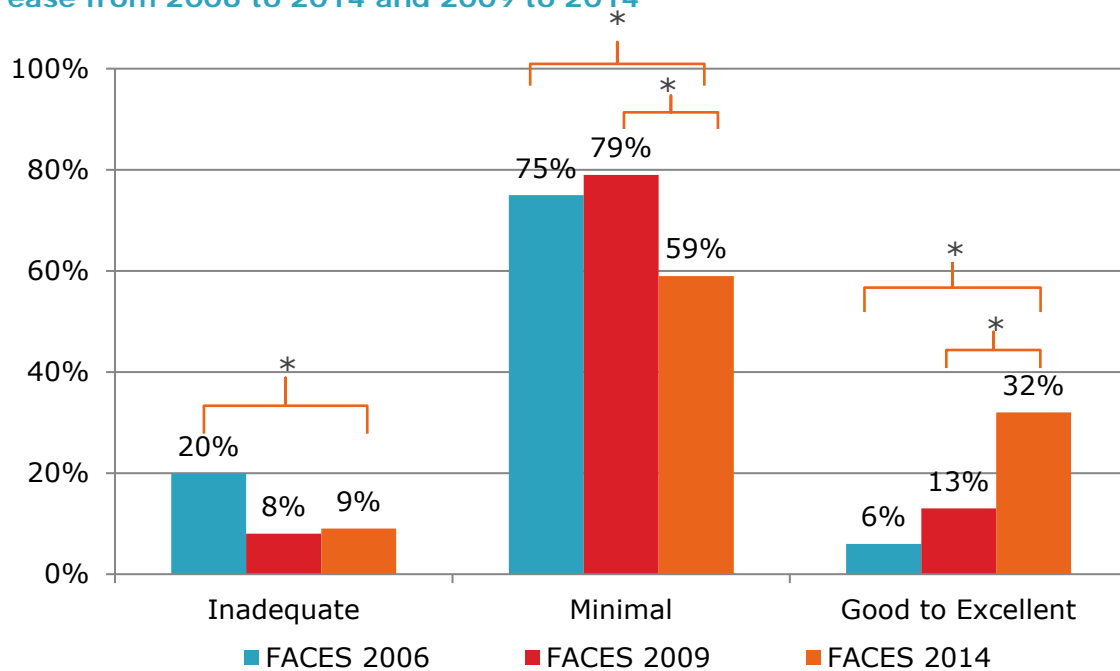
As shown below, between FACES 2006 and 2014, fewer classrooms score in the inadequate (12 to 1 percent) and minimal ranges (75 to 45 percent). More classrooms score in the good/excellent range (13 to 54 percent) during this period.

**Figure 8: ECERS-R Teaching and Interactions: Classrooms in Good/Excellent Range Increase from 2006 to 2014**



As shown in the following figure, between FACES 2006 and 2014, fewer classrooms score in the inadequate (20 to 9 percent) and minimal ranges (75 to 59 percent), and more classrooms score in the good/excellent range (6 to 32 percent).

**Figure 9: ECERS-R Provisions for Learning: Classrooms in Good/Excellent Range Increase from 2006 to 2014 and 2009 to 2014**



Although, FACES cannot attribute trends in classroom quality to specific policy and practice initiatives undertaken by OHS, FACES captured improvements in classroom quality during the Congressional reauthorization of the Head Start Act in 2007 and the implementation of DRS.



## DRS Implementation by the Numbers

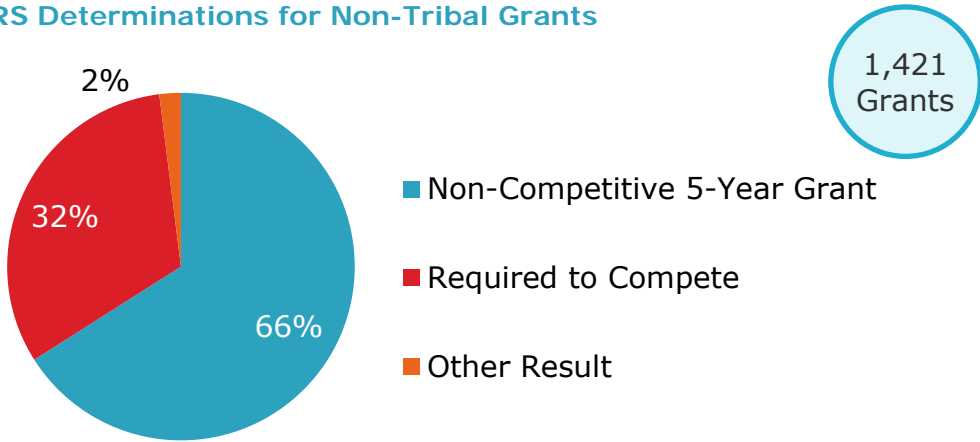
### All Grants

At the time the DRS notification letters were sent on December 15, 2011, there were 1,574 active grants. Of these active grants, 34% were required to compete or engage in tribal government consultation.

### Non-Tribal Grants

There were 1,421 non-tribal active grants at the start of DRS. Of these, 453 or 32% were required to compete.

Figure 10: DRS Determinations for Non-Tribal Grants

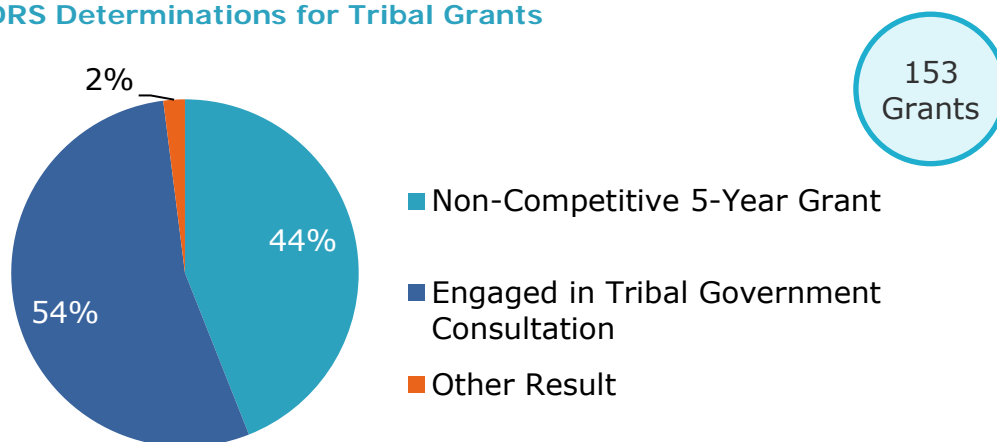


Other result includes grants that did not receive a DRS designation primarily due to voluntary relinquishments and terminations. In other words, this grant was active at the start of DRS, but the grant ended prior to receiving a DRS letter.

### Tribal Grants

There were 153 tribal active grants. Of these, 54% engaged in Tribal Government Consultation.

Figure 11: DRS Determinations for Tribal Grants



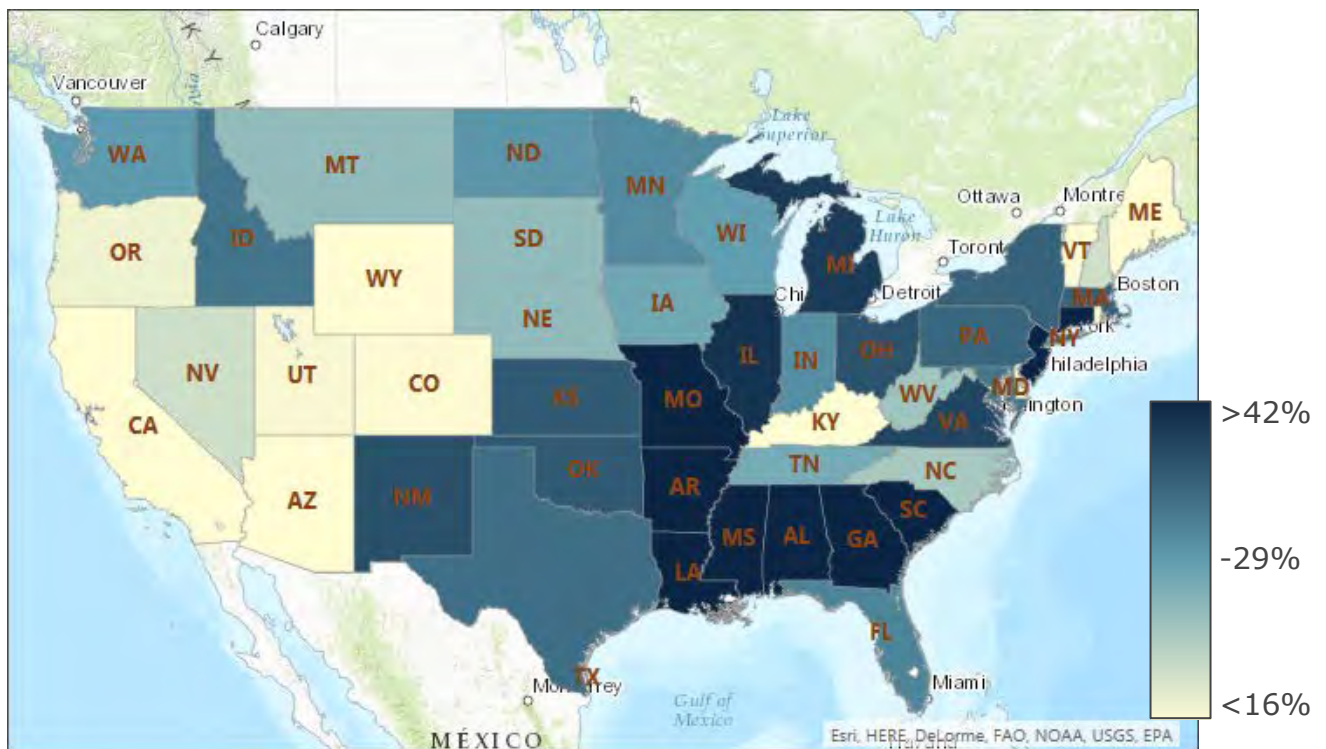
When a tribal grantee meets one of the seven DRS conditions, HHS engages in government-to-government consultation with the appropriate tribal government (called tribal government consultation) to establish and implement a plan to improve quality. If the grant is still not delivering high-quality services based on a reevaluation, then the service area is opened to competition. All tribal grantees improved quality after tribal government consultation and the development of a quality improvement plan.

The following analysis excludes tribal grants to focus on grants that were required to compete.

## Geography

The proportion of grants required to compete varied geographically. For example, in Arizona, 1 out of 10 grants or 10% were required to compete while 13 out of 30 grants or 43% were required to compete in Georgia. The following map displays the percent of grants required to compete by state. See Appendix A for a full list of states including geographic regions not shown on map.

Figure 12: Proportion of Grants Required to Compete by State



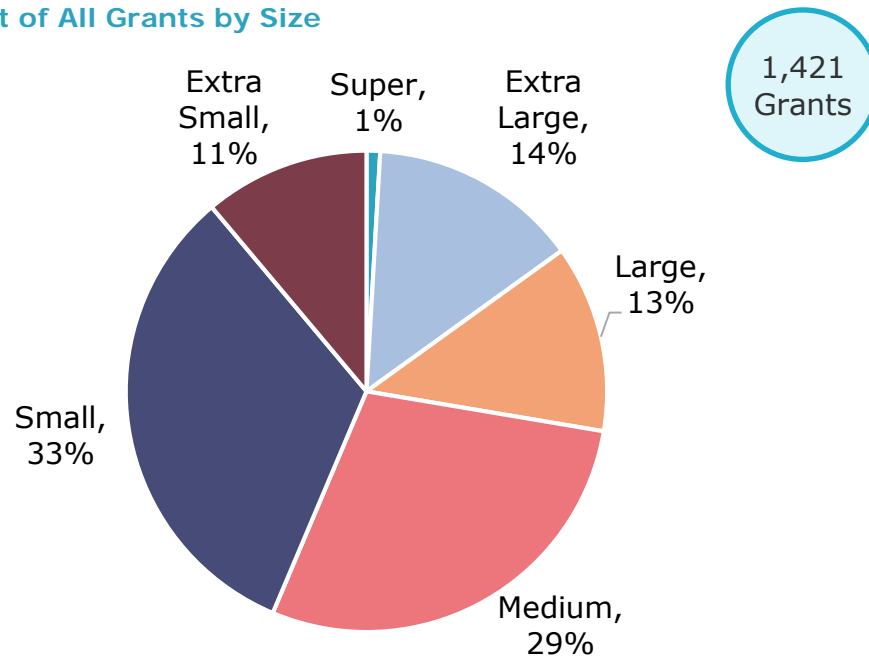
The above map does not take into consideration the number of slots in a grant – only the number of grants. This is important to consider since grants that were required to compete varied in the number of funded slots. For example, although only 15% of the 84 grants were required to compete in California, which is low compared to the rest of the nation, California was on par with the rest of the nation when taking slots into consideration. This is due to a grant in California funded to serve over 20,000 children, or a ‘super’ grant, that was required to compete.

## Agency Size

### All Grants

Across the nation, the 1,421 active grants varied in size based on funded slots. When DRS became effective, about 44% of these grants were funded to serve 300 or fewer children and 15% of grants served 1,000 or more children. The following figure illustrates the percent of all grants by size at the start of DRS.

Figure 13: Percent of All Grants by Size

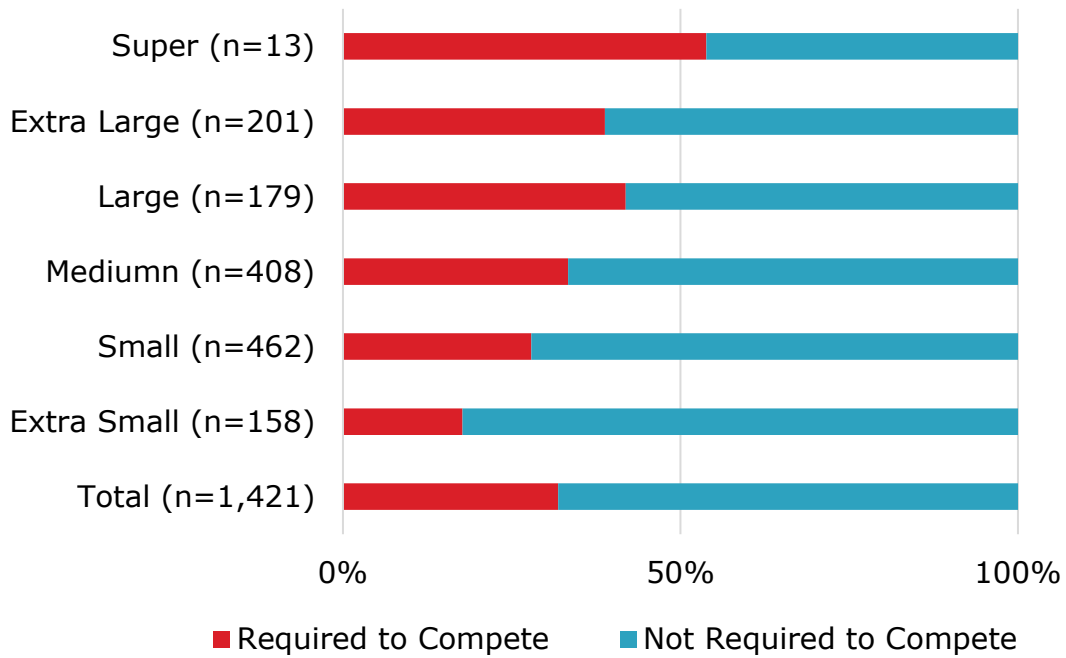


Size	Funded Slots
Extra Small:	≤ 100
Small:	101-300
Medium:	301-600
Large:	601-1,000
Extra Large:	1,001-5,000
Super:	>5,000

### Grants Required to Compete

The following figure shows the proportion of grants that were required to compete by size. Larger grants were required to compete proportionally more than smaller grants.

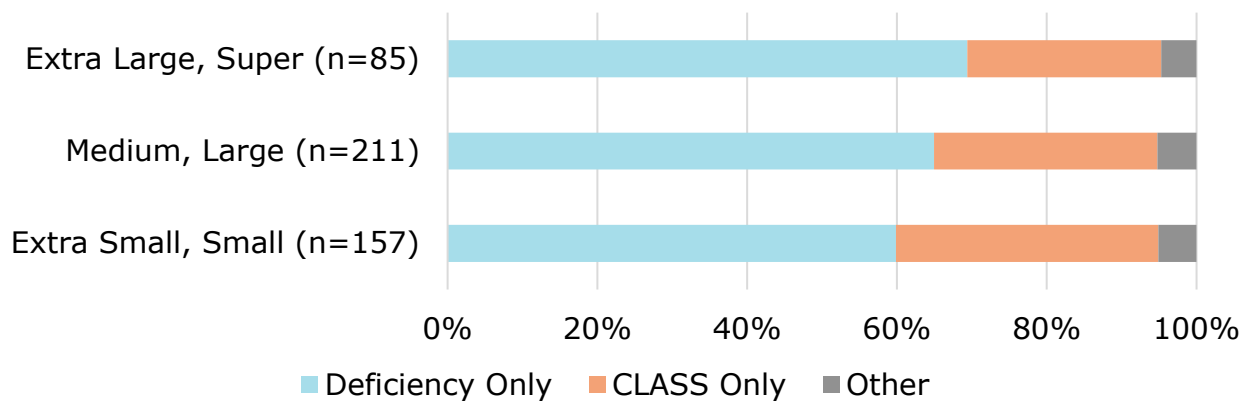
**Figure 14: Grants Required to Compete by Size**



**Grants Size by DRS Condition**

Grants required to compete (453 grants), regardless of size, were primarily designated to compete due to a deficiency only. However, a greater proportion of larger grants than smaller grants was required to compete for a deficiency only. Conversely, a greater proportion of smaller grants than larger grants was required to compete for CLASS® only.

**Figure 15: Grant Size by DRS Condition**

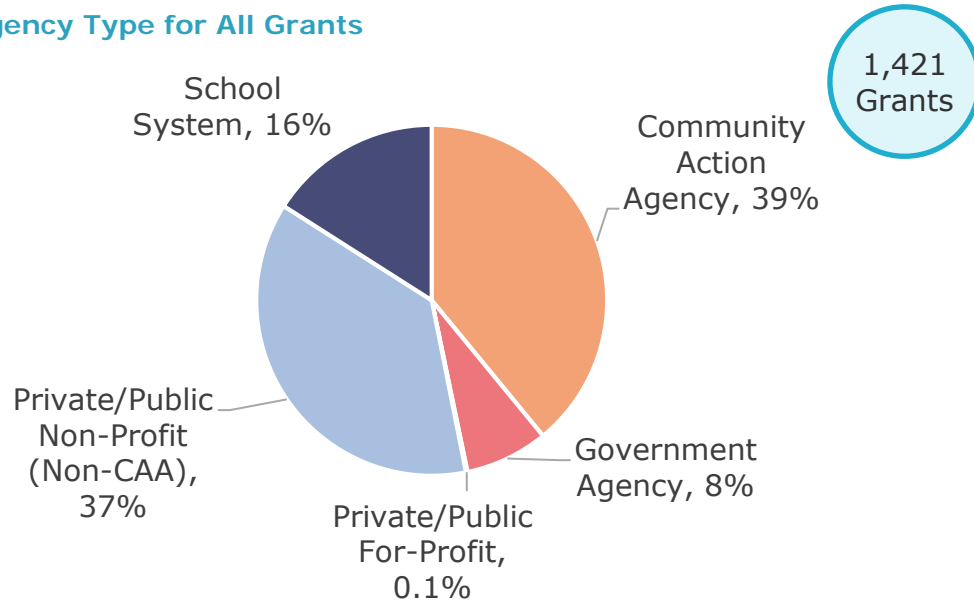


## Agency Type

### All Grants

Head Start has funded various types of community-driven public and private agencies. About three in every four of the 1,471 grants were operated by a Community Action Agency (CAA) or another Private/Public Non-Profit.

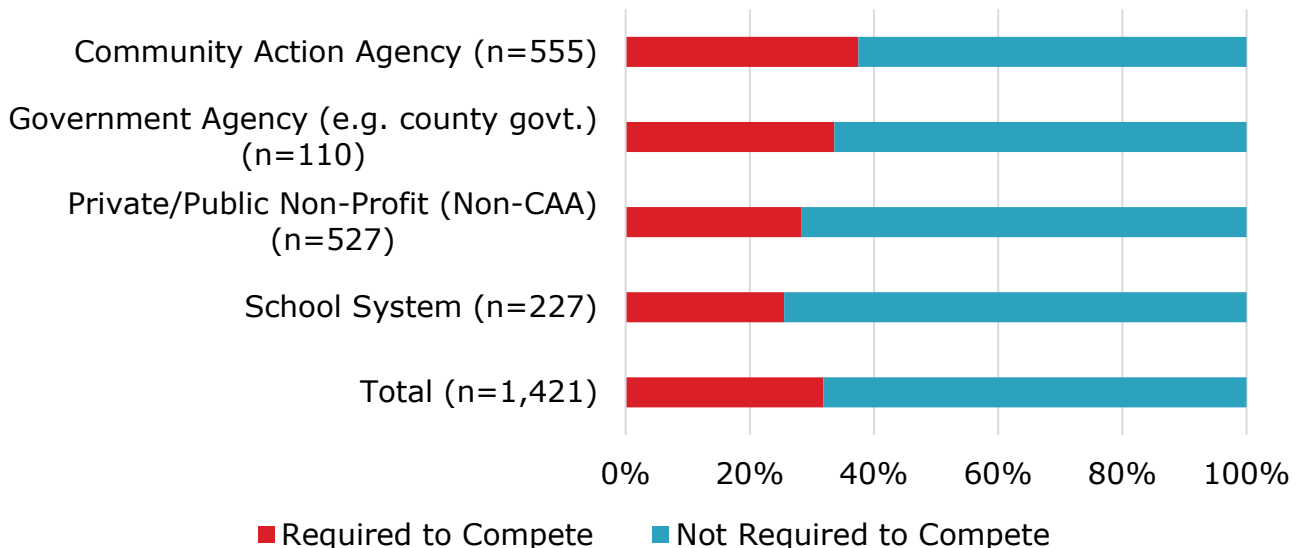
Figure 16: Agency Type for All Grants



### Grants Required to Compete

Nationally, 453 or 32% of grants were required to compete. Figure 17 displays the proportion of grants required to compete by agency type. For example, of grants operated by CAAs, 37% were required to compete.

Figure 17: Grants Required to Compete by Agency Type





Not shown on prior figure are two Private/Public For-Profit grants, of which one was required to compete.

## Program Type

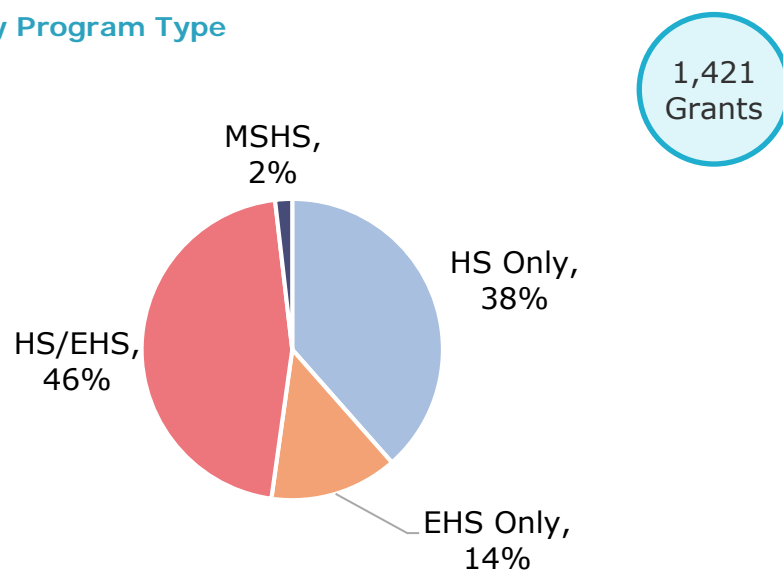
### All Grants

A grant receives funds to provide services through a Head Start, Early Head Start, both a Head Start and Early Head Start, or a Migrant and Seasonal Head Start program (not including Tribal Grants).

- **Early Head Start** programs serve pregnant women, infants, and toddlers. Early Head Start is available to the family until the child turns 3 years old and is ready to transition into Head Start or another preschool program.
- **Head Start** programs serve preschool aged children; typically about 96% of the children served in Head Start programs are 3 or 4-year-olds.
- **Migrant and Seasonal Head Start** programs provide Head Start and Early Head Start services for children from families that migrate to work in agriculture and children from seasonal farm worker families. Often these children and their families speak a language other than English, and come from different cultural backgrounds. These programs provide child care, health, and other social services that are culturally and linguistically responsive.

At the start of DRS, almost half of the 1,421 grants were providing both Head Start and Early Head Start services.

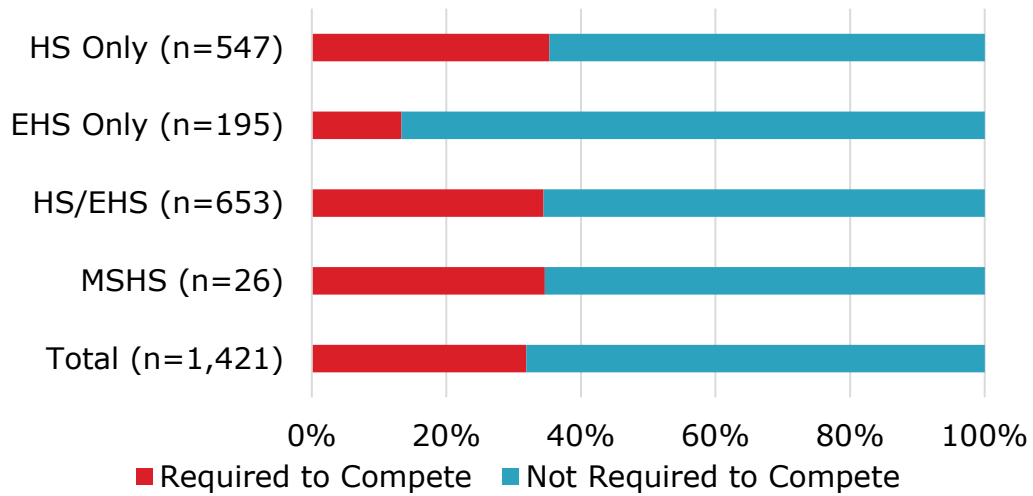
Figure 18: All Grants by Program Type



## Grants Required to Compete

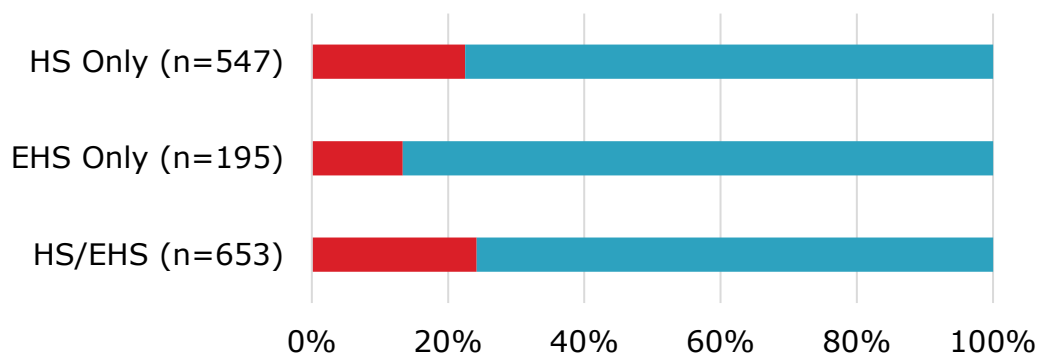
As shown in Figure 19, Head Start only and Head Start/Early Head Start grants were required to compete proportionally more than Early Head Start only grants.

Figure 19: Grants Required to Compete by Program Type



It can be expected that grants with Head Start would compete more than Early Head Start-only grants since Early Head Start grants were not subject to the CLASS® condition. However, if you remove the CLASS® condition to better compare Head Start to Early Head Start, Head Start-only and Head Start/Early Head Start grants were still required to compete proportionally more than Early Head Start only grants as shown in Figure 20.

Figure 20: Grants Required to Compete by Program Type without CLASS®

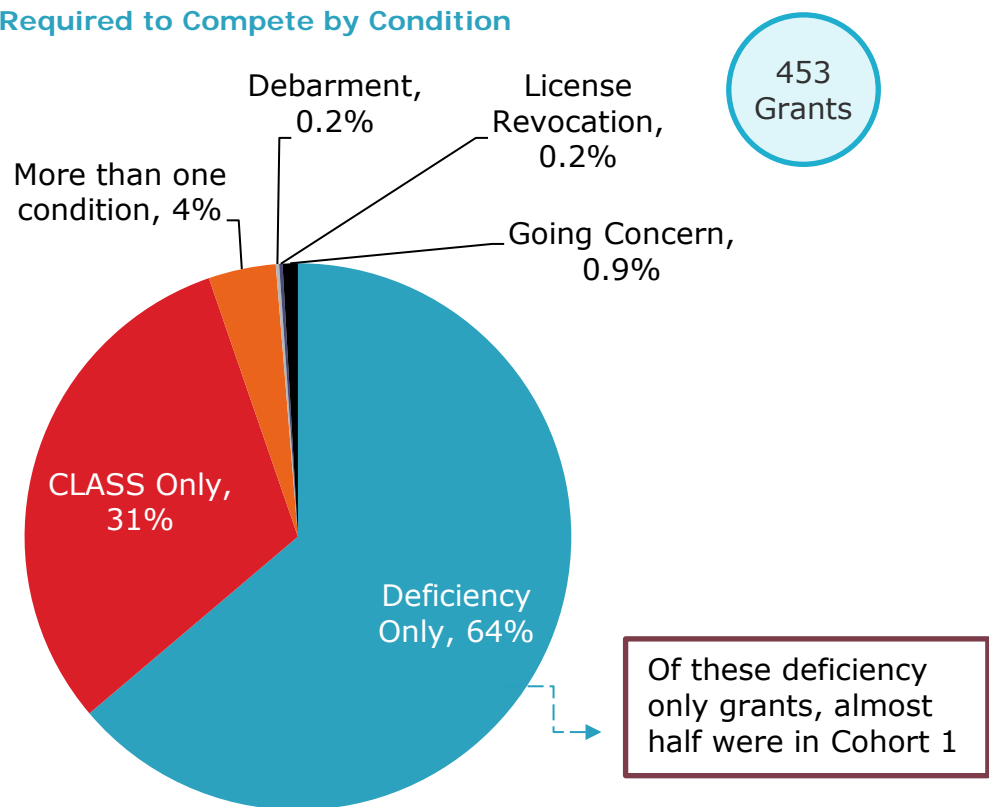


## Conditions

### Grants Required to Compete by Condition

About 64% of grants required to compete in one of the four DRS cohorts were placed in competition for a deficiency only. It is important to note that the first round of grants designated for competition, or Cohort 1, included only grants that met the deficiency condition. Once these Cohort 1 grants were already required to compete for meeting the deficiency condition, they did not need to be evaluated against the remaining conditions that were not used until the second cohort. About half of the grants that were required to compete for a deficiency only were from Cohort 1.

Figure 21: Grants Required to Compete by Condition

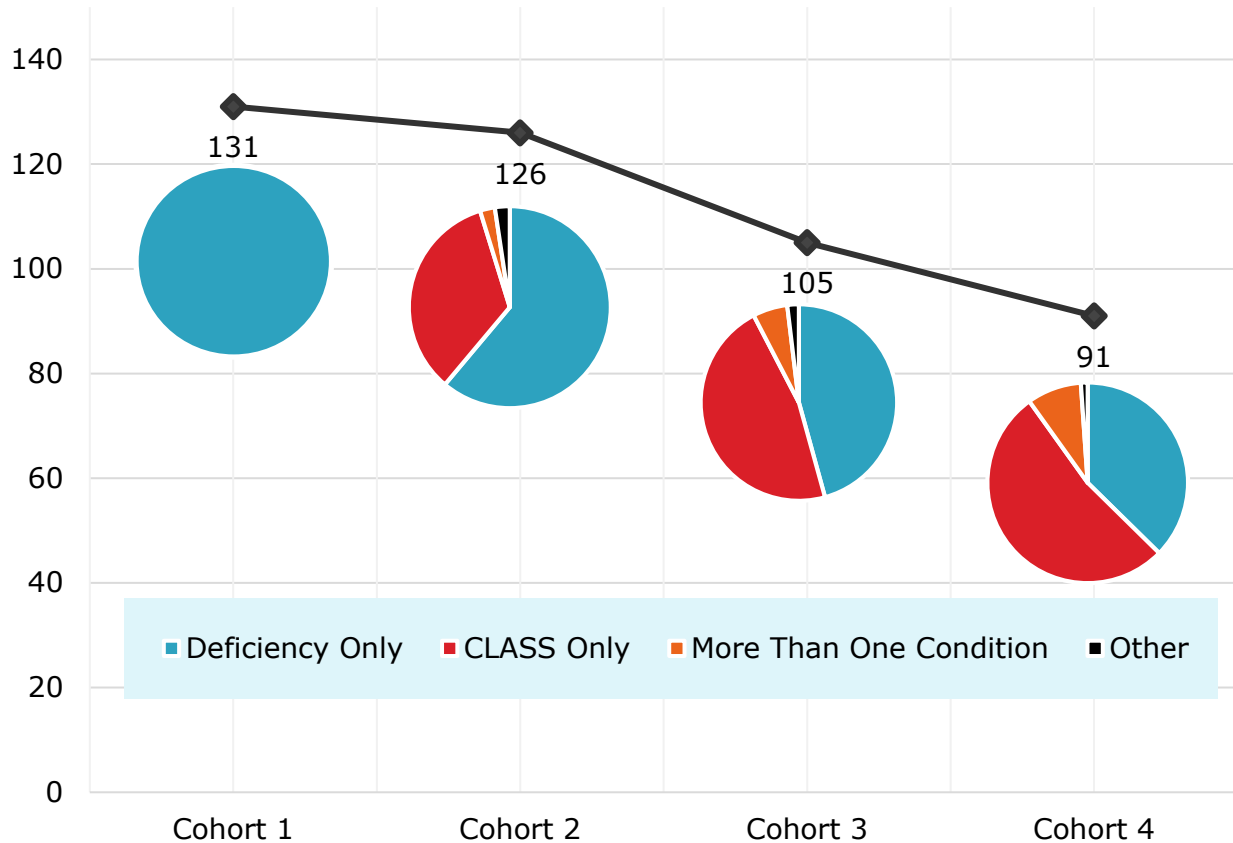


Almost all of the grants in the “more than one condition” are grants that met both the deficiency and CLASS® condition. In sum, 98% of grants were required to compete for either the deficiency or CLASS® condition, or both.

## Condition by Cohort

The condition requiring most grants to compete within a cohort has changed over time. With each cohort, the proportion of grants meeting more than one condition increased as has the proportion of grants meeting only the CLASS® condition.

Figure 22: Condition by Cohort



A common follow-up question is how many grants were reviewed for CLASS® and deficiencies by cohort to better understand the change in conditions by cohort relates to the total number of reviews. For CLASS® reviews, with withdrawn reviews excluded, there were 381 CLASS® reviews in Cohort 2, 356 in Cohort 3, and 402 in Cohort 4.

For deficiencies, it is difficult to answer since deficiencies were not primarily found in regularly scheduled monitoring reviews. Head Start monitoring reviews take many forms and although almost half of the reviews during DRS implementation were triennial reviews, full on-site reviews conducted on a triennial basis for all

grants, these reviews only account for 23% of reviews with a deficiency finding. On the other hand, “other” reviews, conducted primarily for grants that are determined to be at risk and scheduled on an as-needed basis, only account for 5% of monitoring reviews and yet account for 40% of reviews with a deficiency finding.

While recognizing these caveats, there were 1,265 grants that received a monitoring review during the first cohort of DRS grants, 700 grants during the second cohort, 714 grants during the third, and 635 during the fourth. Note that the first cohort represents about two fiscal years of monitoring while the other cohorts represent one fiscal year of monitoring.

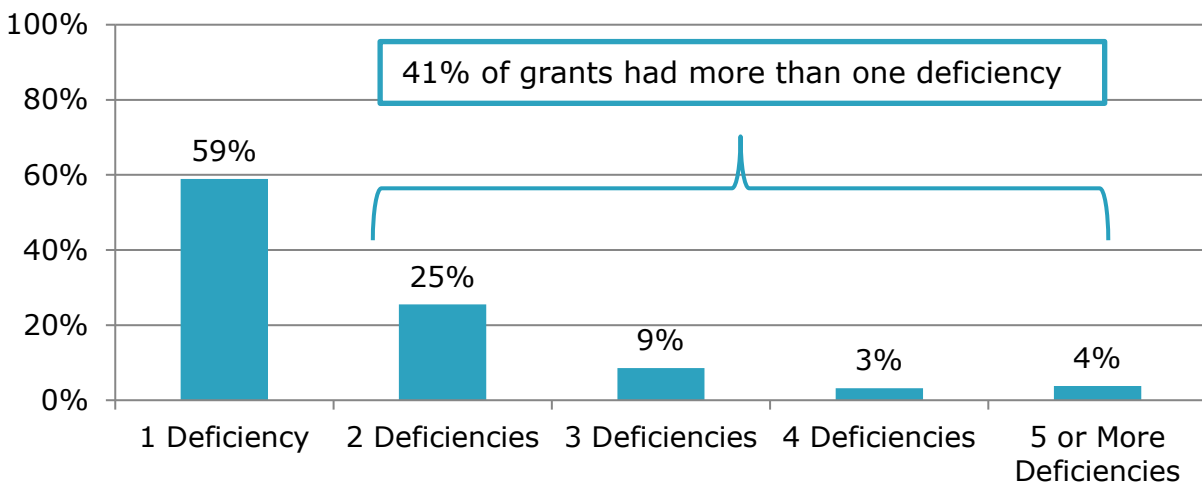
For more information on monitoring including types of deficiencies, visit <https://eclkc.ohs.acf.hhs.gov/hslc/data/rc> to view Office of Head Start reports to Congress on Head Start monitoring by fiscal year.

## Deficiency

A deficiency represents a systemic or substantial material failure – see the [full definition](#) for more information.

As shown in the following figure, about 59% of grants meeting the deficiency condition had only one deficiency. The remaining 41% of grants required to compete for the deficiency condition had more than one deficiency.

**Figure 23: Number of Deficiencies**

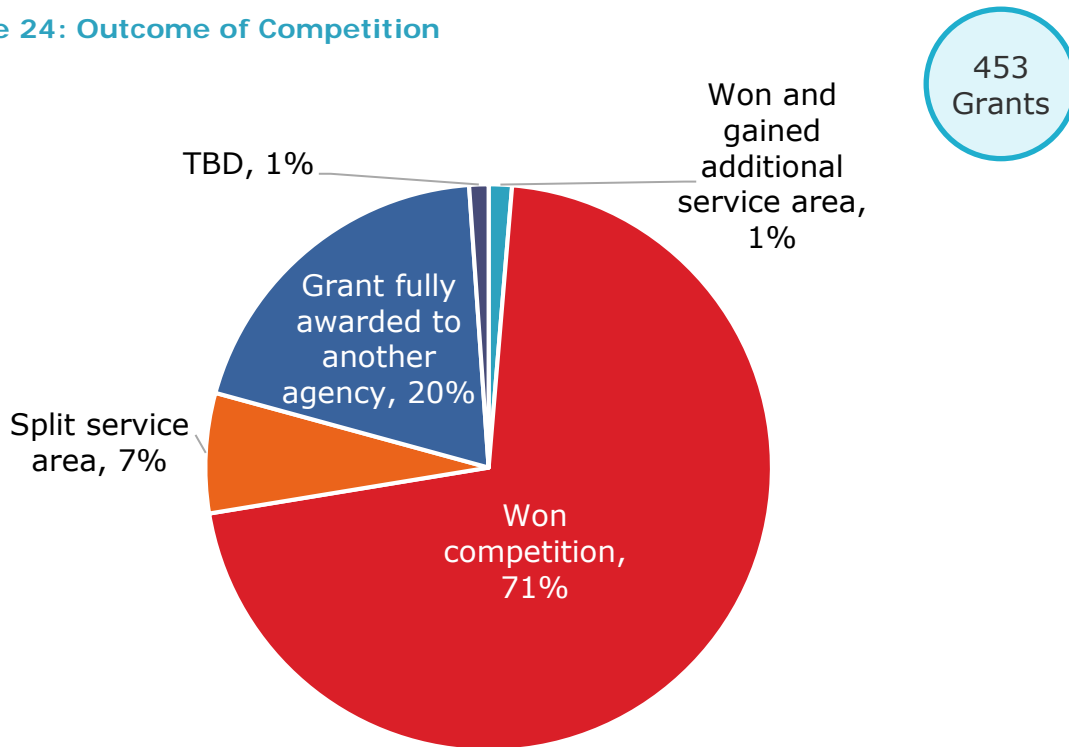


## Outcomes of Competition

### All Grants Required to Compete

There were 453 grants that were required to compete. Only one-fifth of these grants were fully awarded to another agency. There are still a few competitions where the outcome is not finalized including those awaiting a repost for the funding opportunity announcement and grants with interim management.

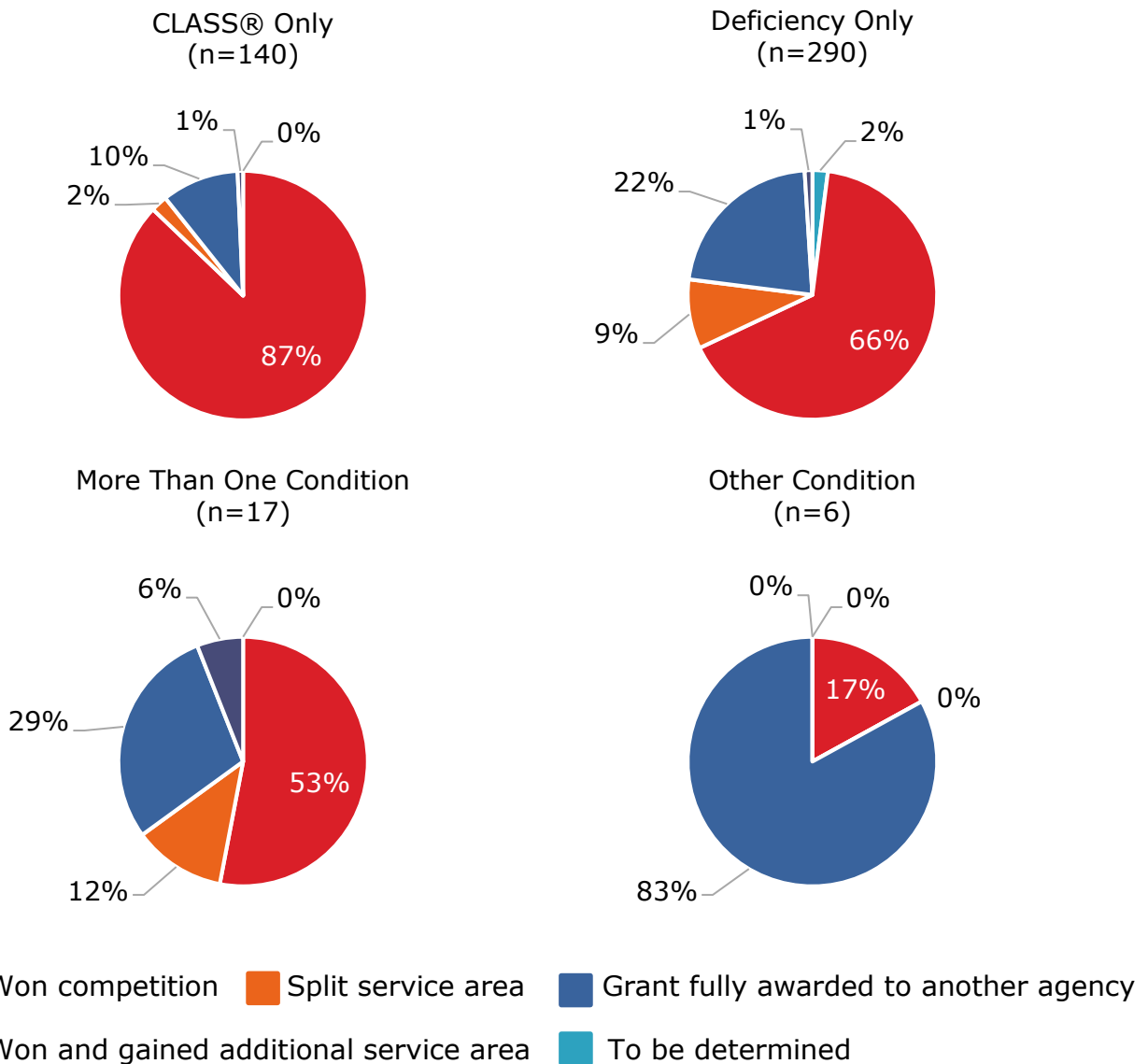
Figure 24: Outcome of Competition



### Outcome by Condition

The competition outcomes for grants varied greatly by the condition met. Grants that met only the CLASS® condition were awarded fully to the incumbent agency (87%) than grants that met only the deficiency condition (66% awarded fully to incumbent), grants that met more than one condition (53% were awarded fully to incumbent), and grants that met conditions other than deficiency and CLASS® such as license revocation or going concern (only 17% awarded fully to incumbent).

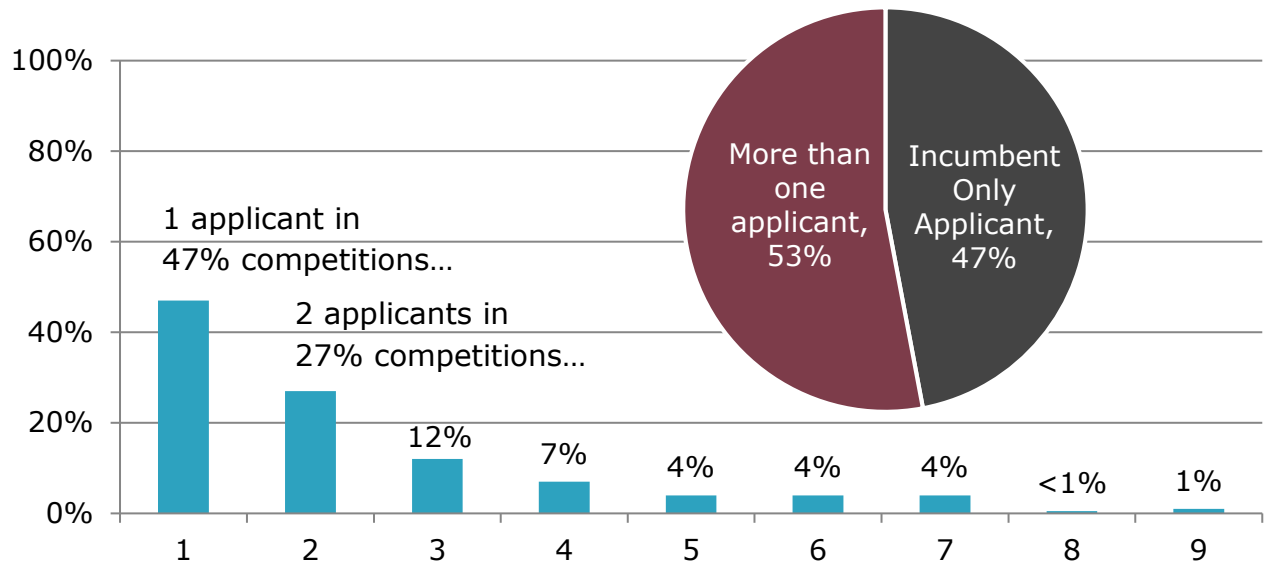
**Figure 25: Outcome of Competition by Condition**



**Outcome When Incumbent Applied**

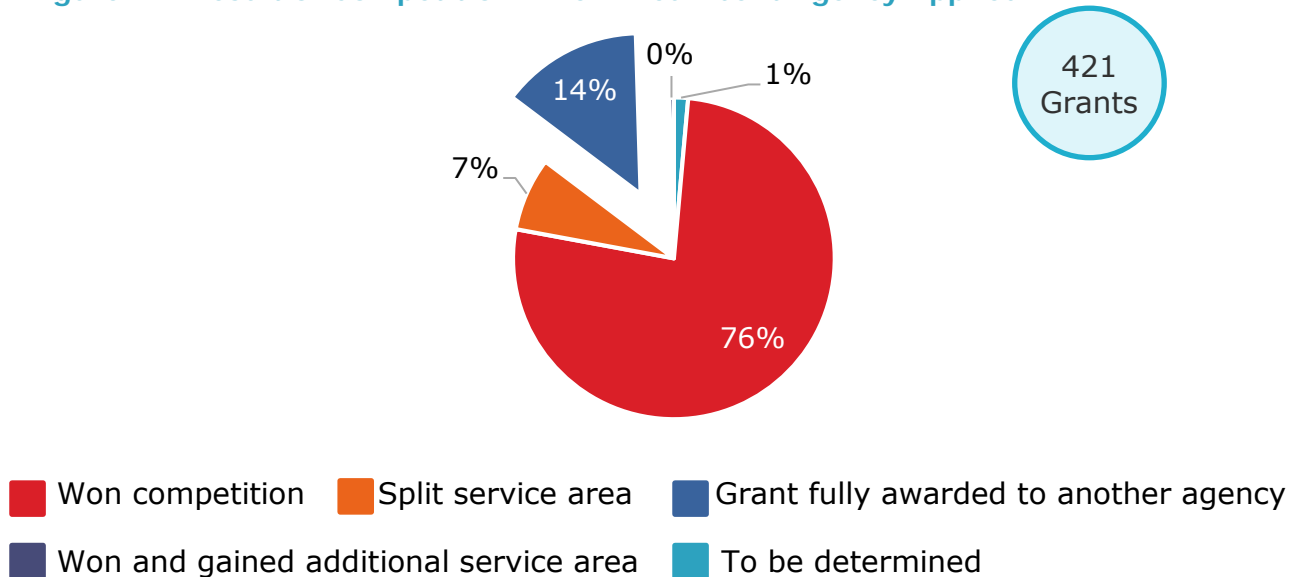
There were some cases when the incumbent agency did not apply for their grant during competition or was not eligible to apply. In the service areas where the incumbent applied, there was another applicant in more than half of the competitions.

**Figure 26: Percent of Competitions with Other Applicants**



When considering the outcome of competition only when the incumbent agency applied, about 84% of grants were awarded fully or partially back to the incumbent agency. In other words, instead of 20% of grants being fully awarded to another agency, about 14% of grants were fully awarded to another agency when the incumbent agency applied.

**Figure 27: Result of Competition When Incumbent Agency Applied**







## Helpful Links

The Early Childhood Learning and Knowledge Center (ECLKC) is the Office of Head Start Web portal. You can find information about DRS, CLASS®, monitoring, and more on this site: [eclkc.ohs.acf.hhs.gov](https://eclkc.ohs.acf.hhs.gov)

Section 641 of the Head Start Act on the designation renewal system: <https://eclkc.ohs.acf.hhs.gov/policy/head-start-act/sec-641-designation-head-start-agencies>

Final Rule on DRS: <https://www.federalregister.gov/documents/2011/11/09/2011-28880/head-start-program>

About DRS: <https://eclkc.ohs.acf.hhs.gov/hslc/grants/dr>

About 5-year grant periods and DRS: <https://eclkc.ohs.acf.hhs.gov/hslc/grants/5-yr-cycle>

Frequently asked questions and answers regarding the use of the CLASS® in Head Start: <http://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/class/use-of-class.pdf>

A National Overview of Grantee CLASS® Scores: <https://eclkc.ohs.acf.hhs.gov/hslc/data/class-reports>

**OFFICE OF HEAD START**

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## Appendix A: Grants Required to Compete by State

Geography	Number of Non-Tribal Grants	Number of Grants Required to Compete	%	Geography	Number of Non-Tribal Grants	Number of Grants Required to Compete	%
AK	5	1	20%	ND	10	3	30%
AL	31	13	42%	NE	16	4	25%
AR	21	9	43%	NH	5	1	20%
AZ	10	1	10%	NJ	24	12	50%
CA	84	13	15%	NM	16	6	38%
CO	37	6	16%	NV	5	1	20%
CT	18	8	44%	NY	99	35	35%
DC	5	4	80%	OH	54	20	37%
DE	3	0	0%	OK	22	8	36%
FL	44	14	32%	OR	23	4	17%
GA	30	13	43%	PA	60	21	35%
HI	6	1	17%	RI	8	0	0%
IA	18	5	28%	SC	20	11	55%
ID	9	3	33%	SD	8	2	25%
IL	47	19	40%	TN	22	6	27%
IN	39	12	31%	TX	85	29	34%
KS	22	8	36%	UT	12	2	17%
KY	33	5	15%	VA	47	18	38%
LA	46	24	52%	VT	7	0	0%
MA	31	11	35%	WA	34	10	29%
MD	18	6	33%	WI	31	9	29%
ME	11	1	9%	WV	21	5	24%
MI	38	15	39%	WY	10	1	10%
MN	29	9	31%	Multiple States	5	2	40%
MO	20	9	45%	PR	25	7	28%
MS	19	8	42%	Territories	6	1	17%
MT	16	4	25%	<b>Total</b>	<b>1421</b>	<b>453</b>	<b>32%</b>
NC	56	13	23%				