Louisiana Board of Regents Higher Education Funding Formula Analysis

Purpose of Document

The Louisiana Board of Regents requested support from Lumina Strategy Labs to conduct an independent review of the funding formula used to allocate state general fund dollars among the state's public universities and community colleges. Lumina Strategy Labs provides content expertise and technical assistance support to state leaders and policymakers on policies designed to increase higher education attainment. HCM Strategists, which supports the management and content development for Strategy Labs, has engaged with several states during the development and implementation of outcomes-based funding models.

This report is intended to provide an analysis of the current funding model's alignment to research and practice-informed best practices for the design and implementation of outcomes-based funding (OBF) policies. The report will also examine how proposed changes to the Outcomes component of the model support the proposed strategic plan *Louisiana Prospers: Driving Our Talent Imperative* and align with best practices. Recommendations for how the model could be strengthened to enhance these alignments and support key strategic priorities and student success are also included.

Overview of Current Funding Formula

In 2014, Act 462 directed the Board of Regents and each public postsecondary system to collaborate to develop a comprehensive outcomes-based funding formula model to replace the historic enrollment-based model.[i] According to Act 462, the funding formula was intended to ensure the equitable allocation of state funds to public postsecondary educational institutions, appropriately consider costs, place significant emphasis on student and institutional outcomes, and align with the state's economic development and workforce needs.

The formula consists of three components: Base Funding, Cost, and Outcomes. The share of funding based on Outcomes has increased since the formula was first used to allocate funding in FY 2016-17.[ii]

- FY2016-17: 70% Base, 15% Cost, 15% Outcomes
- FY2017-18: 65% Base, 17.5% Cost, 17.5% Outcomes
- FY2018-19: 63% Base, 17% Cost, 20% Outcomes

Funding Model Components[iii]
Base Funding: 63% of FY 2019 Model
• Funding proportional to the previous year's allocation
Cost: 17% of FY 2019 Model
Core Cost
• Completed Credit Hours Weighted by Discipline
Operation of Plant and Maintenance (OP&M)
• Net Assignable Square Footage Multiplied by $/sqft Rate
General Support
• IPEDS General Support/Services Ratio Multiplied by Sum of Core Cost and OP&M
Outcomes: 20% of FY 2019 Model
Student Success
• Retention and Progression
• Completers
Articulation and Transfer
• Number of Students Cross Enrolled at Two and Four-Year institutions
• Number of Transfers from Two to Four-Year institutions
Workforce and Economic Development
• Number of Completers in Programs leading to 4 & 5 Star Jobs
• Enrollment and Completion of Undergraduate Adults (Age 25 and Above)
• Grant Funded Research
Efficiency and Accountability
• Time-To-Award for Students Earning an Associate Degree
• Time-To-Award for Students Earning a Baccalaureate Degree
• Enrollment and Completion of Students on Pell

Assessment of Current Model Relative to Best Practices

In recent years, more states have begun using outcomes-based funding models as a way to promote student success and align funding with state goals and priorities. HCM Strategists produces an annual report that establishes a comprehensive typology of OBF models and a state-by-state classification of funding systems informed by research and engagement with state policymakers.[iv] Reflected in this typology report, as well as the Lumina State Policy Agenda, are a set of common principles and design approaches that help to enhance these models' alignment between funding and goals to increase student attainment and equity.[v] These elements include:

- Established completion or attainment goals are linked to the model;
- Recurring base funding is distributed and is sustained over consecutive years;

- A significant level of funding is distributed by outcomes;
- Limited, measurable metrics are used, with degree/credential completion being prioritized;
- Institution mission is accounted for;
- The funding structure is formula-driven to ensure incentives for continuous improvement;
- Success of underrepresented students is prioritized

This section analyzes the Louisiana funding model relative to these elements and places the model into two categories for each element:

1. Funding Model is Aligned with Best Practices
2. Funding Model is Partially Aligned with Best Practices

There are no elements not at least partially aligned with the funding model.

Funding Model is Aligned with Best Practices

The current Louisiana funding model meets many of the best practices identified in the Driving Better Outcomes report.

- Established completion or attainment goals are linked to the model.

    - Rationale: State leadership must be firmly committed to and clearly articulate statewide priorities, such as a goal to increase the percentage of residents who complete a postsecondary degree. Securing agreement around a bipartisan, statewide "public agenda" that is targeted to the state's needs and its residents—not just postsecondary institutions—will help focus model development and ensure the model's sustainability.

    - Model Status: Aligned. Act 462 states, "The state's Master Plan for Postsecondary Education and postsecondary education funding formula must reflect student and state priorities and promote and drive the changes needed to make Louisiana's public postsecondary educational system more productive, more efficient, more affordable, more accountable, and better aligned with the state's economic development and workforce needs." The model was initially designed to align with the goals in the 2011 master plan, including "Increase the educational attainment of the State's adult population to the Southern Regional Education Board (SREB) States' average by 2025."[vi] In December 2018, the educational attainment goal was revised to be 60% of the working age population with a postsecondary credential by 2030.[vii] This goal is to be incorporated into the updated Master Plan and

changes to the funding formula are being proposed for FY 2020 to better align with the goal and master plan.

- Recurring base funding is distributed and is sustained over consecutive years.

    - Rationale: Models that rely only on new funding have significant challenges in sustainability and reflect limited alignment of state postsecondary investments with state attainment needs. If the OBF model is implemented with new money only, this bonus allocation is often the first thing reduced or eliminated in tight budget climates. Building OBF into institutions' recurring allocations promotes sustainability and ensures that the policy intent does not languish while waiting for new funding that may never materialize. Several studies have shown a positive effect of OBF on student outcomes if the model is sustained over time.[viii] Tennessee, Ohio, and Indiana are examples of states that have continued to use their funding models during times of flat or declining state appropriations. This continued commitment to the funding model, during all budget scenarios, provides incentives to for institutions to apply student success strategies aligned with the incentives in the model.

    - Model Status: Aligned. The model is not reliant on new funding. Additionally, it has been sustained every year since its initial implementation in FY 2017.

- A significant level of funding is distributed by outcomes.

    - Rationale: The share of institutional funding devoted to outcomes must be large enough to garner attention, shape priorities and influence actions. Research has shown positive effects on student success from models that distribute as low as five percent of state operating funding.[ix] However, model structure, stability, and other revenue sources should be considered when determining a sufficient funding amount. As the intent is to align the state's finance policy with the state's policy priorities, as was done with enrollment-driven policies, it would hold that a similar approach should be taken with outcomes-based funding policies. The less the allocation model is tied to outcomes, the less the state's finance policy is aligned with its completion priorities and needs.

    - Model Status: Aligned. Since FY 2017, the Outcomes component has accounted for at least 15 percent of the formula calculation. However, the share tied to student success is greater if the completed student credit

hours in the Cost component are counted as an outcome. HCM's 2019 Driving Better Outcomes report found that over 30 percent of Louisiana's FY 2019 state funding was distributed according to the production of course completion, progression, degree completion, and other outcome metrics.[x] Only six two-year, and seven four-year state funding models distribute more funding based on outcomes. See appendix A for an analysis of outcomes as a percentage of FY 2019 state institutional support, by state and by sector.

- The funding structure is formula-driven to ensure incentives for continuous improvement.

    - Rationale: Formula-driven models use a structured set of rules to distribute funding. There are many versions. A model may award a certain dollar amount for each additional outcome produced, or a model may allocate funding toward institutions that produce a larger share of outcomes relative to other institutions. The key distinction is that formula-driven models do not use pre-set targets or goals. Targets and goals are extremely difficult to appropriately set. Properly setting a target or goal requires a vast amount of information about institutions' current and future operations and resources. Furthermore, targets and goals cannot account for future circumstances that are outside of institutions' control. For example, unforeseen economic recessions or expansions may have large effects on student enrollment. In practice, the targets and goals end up being too ambitious or not ambitious enough. Additionally, targets and goals do not provide a continuous incentive for improvement. For example, if an institution's goal is to produce 100 additional degrees, there is no incentive to produce the 101st degree.

    - Model Status: Aligned. The model is formula-driven. It does not use pre-set targets and goals. Instead it distributes funding based on each institution's share of outcomes produced. This methodology provides continuous incentives for improvement. These continuous incentives are very important, as the model is intended to support and align with the state's educational attainment goal.

Funding Model is Partially Aligned with Best Practices

The current Louisiana formula technically meets the criteria for the elements in the Driving Better Outcomes report listed below. However, alignment with these criteria could be strengthened.

- Limited, measurable metrics are used, with degree/credential completion being prioritized.

    - Rationale: OBF models must be clearly tied to the state's goals and priorities and include metrics identified at the outset that are easily measured and available; otherwise, the system may be compromised or lose credibility. Metrics that are ambiguous, easy to game or inconsistently reported should not be included. For instance, metrics should emphasize the volume of graduates versus graduation rates, as rates are easier to game. Furthermore, the model should track a limited number of metrics, or risk diluting the focus on key priorities.

    - Model Status: Partially Aligned. The outcomes component of the model includes relatively few metrics and most are centered around progression, completion, and other mission-specific measures. Additionally, these measures are volume-based, meaning that they do not use rates which could be more easily manipulated and provide a greater incentive to restrict access.

      However, an analysis of all FY 2019 model components shows that degree and certificate completion accounts for a relatively small portion of the Louisiana formula. For the four-year formula, metrics aligned with degree completion (time to degree, graduate level awards, Pell completers, and adult completers) account for a combined 2.1 percent of the total formula (10.3 percent of the Outcomes component). This is in contrast to 7.8 percent of the model resulting from research, 6.9 percent from progression, and 2.5 percent from workforce. Similarly, for the two-year formula, metrics aligned with degree and certificate completion (associates degrees, certificates and diplomas, Pell completers, and adult completers) account for only 2.4 percent of the formula (12.2 percent of the Outcomes component). This is in contrast to 11.3 percent of the model resulting from progression and 4.2 percent from workforce. See appendix B for a complete analysis of the formula components.

      Degree and certificate production weighting could be increased to align the model more with the state's educational attainment goal. For example, the below table shows the share of total state appropriations resulting from degree and certificate production in five other states.

Share of Total FY 2019 State Appropriations from Degree and Certificate Production

	2-Year	4-Year
Ohio	25%	56%
Oregon	N/A	49%
Tennessee	32%	37%
Kentucky	14%	14%
Nevada	7%	14%

- Institution mission is accounted for.

    - Rationale: Models should account for differences in institutional mission, student population and other characteristics. This helps to guard against mission creep and ensures that some institutions are not at a disadvantage compared to other institutions with missions more aligned with model metrics. To accomplish this, some OBF models apply a few common metrics across institutions, while adopting other institution-specific metrics. Other models weight common metrics differently by institution type.

    - Model Status: Partially aligned. The funding model differentiates metrics and weightings between the four-year and two-year sectors. Additionally, the varied cost of instruction between institutions is accounted for by weighting completed student credit hours in the cost component of the model.

      More could be done to differentiate based on mission, specifically within the four-year model. The missions of the universities vary greatly, with some being more access oriented and others focusing heavily on research. However, the metrics and weightings in the formula for all universities are uniform. Metrics could be varied by institution type, and weightings of metrics could be adjusted in accordance with how much a specific metric aligns with a university's mission. Appendix C shows examples of Tennessee's and Montana's metric weighting structures. Tennessee varies weights by institutional mission. Montana varies both weights and metrics.

It should be noted that the designs of the Tennessee and Montana formulas are significantly different from the current Louisiana formula. Adjusting metrics or adding weights to account for institutional mission in the Louisiana formula, while conceptually simple, is likely to be a complex task they may necessitate additional significant changes to the formula. Any changes should be weighed against the complexity that they will add.

- Success of underrepresented students is prioritized.

    - Rationale: Extra weight for outcomes earned by underrepresented students (e.g. academically underprepared, low-income, adult, or underrepresented minority students) guards against the unintended consequence of restricting access by enrolling only those students most likely to succeed. Additionally, the success of students from underserved populations is critical to meeting states' education attainment goals.

    - Model Status: Partially aligned. The funding model does provide additional support for low-income students and adult students through 25 percent premiums for degrees and certificates earned by Pell recipients and students age 25 and up. Increasing these weights and providing additional support for other student populations, such as underrepresented minorities should also be explored, especially considering the large attainment gaps between different ethnic groups in the state.

      Oregon's Student Success and Completion Model (SSCM) for public universities is an example of a model that ties significant funding to the success of underrepresented students. The SSCM was developed with a specific focus on reducing equity gaps. To accomplish this, completions by underrepresented students (underrepresented minority, low-income, veterans, and rural students) are given premiums. There is an 80 percent premium if a student meets one of these underrepresented student characteristics, a 100 percent premium for two, 110 percent for three, and 120 percent for four. Appendix D shows underrepresented student weightings and metrics included in other state models.

Additional Design and Implementation Principles to Consider

There are other principles in addition to the elements discussed above that may improve the design and implementation of a state's funding model. Some are being addressed by the current

Louisiana formula, while others are opportunities for further improvement. These additional principles primarily center on communication and support for institutions. They include:

- Effectively communicate how the model works to institutions and other stakeholders and provide support when needed. This is currently being accomplished through funding formula summits, the disbursement of institution specific formula data, and providing further analysis to systems and institutions. Other examples of outreach could include developing an interactive version of the model that would allow users to observe how funding would change given hypothetical changes to outcomes, developing an annual report that shows the actual dollar effect of changes in outcomes, and sharing student success best practices. These strategies have been used by other states to help institutions understand and respond to models. Providing additional support to institutions with limited capacity may also help elicit institution response. For example, Tennessee implemented their Institutional Outcome Improvement Fund Grant Competition to help institutions develop action plans and strategies to increase outcomes identified in their funding formula.[xi]

- Prioritize simplicity. The current model has three main components with additional subcomponents. It may not be immediately apparent to all stakeholders how the components and subcomponents function together and how changes to each influence funding. Any effort to simplify the calculations or the display of the formula would help to increase understanding and buy-in. This is true of any state's funding formula. Board staff have indicated that this is a priority and have taken steps to simplify the calculations in the Outcomes component of the proposed FY 2020 model.

- Continuously monitor the model for unintended consequences. Issues related to academic quality, student access and success, and funding volatility should be tracked and addressed. Academic standards could be monitored through student learning outcomes, grade distributions, degree requirements, and anonymous faculty, employer, and student surveys. Access and success of students should be tracked, especially for low-income students, underrepresented minorities, adults, and other underserved populations. Finally, stability could be increased by incorporating a rolling three-year average of data or implementing a stop-loss provision if the annual volatility of the model is deemed too great.

- Extensively model out the effects of any change to the funding model using historical and projected data to ensure the model will function as intended. Particular attention should be paid to shifts in funding between institutions and the resulting volatility, or lack thereof, of the model. Changes could be phased in over multiple years to mitigate significant shifts in funding and to give institutions time to respond to the new incentives.

Assessment of Proposed Changes to Outcomes Component of Model

Board of Regents staff have proposed several changes to the Outcomes component of the formula for FY 2020 in an effort to further align the funding model with the proposed strategic plan "Louisiana Prospers: Driving Our Talent Imperative." This section examines these proposed changes, given the overarching goals of the master plan to increase educational attainment and decrease equity gaps.

- The proposed model makes several adjustments to increase the portion of the formula tied to degree and certificate completions. Among these are:
    - Increasing time-to-degree weights for nearly all degree ranges
    - Eliminating adult and low-income metrics tied to enrollment
    - Increasing weights for adult and low-income completers
    - Adding a new metric tied to underrepresented minorities who complete a credential.
    - Decreasing the weight of the research metric

  The portion of the total four-year formula tied to degree and certificate completion increased from 2.1 percent in FY 2019 to 5.6 percent in the proposed FY 2020 formula. For the two-year sector, these shares increased from 2.4 percent in the FY 2019 formula to 8.7 percent in the proposed FY 2020 formula. See appendix B for a complete listing of formula shares by metric.

  The increases are aligned with placing a greater focus on educational attainment. However, it appears that there may still be room to increase the weighting on these completion metrics. For example, the focus on degree and certificate completion is still relatively low compared to other states, as seen in the *Funding Model is Partially Aligned with Best Practices* section of this paper. Additionally, the aggregate degree and certificate share for the university model (5.6 percent) is still nearly equal to the share of the one research metric (5.5 percent).

- The proposed model places a greater emphasis on the success of underrepresented populations by:
    - Eliminating adult and low-income metrics tied to enrollment.
    - Increasing the weighting for adult and low-income completers from 0.25 to 2.25
    - Adding a new metric tied to underrepresented minorities who complete a credential. This metric is weighted as 2.25 completions.

  The portion of the total four-year formula tied to the success of underrepresented populations increased from 0.2 percent in FY 2019 to 3.2 percent in the proposed FY 2020 formula. For the two-year sector, these shares increased from 0.8 percent in the FY 2019 formula to 7.3 percent in the proposed FY 2020 formula. These shares do not

include the portion of the formula tied to solely enrollment. See appendix B for a complete listing of formula shares by metric.

The proposed master plan recognizes that the state's attainment goal cannot be met without closing persistent attainment gaps. The increases in the priority of the metrics related to adult, low-income, and underrepresented minority completions signal the state's commitment to this goal. As seen in appendix D, the proposed model's premiums, or bonuses, for these metrics is larger than the premiums in other state models. However, these premiums are not the same as the portion of the model tied to underrepresented student success. For example, due to the structure of their models, other states may have smaller premiums but a larger share of the model tied to underrepresented student success. This state by state comparison requires additional analysis. The effectiveness of the proposed weightings in the Louisiana model should be monitored to determine if they are sufficient to increase institutions' commitment to these students' success.

- The proposed model adds nursing and teacher education completions as 4 & 5 Star Job Completers in the workforce metric. This proposed change recognizes that producing more nurses and educators is a priority of the state and increases the financial incentive for institutions to do so.

Areas of Improvement/Recommendations

The current funding model is aligned or partially aligned with identified outcomes-based funding best practices. However, there are key opportunities for revision that would allow Louisiana to more closely align the model with key priorities, especially those included in the proposed master plan. The proposed changes for the FY 2020 model address several of these issues such as increasing the portion of the model tied to completions and the success of underserved students. Below are five recommendations to consider for further improving the funding model.

Recommendation 1: Increase the portion of the model resulting from degree and certificate completion, as this is a main focus of the proposed master plan. The proposed increases are an improvement from the current model, but further increases could more strongly align the formula with the state's goals.

Recommendation 2: Continue with the proposed plan to increase the weighting for low-income and adult completions and to include a metric tied to completions of underrepresented minorities. The effectiveness of these proposed weightings should be monitored to determine if they are sufficient to increase institutions' commitment to these students' success.

Recommendation 3: Consider accounting for the different missions of the institutions. Currently all universities are largely treated the same in the formula. Explore varying

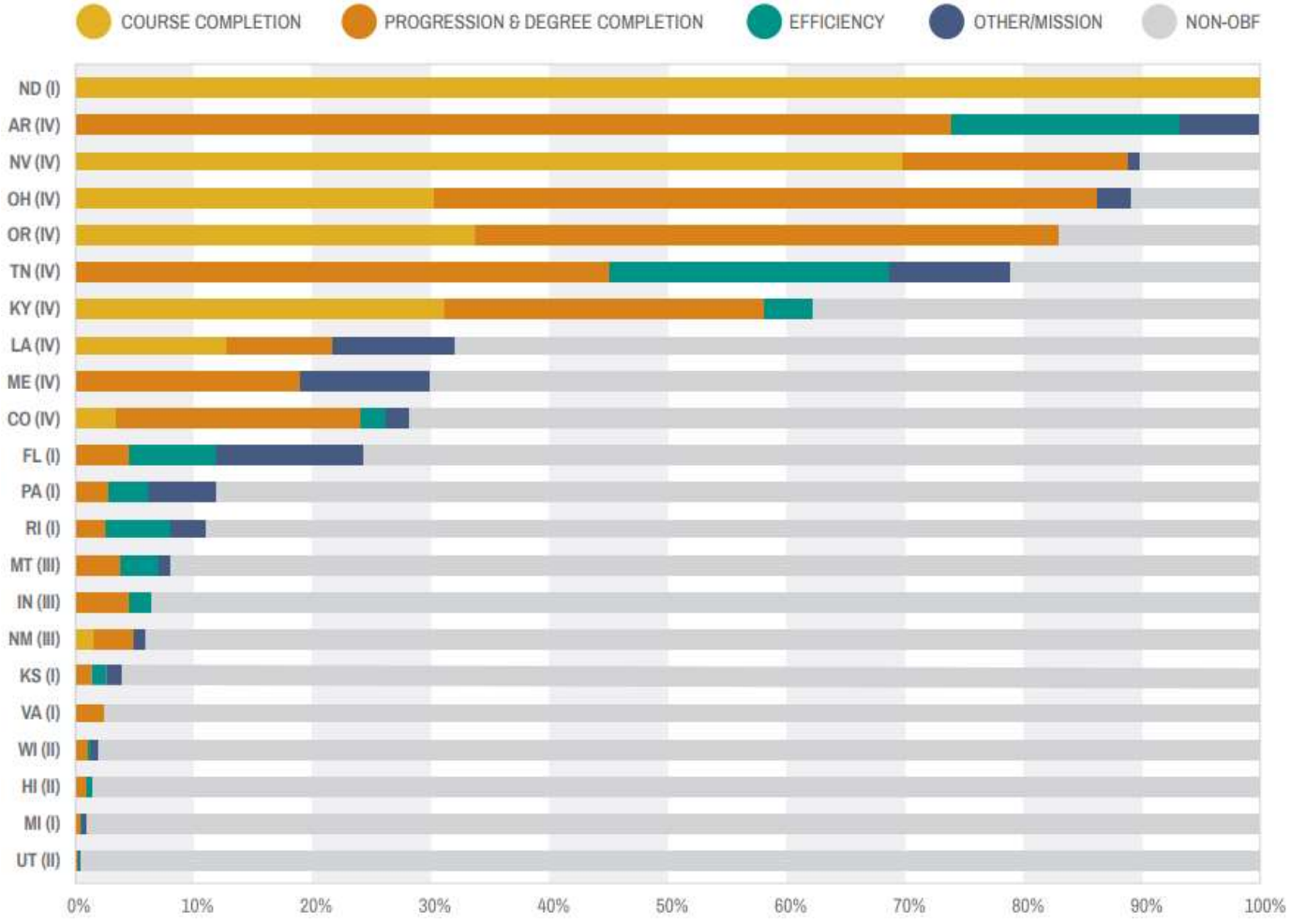
metrics or weights of metrics by institution type, as seen in the Montana and Tennessee examples in appendix C. For example, the portion of the model from the research metric could be greater for universities with a larger research mission and smaller for universities with more of an open-access mission. Any possible change to the formula structure should be weighed against the complexity it adds.

Recommendation 4: Continuously monitor the model for unintended consequences. Issues related to academic quality, student access and success, and funding volatility should be tracked and, if found, addressed.

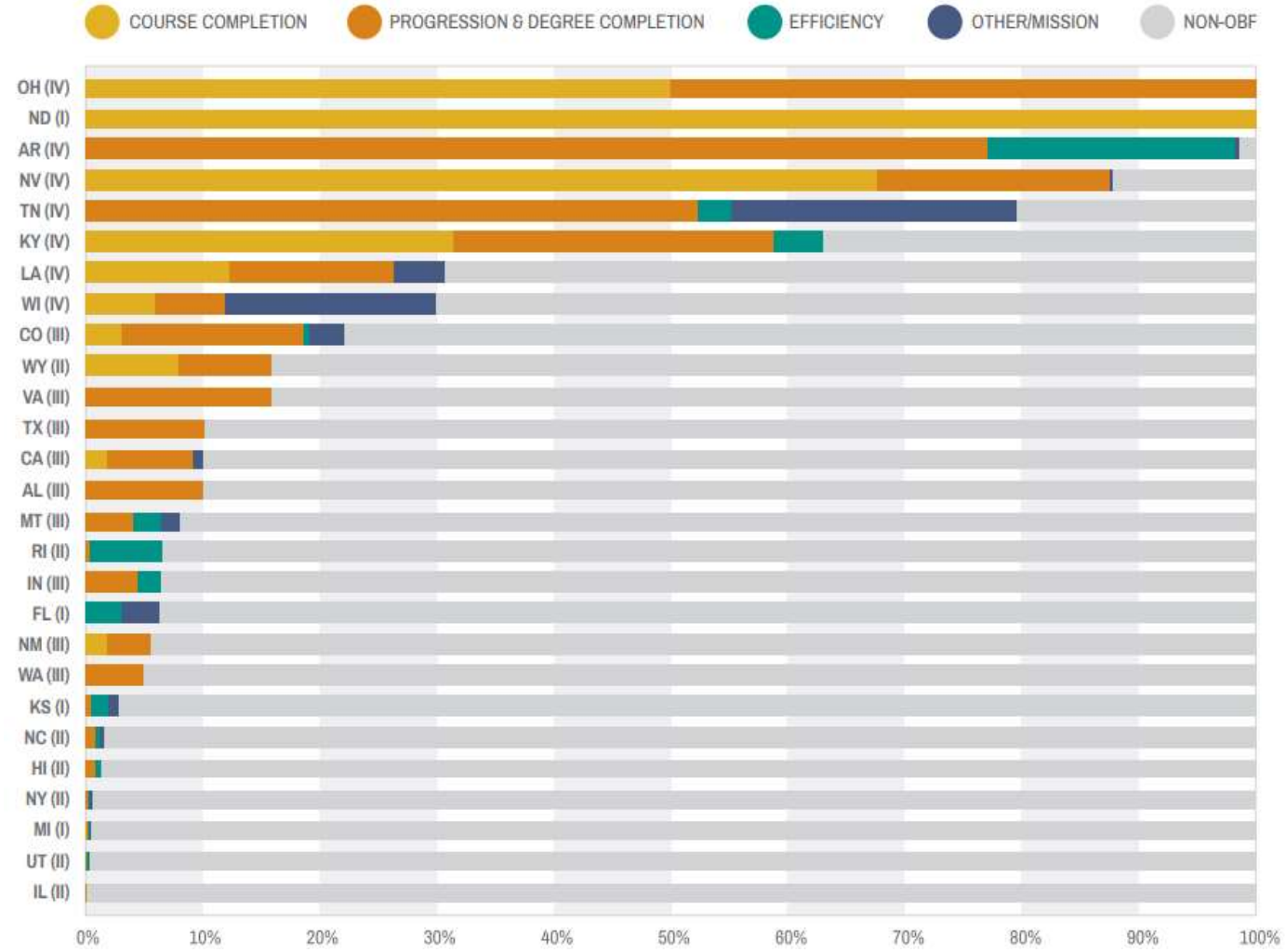
Recommendation 5: Continue and expand efforts to increase institutions' understanding of the formula and their capacity to effectively respond to the formula's incentives. See examples in the *Additional Design and Implementation Principles* section of this report.

Appendix A: OBF as a Percentage of FY 2019 State Institutional Support

OBF as a Percentage of FY 2019 State Institutional Support: Four-Year Sectors



OBF As a Percentage of FY 2019 State Institutional Support: Two-Year Sectors



Appendix B: Share of Louisiana Formula by Components

Share of Formula by Components: Four-Year Model

	Actual FY 2019	Proposed FY 2020	Type of Metric
Cost	**17%**	**17%**	
Base Funding	**63%**	**63%**	
Outcomes	**20%**	**20%**	
FTF Time to Degree	1.0%	1.3%	Degree/Certificate Completion
XFR Time to Degree	0.5%	0.6%	Degree/Certificate Completion
Grad Level Awards	0.4%	0.4%	Degree/Certificate Completion
Pell Completers	0.1%	1.5%	Degree/Certificate Completion
Adult Completers	0.1%	0.7%	Degree/Certificate Completion
Closing Equity Gap	N/A	1.0%	Degree/Certificate Completion
Progression	6.9%	6.6%	Progression
Transfer 2 to 4-Year	0.1%	0.1%	Progression
Research	7.8%	5.5%	Mission
Workforce	2.5%	2.2%	Mission
Adult Enrollment	0.2%	N/A	Enrollment
Pell Enrollment	0.5%	N/A	Enrollment
Total	**100%**	**100%**	

Summary of Outcomes Components by Metric Type: Four-Year Model

Actual FY 2019	Proposed FY 2020	Type of Metric
2.1%	5.6%	Degree/Certificate Completion
7.0%	6.7%	Progression
10.3%	7.7%	Mission
0.6%	0.0%	Enrollment

Share of Formula by Components: Two-Year Model

	Actual FY 2019	Proposed FY 2020	Type of Metric
Cost	**17%**	**17%**	
Base Funding	**63%**	**63%**	
Outcomes	**20%**	**20%**	
Associate Time to Degree	1.2%	1.0%	Degree/Certificate Completion
Certificate/Diplomas	0.5%	0.4%	Degree/Certificate Completion
Pell Completers	0.5%	3.2%	Degree/Certificate Completion
Adult Completers	0.3%	2.5%	Degree/Certificate Completion
Closing Equity Gap	N/A	1.6%	Degree/Certificate Completion
Progression	11.3%	8.1%	Progression
Transfer 2 to 4-Year	0.4%	0.3%	Progression
Cross-Enrollment	0.0%	0.0%	Mission
Workforce	4.2%	2.8%	Mission
Adult Enrollment	0.5%	N/A	Enrollment
Pell Enrollment	1.1%	N/A	Enrollment
Total	**100%**	**100%**	

Summary of Outcomes Components by Metric Type: Two-Year Model

Actual FY 2019	Proposed FY 2020	Type of Metric
2.4%	8.7%	Degree/Certificate Completion
11.7%	8.4%	Progression
4.3%	2.9%	Mission
1.6%	0.0%	Enrollment

Appendix C: State Funding Formulas Accounting for Different Institution Missions

Tennessee University Formula Weighting Structure

Weights Based on Institutional Mission	UTM	APSU	TTU	UTC	MTSU	ETSU	TSU	UM	UTK
Students Accumulating 30 hrs	4.0%	3.0%	4.0%	4.0%	3.0%	6.0%	4.0%	3.0%	2.0%
Students Accumulating 60 hrs	6.0%	4.5%	6.0%	6.0%	4.5%	7.5%	6.0%	4.5%	4.0%
Students Accumulating 90 hrs	10.0%	7.5%	10.0%	10.0%	7.5%	9.0%	10.0%	7.5%	6.5%
Bachelors and Associates	30.0%	27.5%	25.0%	25.0%	22.5%	20.0%	22.5%	22.5%	20.0%
Masters/Ed Specialist Degrees	15.0%	20.0%	15.0%	10.0%	20.0%	15.0%	12.5%	10.0%	10.0%
Doctoral / Law Degrees	0.0%	0.0%	5.0%	5.0%	7.5%	15.0%	7.5%	15.0%	12.5%
Research, Service and Sponsored Programs	5.0%	10.0%	10.0%	10.0%	10.0%	10.0%	15.0%	10.0%	12.5%
Degrees per 100 FTE	10.0%	17.5%	10.0%	15.0%	10.0%	7.5%	12.5%	10.0%	17.5%
Six-Year Graduation Rate	20.0%	10.0%	15.0%	15.0%	15.0%	10.0%	10.0%	17.5%	15.0%
	100.0%	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Bachelors degrees; little research/doctoral degrees

Extensive doctoral degrees and emphasis on research

Montana Weighting Structure

	Flagships	4-Year Regional	2-Year Regional
Undergrad Degrees and Certificates	30%	40%	30%
Retention Rates	30%	50%	30%
Graduate Degrees and Certificates	20%		
Research Expenditures	20%		
Masters Degrees and Certificates		10% MT Tech & MSUB	
Dual Enrollment		10% UMW & MSUN	15%
Remediation Success			13%
Credit Accumulation			13%

Appendix D: Underrepresented Populations Prioritized in OBF Models

The following tables show underrepresented populations prioritized in states' four and two-year OBF models. The populations are incorporated either through a bonus weight on top of an earned outcome or through the inclusion of a separate metric specifically for a population. Bonus weights and metrics are most often used for progression and completion outcomes.

Success of Underrepresented Populations Prioritized in FY 2019 OBF Models: Four-Year Sector

	Minority	Low-Income	Academically Unprepared	Adult	Veterans	First Generation	Rural	Other	Bonus or Separate Metric	Weight
AR	X	X	X	X					Bonus	29%
CO		X							Bonus	100%
LA		X		X					Bonus	25%
ME				X					Bonus	40%
MT		X		X	X			X	Bonus	25%
NV	X	X							Bonus	40%
OH	X	X	X	X		X			Bonus	4% - 184%
OR	X	X			X		X		Bonus	80% - 120%
TN		X							Bonus	80% - 100%
UT		X							Bonus	10%
HI		X						X	Metric	33%
IN		X							Metric	50%
KY	X	X							Metric	33%
NM		X							Metric	48%
PA	X								Metric	20%

Success of Underrepresented Populations Prioritized in FY 2019 OBF Models: Two-Year Sector

	Minority	Low-Income	Academically Unprepared	Adult	Veterans	First Generation	Other	Bonus or Separate Metric	Weight
AR	X	X	X	X				Bonus	29%
CO		X						Bonus	100%
FL		X						Bonus	25%
LA		X		X				Bonus	25%
MT		X		X	X		X	Bonus	25%
NV	X	X						Bonus	40%
OH	X	X	X	X				Bonus	15% - 200%
TN		X	X	X				Bonus	80% - 120%
UT		X						Bonus	10%
WA	X	X	X					Bonus	100%
HI		X					X	Metric	33%
IL		X	X					Metric	17%
IN		X						Metric	50%
KY	X	X	X					Metric	33%
NM		X						Metric	48%
NY		X			X		X	Metric	17%
TX			X					Metric	20%
VA	X	X				X	X	Metric	50%
WI							X	Metric	11%

References

[i] Louisiana Act No. 462, 2014. https://www.legis.la.gov/legis/ViewDocument.aspx?d=913478

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