Online Appendix for "College Enrollment and Mandatory FAFSA Applications: Evidence from Louisiana"
Christa Deneault

A Additional Data Description and Interpretation

In the following list are schools that were dropped either in the merging (to enrollment) or removed due to sample selection (see Data section for details).

- Abramson Sci Academy
- Academic Recovery Ombudsman
- Algiers Technology Academy
- Arlington Preparatory Academy
- Atlanta High School
- Beekman Charter School
- Benjamin Franklin High School
- C.F. Rowley Alternative School
- Caddo Virtual Academy
- Capitol High School
- Career Academy
- Cohen College Prep
- Crescent Leadership Academy
- DArbonne Woods Charter School
- Delhi Charter School
- Delta Charter School MST
- Denham Springs High School
- Dr. Martin Luther King Charter School for Sci/Tech
- Edward J Sam Accelerated School of LA
- Edna Karr High School
- Eleanor McMain Secondary School
- Epps High School
- Fair Park College Preparatory Academy
- Fair Park High School
- Frankie Ray Jackson Sr. Technical Center

- Georgetown High School

- Gibsland-Coleman High School

- Grambling State Univ. Laboratory High School

- Grand Isle High School

- G W Carver High School

- G. W. Carver Collegiate Academy

- G. W. Carver Preparatory Academy

- Hackberry High School

- Haynes Academy School for Advanced Studies

- Istrouma Senior High School

- JCFA-East

- JS Clark Leadership Academy

- John F. Kennedy High School

- John McDonogh High School

- Johnson Bayou High School

- Joseph S. Clark Preparatory High School

- KIPP Renaissance

- LA New Tech at Plain Dealing

- Lake Area New Tech Early College High School

- Lake Charles College Prep

- Lee High School

- Lincoln Preparatory School

- Lord Beaconsfield Landry-Oliver Perry Walker High

- Louisiana Connections Academy

- Louisiana School for Math Science & Arts (former Louisiana School for Math Science & Technology)

- Louisiana School for the Deaf

- Louisiana Virtual Charter Academy

- Lusher Charter School

- Mentorship Academy of Science & Technology

- Miller-McCoy Academy for Mathematics and Business

- Natchitoches Parish Technical and Career Center

- New Orleans Charter Science and Mathematics HS

- New Orleans Military & Maritime Academy
- New Orleans Center for Creative Arts
- Northdale Superintendent's Academy
- Northeast Claiborne Charter
- Northshore Charter School
- Oak Hill High School
- Pathways in Education - North market
- Pathways in Education-Louisiana Inc.
- Patrick F. Taylor Science & Technology Academy
- Phoenix High School
- Plain Dealing High School
- Pointe Coupee Central High School
- ReNEW Accelerated High School
- ReNEW Accelerated High School City Park Campus
- ReNEW Accelerated High School West Bank Campus
- Rapides High School
- Robert E. Lee High School
- Sarah Towles Reed Senior High School
- Sci Academy
- Shreveport Job Corps Opportunity Center
- Slaughter Community Charter School
- Sophie B. Wright Charter School
- South Lafourche High School
- Southern University Laboratory Virtual School
- St. James High School
- Starks High School
- Terrebonne High School
- The NET 2 Charter High School
- The NET Charter High School
- Thrive Academy
- University View Academy, Inc.
- Virtual Academy of Lafourche

- Vision Academy

- Walker High School

- Walter L. Cohen College Prep

- Youth Study Center

Interpretation of differential effects of first stage: Post-policy, a 40 percent-completion-rate-school's increase in FAFSA completions is approximately 62 percent $(= (1 - .4) * .41)/.40)$ relative to a 100 percent-completion-rate-school. A 50 percent-completion-rate-school's (approximately the average in Louisiana pre-mandate) increase in FAFSA completions is approximately 41 percent $(= (1 - .5) * .41)/.50)$ relative to a 100 percent-completion rate-school. Thus the differential in percentage increase for these two schools is about 1.5 (=62/41), or that the school with 40 percent FAFSA completion in the pre-mandate period increased their FAFSA completion rate by 1.5 times that of the school with a 50 percent FAFSA completion rate in the pre-mandate period. Thanks to an anonymous reviewer for suggesting this example. Following the same outline, any two choices of treatment intensity can be calculated in a similar manner.

TOPS Award changes: For the TOPS Honors, Performance, and Opportunity awards change during sample period was negligible. See the 2014-17 requirements : `https://regents.la.gov/wp-content/uploads/2020/06/TOPS2015.pdf`, and new requirements here (page 23): `https://www.osfa.la.gov/MainSitePDFs/TOPSCoreCurriculum201.pdf`. Changes for TOPS Tech include fewer social studies courses, but more strict (and more credit hours) for elective courses. See old requirements here: `https://web.archive.org/web/20150922190750/https://www.osfa.la.gov/MainSitePDFs/TOPSTechCoreCurriculum.pdf` and current requirements here: `https://www.osfa.la.gov/MainSitePDFs/TOPSTechCoreCurriculum.pdf`

National Center for Education Statistics (NCES): The total number of eligible free and reduced-price lunch students divided by the total number of students in the school represents the percent free and reduced-price lunch status of a school between 2014-2019 which are obtained from the NCES Common Core data set (CCD). I employ free and reduced-price lunch status as an alternative treatment intensity measure and to test heterogeneity in treatment effects.

B Additional Tables

Table A1: Descriptive Statistics: Mean and Standard Deviation by Year

	2014 mean/sd	2015 mean/sd	2016 mean/sd	2017 mean/sd	2018 mean/sd	2019 mean/sd
HS Grads	133 (110)	131 (111)	136 (113)	137 (115)	147 (119)	145 (119)
Number of HS Grads Enrolled in College in Fall	79 (76)	76 (75)	79 (75)	79 (77)	84 (79)	82 (78)
Student Count in School (all grades)	751 (465)	763 (475)	773 (485)	773 (487)	771 (479)	757 (475)
9th Grade Cohort	188 (155)	180 (151)	186 (154)	189 (157)	184 (156)	190 (159)
Teacher Salary	50322.55 (4627.49)	50766.48 (3604.86)	50865.97 (4083.46)	51376.22 (3643.27)	51883.13 (3893.57)	50808.76 (3360.72)
Current per Pupil Expenditures	10548.34 (1955.49)	10868.74 (1975.65)	10804.49 (1925.58)	10960.43 (1905.21)	11333.29 (2158.35)	10807.82 (1859.18)
Composite ACT (out of 36)	19.16 (2.00)	19.31 (1.94)	19.44 (1.98)	19.47 (2.00)	19.27 (2.15)	18.77 (2.20)
Graduation Rate	79.48 (9.89)	81.89 (10.11)	81.51 (9.96)	82.54 (11.02)	85.44 (9.75)	84.52 (10.50)
Percent College Enrolled (9th Grade Cohort)	47.51 (13.65)	47.67 (13.40)	47.31 (13.19)	48.01 (13.73)	49.46 (13.65)	47.84 (14.08)
Percentage College Enrolled (HS Grads)	59.08 (12.28)	57.55 (11.60)	57.30 (11.46)	57.43 (11.82)	57.32 (12.39)	55.91 (12.50)
Percentage of Enrolled Attending 2 Year*	35.62 (15.24)	31.42 (14.27)	34.96 (14.24)	31.45 (13.99)	31.11 (13.81)	31.82 (13.92)
Percentage of Enrolled Attending 4 Year*	64.32 (15.31)	68.58 (14.27)	65.04 (14.24)	68.55 (13.99)	68.89 (13.81)	68.19 (13.92)
Percentage of Enrolled Attending In State*	92.44 (5.84)	92.35 (5.99)	91.40 (6.11)	89.59 (7.41)	89.55 (7.09)	89.92 (7.08)
Percentage White	51.26 (27.09)	50.42 (27.09)	49.59 (27.18)	48.74 (27.17)	48.09 (27.18)	47.44 (27.00)
Percentage Black	41.33 (26.91)	41.56 (26.81)	41.83 (27.05)	41.95 (26.99)	42.03 (26.96)	42.02 (26.89)
Percentage Hispanic	4.05 (5.58)	4.64 (6.48)	5.00 (6.87)	5.40 (7.27)	5.83 (7.51)	6.26 (7.76)
Percentage Asian	1.67 (2.27)	1.65 (2.28)	1.63 (2.26)	1.63 (2.35)	1.66 (2.52)	1.68 (2.59)
Percentage Free/Reduced Lunch	56.56 (18.85)	53.86 (17.93)	53.17 (17.69)	56.65 (18.51)	49.41 (19.68)	48.18 (16.10)
FAFSA Completion Rate (June of graduating year)	. (.)	54.95 (9.80)	53.28 (9.67)	58.83 (9.58)	72.66 (10.04)	72.59 (10.77)
Observations	259	259	259	259	259	259

Note: These means and standard deviations are weighted by average of the 2014-2017 total number of students in a school divided by the number of grades taught (high school graduates, number of high school graduates, student count, and 9th grade cohort are all unweighted so as to reflect cross school averages). Sources include Louisiana Department of Education, NCES Common Core Data, and Office of Student Financial Aid. * - Share of percent enrolled in college as a function of high school graduates who attend either a 2 year university, 4 year university or attended in Louisiana state.

Table A2: Estimates of the Effect of Mandatory FAFSA Completion on Alternative Outcome Variables

	%Enrolled HS Grad as Denominator	Enrolled in College (Count)	%Persisted in Coll. (9th Cohort)
	(1)	(2)	(3)
(1-Ave Comp Rate)*Post	0.078	29.862	0.029
	(0.036)	(18.600)	(0.040)
Observations	1554	1554	999
R2	0.870	0.981	0.921
Mean (Outcome)	0.574	138	0.360

Notes: Coefficients are estimates of β from equation (1) and outcome variable is listed in the columns - percentage enrolled in college as a function of high school graduates, enrollment count, and percentage who persisted into their second year conditional on going their first year. Standard errors are in parenthesis, clustered at the school level. Both of these outcomes are positive and the percentage of high school graduates who enroll is statistically significant at conventional levels. In the case of enrollment counts, the estimates suggest that there are 29 more students from a zero percent FAFSA school enrolled in college relative to a school with 100 percent FAFSA completions. This would imply a slightly larger treatment effect than is predicted by the percent enrolled of freshman cohort, but is not significant at conventional levels. I also run IV estimates, presented in Table 3 column 1, on the percentage enrolled as a function of high school graduates. Estimates are very similar to the primary outcome variable with an estimate of a 2 percentage point increase in college enrollment per high school graduates compared to a 3 percentage point increase in college enrollment per cohort member for a 10 percentage point increase in FAFSA completion. Assuming an average of 150 seniors in schools across my sample this is approximately 16 percent (=29/150), or slightly larger than the rate found in my primary estimation.Source - LDOE and Office of Student Financial Aid.

Table A3: Estimates of the Effect of Mandatory FAFSA Completion on TOPS Program Application, Eligibility, and Receipt

	Processed	Eligible	Received
Panel A - % of Cohort			
(1-Ave Comp Rate)*Post	0.287	0.100	0.100
	(0.085)	(0.053)	(0.045)
Controls	yes	yes	yes
Panel B - Counts			
(1-Ave Comp Rate)*Post	49.123	9.034	25.485
	(31.338)	(19.752)	(17.656)
Controls	yes	yes	yes
Observations	1292	1292	1291

Notes: Total includes counts of the number of TOPS applications processed, total number TOPS applications that meet eligibility requirements, and the total number of TOPS recipients. Percent of cohort are the percent of total for each category divided by the cohort from three years prior (freshman cohort for each school). These data come from Louisiana Office of Student Financial Assistance, LDOE, and Office of Student Financial Aid. TOPS program is *merit*-based financial aid. Standard errors are in parenthesis, clustered at the school level.

Table A4: Estimates of the Effect of Mandatory FAFSA Completion with Additional Controls

	FAFSA Comp Rate		HS Graduation Rate		%Enroll in College	
	(1)	(2)	(3)	(4)	(5)	(6)
(1-Ave Comp Rate)*Post	0.385	0.433	0.126	0.048	0.070	0.100
	(0.059)	(0.094)	(0.038)	(0.055)	(0.037)	(0.045)
Controls	none	yes	none	yes	none	yes
Observations	1294	1285	1554	1542	1554	1542
R2	0.799	0.828	0.853	0.867	0.886	0.915
Mean (Outcome)	0.625	0.625	0.826	0.825	0.480	0.479

Notes: Coefficients are estimates of β from equation (1) with controls including the set originally described in text but also including pre-sample estimates of percent black, percent white, percent Hispanic, percent Asian and average composite ACT score interacted with period dummies. Standard errors are in parenthesis, clustered at the school level. As discussed in previous sections, high school graduation rates increased across schools in Louisiana with particularly large increases among underrepresented demographic groups. This increases the likelihood that differential trends in college enrollment (or existence of differential trends in graduation rates) violates parallel trends given any correlation between subgroups and treatment intensity (Jaeger et al., 2020). To address this potential threat, I jointly include as controls the pre-sample period shares of average ACT composite scores and average school-level percentage of students who identify as black, white, Asian, and Hispanic each interacted with period fixed effects as an additional check in Section 5. This allows for trends to vary nonparametrically across schools with similar pre-sample characteristics. For instance, schools with low shares of black students are allowed to trend differently in each year than schools with high shares of black students. The additional controls are based on recent criticisms and advances in methodologies in a host of other papers such as: Jaeger et al. (2020), Hjort et al. (2017), and Hoynes et al. (2016), for instance. Source - LDOE and Office of Student Financial Aid.

Table A5: Estimates of Completion Rate on Percentage Enrolled in College with Linear Trend

	%Enrolled in College
	(1)
(1-Ave Comp Rate)*Post	0.131
	(0.061)
Observation	1554
R2	0.934

Note: Another check of the common trends assumption is to include a group-specific time trend. It is estimated with $\eta_s(\lambda_s * t)$ included in equation 1. The effect from this specification varies little compared to estimates from equation (1). Predicted by the event study, this indicates a lack of omitted group specific time trends and represents further evidence of valid identification. Standard errors are in parenthesis, clustered at the school level. Source - LDOE and Office of Student Financial Aid.

Table A6: Estimates of the Effect of Mandatory FAFSA Completion on College Enrollment by Alternative Measures of Treatment

	Main - Ave 15-2016	Fixed at 2015	Fixed at 2016	Predicted 2017	Free and Red. Price Lunch
	(1)	(2)	(3)	(4)	(5)
Panel A - FAFSA Comp. Rate					
(Trt)*Post	0.421	0.387	0.305	0.374	0.194
	(0.059)	(0.056)	(0.051)	(0.072)	(0.035)
Controls	yes	yes	yes	yes	yes
Observations	1294	1294	1294	1294	1294
Panel B - %Enrolled					
(Trt)*Post	0.133	0.104	0.115	0.133	0.064
	(0.033)	(0.031)	(0.032)	(0.042)	(0.017)
Controls	yes	yes	yes	yes	yes
Observations	1554	1554	1554	1554	1554

Notes: Coefficients are estimates of β from equation (1) and outcome variables are FAFSA completion rate or percent enrolled in college as a function cohort. Each column is a variant on treatment intensity. For example, column two reports the coefficient of 1 minus the FAFSA completion rate in 2015 interacted with a post-treatment year dummy from equation (1) and similarly for 2016. The 2017 predicted FAFSA completion rate is calculated as follows. Given that FAFSA completion rates only are reported starting in 2015, I regress FAFSA completion rates in 2016 on FAFSA completion rates in 2015 with current and lagged controls (the same as used in equation (1)). I then use the predicted relationship between lagged FAFSA rates and current and lagged controls to estimate a predicted 2017 FAFSA completion rate. I fix this as a treatment intensity and estimate equation (1) which is reported in column 4. I thank an anonymous reviewer for suggesting this alternative check. The pre-treatment (2014-2017) average percent free and reduced-price lunch for each school first stage is not as strong as in my preferred specification. Because of the smaller first stage, it is not surprising that the reduced-form estimated effect of β from equation (1) is smaller, at 0.06. However, it is reassuring that it is positive, significant, and the Wald-DID ratio is roughly the same ($\frac{0.06}{0.195} = 31$) as the IV estimates in Section 4.3. Standard errors are in parenthesis, clustered at the school level. Sources include Louisiana Department of Education, NCES Common Core Data for free and reduced price lunch students - see Appendix for data details, and Office of Student Financial Aid.

Table A7: Summary Statistics from Random Assignment of Treatment Effects (Monte Carlo Exercise)

	Mean	Std. Dev.
Beta - (DID coefficient)	0.00	0.03
Std. Error of Beta	0.03	0.00

These are the summary statistics from the Monte Carlo exercise described in Section 5. Less than 1 percent of placebo β's are greater than or equal to 0.1. Source - LDOE and Office of Student Financial Aid.

Table A8: Diploma Paths

Year	Number of Students Graduating		University Path
	Career Path	University Path	University Path
2015	9,966	29,119	75%
2016	10,077	31,152	76%
2017	9,080	31,717	78%
2018	10,285	33,652	77%
2019	11,358	33,000	74%

Note: LDOE updated their career diploma requirements and removed an intermediary, basic diploma. There were no changes for the most common diploma type - university diploma. These diploma changes were in full effect by the 2017-18 school year. Totals are estimates of the number of seniors who graduate on-time with diplomas that fall under two broad categories: a career path or a university path. The data come from a special request of the LDOE and are rounded down. Due to the rounding, it's simply meant to be illustrative of relatively stable trends in proportion over the sample period.

Table A9: Comparison of the Estimates of Previous Literature on the Efficacy of FAFSA Completion and College Enrollment

	FAFSA		Enroll			
Paper	Control Mean %	Treatment Effect	Control Mean %	Treatment Effect	LATE/TOT	Notes
LA Mandate - DID	53	4ppts	47	1ppt	3ppts	DID estimates, attenuated - see text for details
LA Mandate - time only variation	53	19ppts	47	2ppt	-	All schools pre - 2017 versus post - 2017; does not account for treatment intensity
Bettinger et al. (2012)[a] - completion arm	40	16ppts	34	8ppts	50ppts	(Individual level experiment) Low-income dependents (mostly HS seniors with parents offered assistance at H&R Block); completion - filled out FAFSA; info - provided aid estimates
Bettinger et al. (2012) - info arm	40	-0.01ppts	34	-0.00ppts	-	
Bird et al. (2021)[b]	44	-.6ppts	82/54	.3-.9ppts	-	(Individual level experiment) Low-income/first gen HS seniors who had Common Application accounts or HS seniors who apply through a "large" state sponsored portal; texted reminders to file FAFSA
Page et al. (2018)[c]	43	4ppts	50	3ppts	75ppts	(School level experiment) HS seniors with Apply Texas Accounts; text message of personalized information; not all students in each school treated
Avery et al. (2020)[d]	-	5-6ppts	50	2ppt	-	(TX- school level experiment) Counselor-based text-messaging outreach

Note: [a] Table 3; [b] Tables 6 and 7; [c] Tables 3 and 4; [d] Table 6 and 9; LDOE control mean is the average across all schools in pre-treatment period; These are a subset of literature, selected based on similarity to this paper. Smaller scale examples and literature on summer melt, which often has FAFSA completion as one component of broader outreach, were not included in the primary comparisons because Bird et al. (2021) has many elements from these papers, but is additionally scaled. For papers on summer melt see: Castleman et al. (2012, 2014, 2015); Castleman and Page (2015); Page and Gehlbach (2017). See Castleman and Page (2016), Oreopoulos and Ford (2019), and Carrell and Sacerdote (2017) for more involved interventions.

C Additional Figures

Figure A1: Percentage Enrolled in College over Time by Pre-Treatment FAFSA Completion Rate Quartile
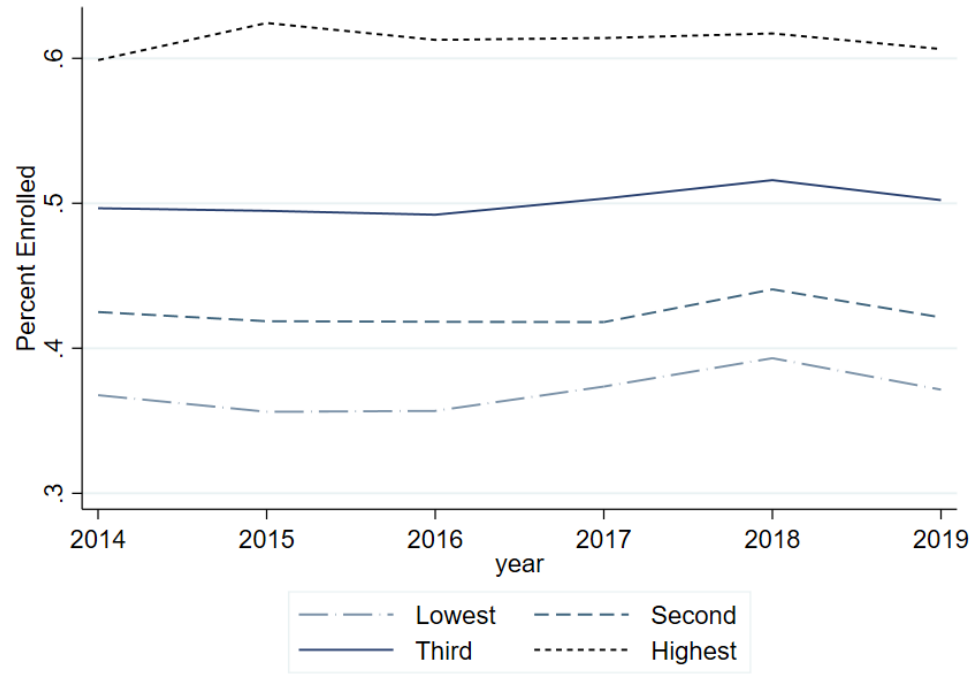

Note: Data come from the LDOE with quartile rankings dependent on data derived from the Office of Student Financial Aid. Each line represents a weighted average of the schools in that quartile and year. The schools are partitioned into quartiles based on their average FAFSA completion rate in 2015-16.

Figure A2: Percentage Change in Completion Rates from 2015 to 2018-2019 by Pre-treatment Completion Rate Status
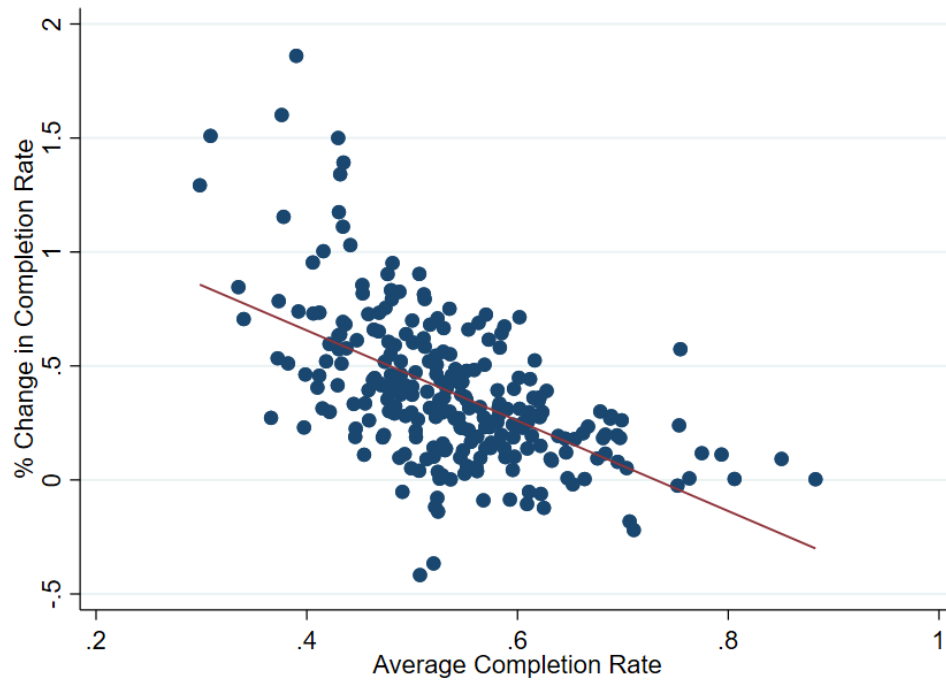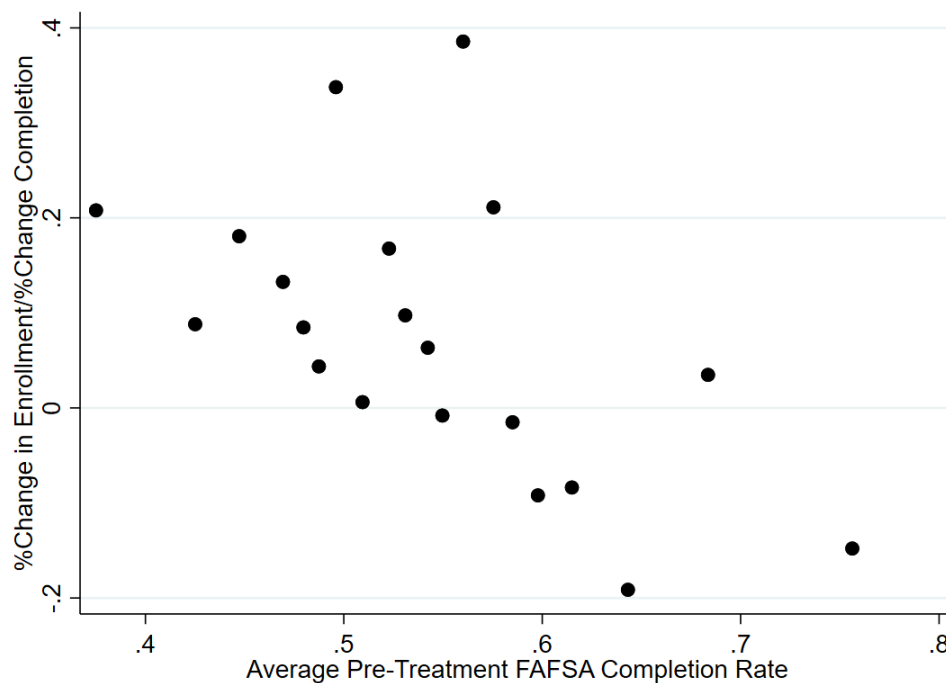

Note: Data come from both the Office of Student Financial Aid and LDOE. The y-axis represents the percentage change in FAFSA completion rate from 2015 to the average of 2018 and 2019 ($\frac{(\text{Average Completion Rate } 2018-2019) - \text{Completion Rate } 2015}{\text{Completion Rate } 2015}$). A value of .4 is equivalent to .4*100 = 40% increase in completion rate from 2015 to average of 2018-2019.

Figure A3: Percentage Change in Percent Enrolled in College in the Fall from 2015 to 2018-2019 by Pre-treatment FAFSA Completion Rate Status
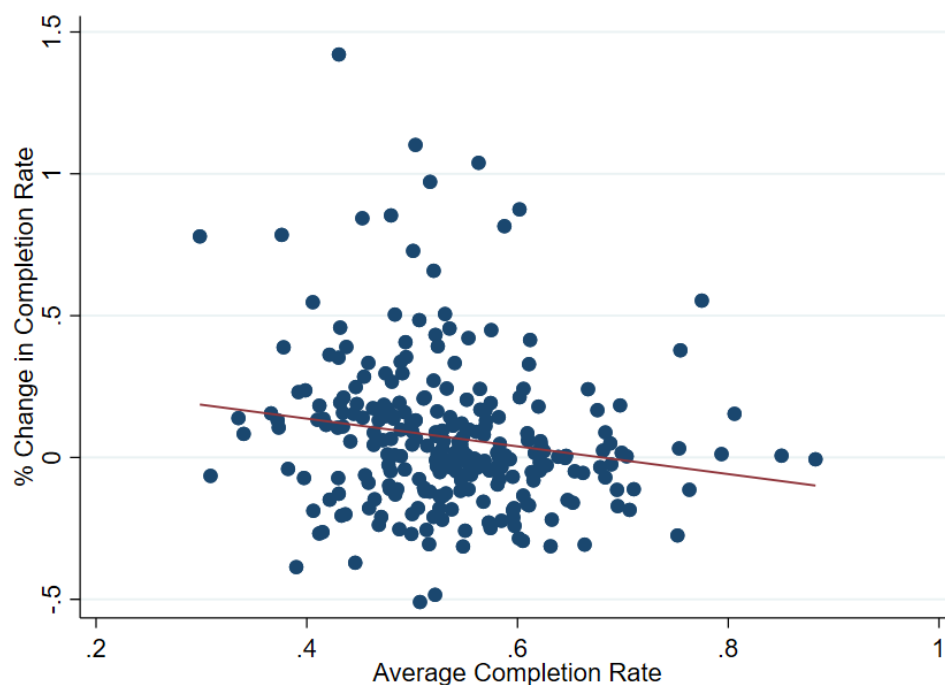

Note: Data come from LDOE. The y-axis represents the percentage change in percentage enrolled per cohort from 2015 to average of 2018 and 2019 ($\frac{(\text{Average Percent Enrolled } 2018-2019) - \text{Percent Enrolled } 2015}{\text{Percent Enrolled } 2015}$). A value of .4 is equivalent to .1*100 = 10% increase in percent enrolled from 2015 to average of 2018-2019.

Figure A4: Percentage Change in Percent Enrolled in College in the Fall divided by Percentage Change in Completion Rates from 2015 to 2018-2019 by Pre-treatment FAFSA Completion Rate Status

Note: Data come from LDOE. Each dot is the weighted average of the percentage change in percentage enrolled from 2015 to average of 2018 and 2019 ($\frac{\text{(Average Completion Rate 2018}-\text{2019)}-\text{Completion Rate 2015}}{\text{Completion Rate 2015}}$) divided by the weighted average of the percentage in FAFSA completion rates from 2015 to the average of 2018 and 2019 ($\frac{\text{(Average Percent Enrolled 2018}-\text{2019)}-\text{Percent Enrolled 2015}}{\text{Percent Enrolled 2015}}$) for 20 equally spaced bins along the average pre-treatment FAFSA completion rate.

Figure A5: Histogram of Completion Rate
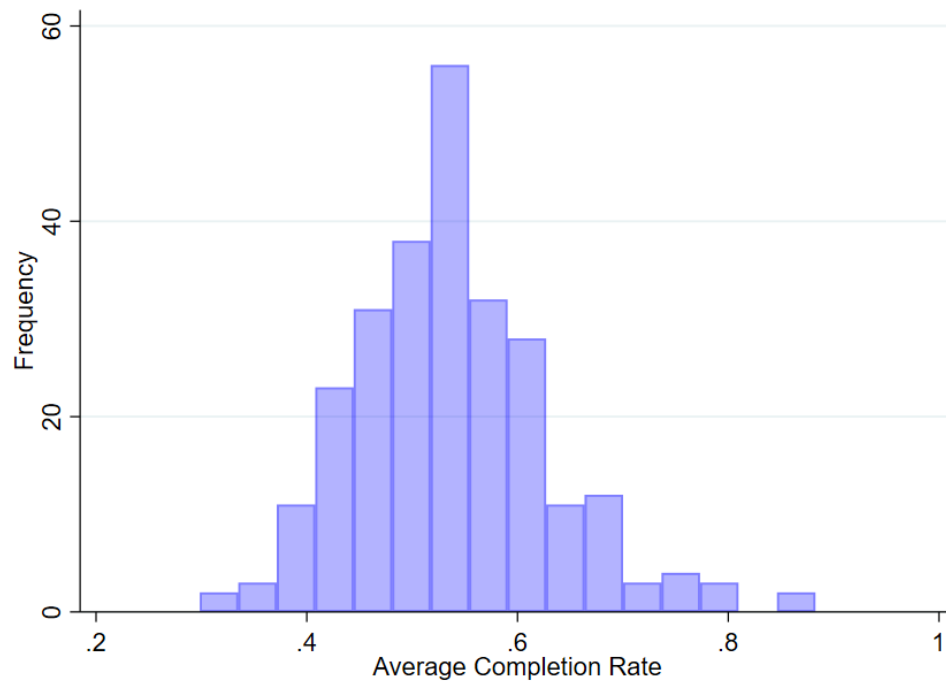
Figure A6: Event Studies on Control Characteristics
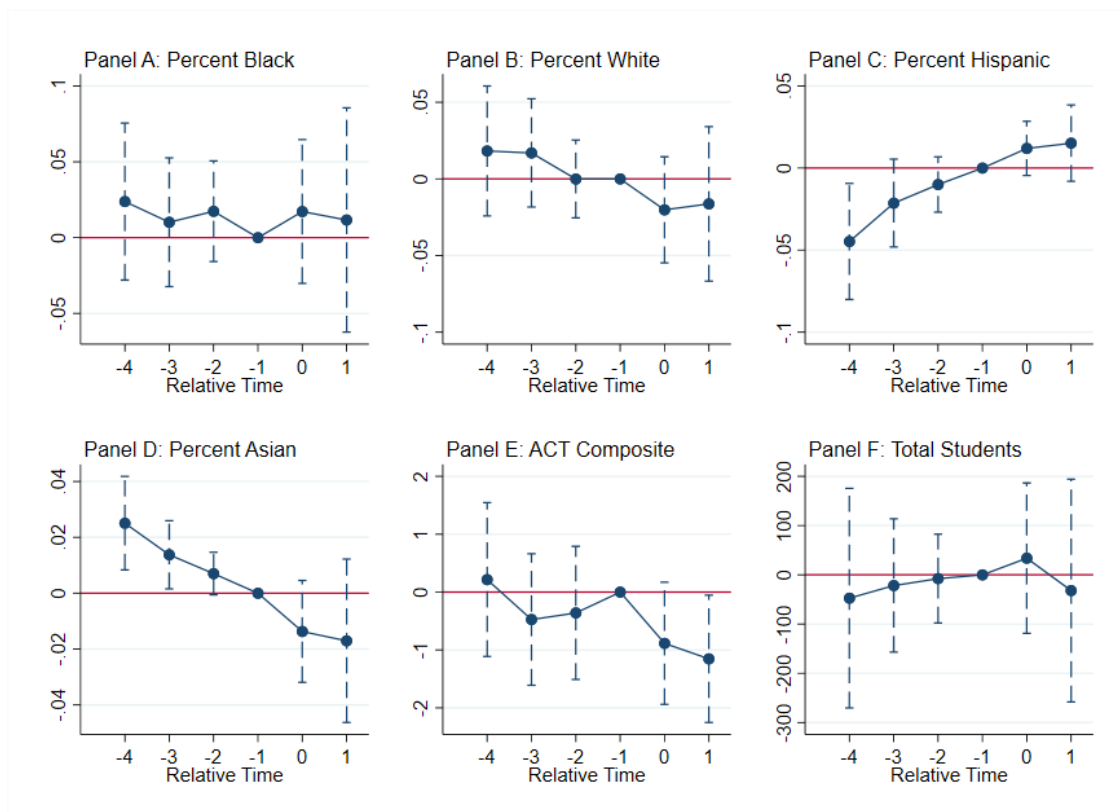
Note: All of the coefficients are interpreted relative to 2017. Point estimates are the coefficients on the treatment intensity cross year dummies and are displayed along with their 95% confidence intervals, and outcome variables are listed in each panel. Concretely, Panel A shows how the percentage of black students in schools changed relative to 2017 as a function of treatment intensity crossed with year dummies while controlling for school fixed effects and year fixed effects. The baseline (omitted) base period is 2017 year prior to the adoption of the mandate. This was estimated using weights described in the text. Note, y-axes are not identical across panels. As evidence of a lack of compositional changes to the schools during this time, I also run event studies with the outcome variable being each one of the main control variables. These event studies chiefly explain the relationship between changes in the control variables as a function of treatment status over time and are represented in Figure A6. Generally, all these estimated parameters demonstrate that there were no meaningful changes in percentage black students, percentage white students, ACT composite scores, and total number of students in the school across low and high FAFSA completion rate schools over this time. However, there are linear trends toward more Hispanic and fewer Asian students in low FAFSA completion rate schools, with the trends beginning in pre-treatment years. Given that the overall trends of these two seem to be occurring prior to the mandate's implementation and continue through, it is important to control for them in the primary specification to sufficiently deal with biases that may arise without controls. Note that both an increase in Hispanic students and decrease in Asian students would, based on historical data on college attending rates, likely hinder the detection of results. The fact that a treatment effect without these as additional controls is still detected is encouraging. Furthermore, these trends occurred similarly before and after the mandate suggesting they weren't caused by the mandate. Data come from LDOE and Office of Student Financial Aid.

Figure A7: MC Simulation
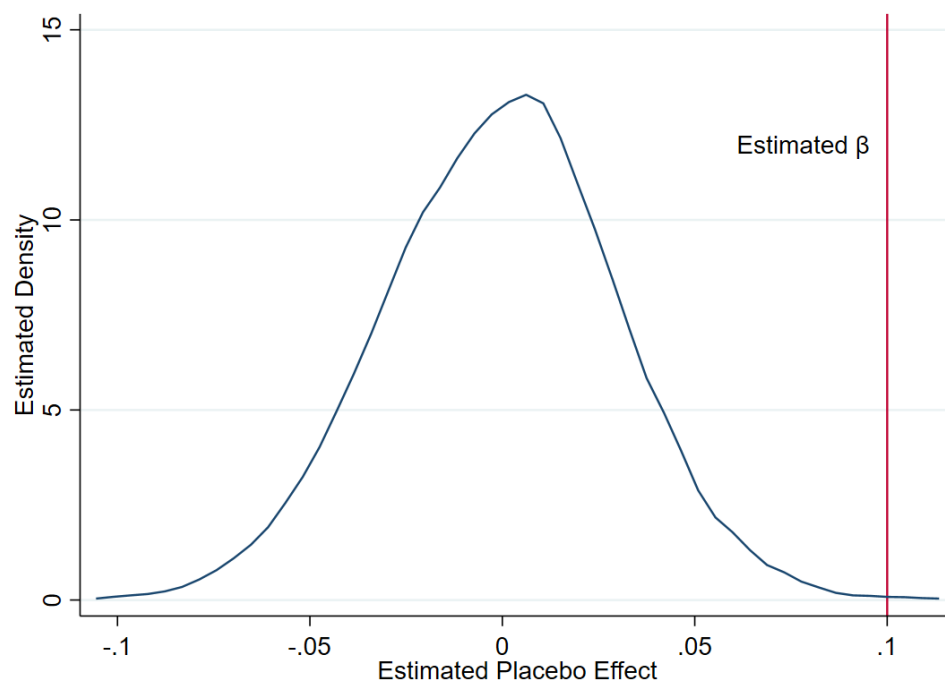
Note: Data come from LDOE and Office of Student Financial Aid. This is the Kernel density of the βs from equation (1) calculated by randomly reassigning treatment intensity.

D Opt Out Forms

The following two PDFs are the opt out forms that parents or schools, respectively, could file on behalf of the student to waive the FAFSA requirement.

PARENTAL NONPARTICIPATION FORM
Financial Aid Application Completion Requirement

LEA Name:

Beginning with 2017-2018 school year, each graduating high school senior in a Louisiana public high school will be required, as part of his individual graduation plan, to complete either the Free Application for Federal Student Aid (FAFSA) or the Taylor Opportunity Program for Students (TOPS) online application, have a parent or legal custodian certify in waiver in writing to the student's local education agency (LEA) if he refuses to complete such an application, or the LEA may apply for a waiver of this requirement through the district hardship waiver process.

Please complete this form if you are the parent of a student attending a Louisiana public high school who will graduate in the spring of 2018 or beyond, and you wish to opt out of the requirement that your child complete either the FAFSA or TOPS online application as part of his individual graduation plan.

Student Name:	Date of Birth (mm/dd/yyyy):	
Parent/Legal Guardian Name:	Name of School/Parish:	
Home Address:		
City:	State:	ZIP:
Telephone Number:	Email:	

Rationale for Nonparticipation (optional):

I am the parent or legal guardian of the student referenced above, and I am electing to not have him complete either the FAFSA or TOPS online application as part of his individual graduation plan.

Print Parent/Legal Guardian Name:

Parent/Legal Guardian Signature:	Date:
X	

HARDSHIP WAIVER FORM
Financial Aid Planning Graduation Requirement

LEA name	Superintendent name

Each graduating high school senior in a Louisiana public high school is required to plan for postsecondary education expenses. Per Bulletin 741, students must either submit the Free Application for Federal Student Aid
(FAFSA), complete the Taylor Opportunity Program for Students (TOPS) online application, or have a parent or legal custodian submit a statement of nonparticipation to the local education agency (LEA). **Per Bulletin 741, if a graduating senior is not able to fulfill these requirements due to extenuating circumstances, the LEA may apply for a waiver to be approved by the state superintendent of education to waive the student of this requirement for graduation.**

Please complete this form if you are requesting that the Louisiana Department of Education (LDOE) waive the financial aid graduation requirement for a student in your district.

Student name	LASID	Date of birth (mm/dd/yyyy)	
Name of school		Graduation year (mm/yyyy)	
Student address			
City		State	Zip
Student telephone number(s)		Email address(es)	

Rationale for waiver

Please use the space below to explain the reason(s) for the application and document attempts by the school and district to support the student and contact the family.

My signature below is to certify that our school system has made reasonable efforts to fulfil our obligations to the aforementioned student and to provide for the policy requirements in Bulletin 741.

Principal signature	Date

References

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