

Appendix 2: Gaps in Louisiana District-Level FAFSA Completion by Racial/Ethnic Enrollment Composition

This report showed how FAFSA completion varied in Louisiana public high schools before and after the mandatory FAFSA, with a particular focus on how a school district's enrollment of students of color is associated with higher or lower FAFSA completion rates over time (see Figure 5 in the report). Here, we apply the same methodology to examine how enrollment of major racial/ethnic groups in a local education agency (LEA) is associated with higher or lower FAFSA completion rates over time. These groupings represent the categories in the U.S. Department of Education's Common Core of Data.

For reference, the total enrollment of students by these groups in the Louisiana school districts included in the analysis is as follows. The data represents the 2017–18 school year.

	Total enrollment (includes K–12)	Share of total enrollment
White	313,911	47.10%
Black	273,494	41.04%
Latinx ¹	46,146	6.92%
Asian or Pacific Islander ²	10,757	1.69%
Native American ³	45,71	0.69%
Two or more races	17,076	2.56%

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data.

Because FAFSA completion is not reported publicly at the student level, FAFSA completion at the LEA level is used as a proxy for FAFSA completion by race/ethnicity. For a given race/ethnicity, the analysis below compares the 20 percent of LEAs where that race/ethnicity sees the largest shares of enrollment and the 20 percent of LEAs where the race/ethnicity sees the smallest shares of enrollment.

When a race/ethnicity makes up a small share of total enrollment in the state, as indicated in the table above, it may comprise a small share of enrollment even in the LEAs where its share of enrollment is largest. For example, in no LEA do Latinx students comprise more than 28 percent of enrollment, and in no district do Asian or Pacific Islander students comprise more than 17 percent of enrollment. Therefore, for groups other than white and black

¹ The Latinx category reflects the Hispanic category in the CCD, which the CCD treats as mutually exclusive from other categories. This suggests that Hispanic students who identify as another race besides Latinx are not included in this category, hence the renaming to Latinx.

² Asian or Pacific Islander grouping includes Native Hawaiian students, an addition that was made due to the small share (0.08 percent) of Native Hawaiian students in the state.

³ The Native American category includes Alaskan Natives.

students, the charts below may be a poor proxy for FAFSA completion by the students of a given race/ethnicity.

Figure A1: FAFSA completion by white students' share of school districts' total enrollments.

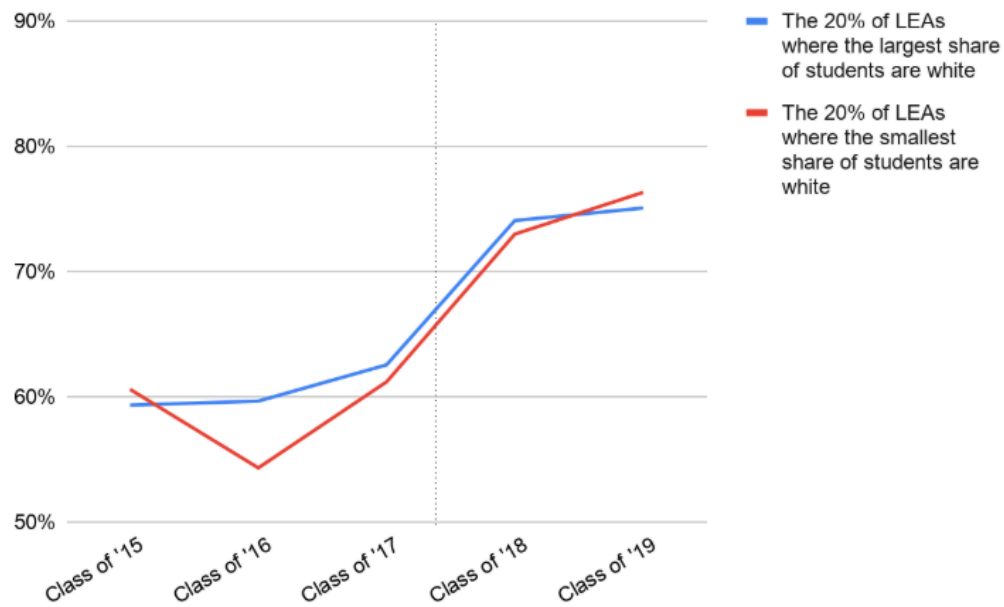


Figure A2: FAFSA completion by black students' share of school districts' total enrollments.

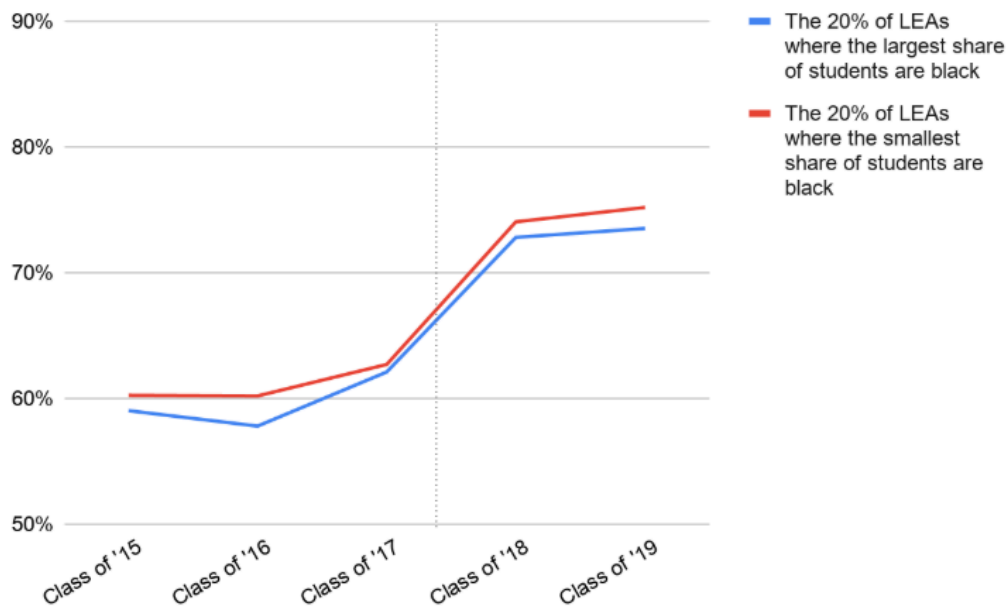


Figure A3: FAFSA completion by Latinx students' share of school districts' total enrollments.

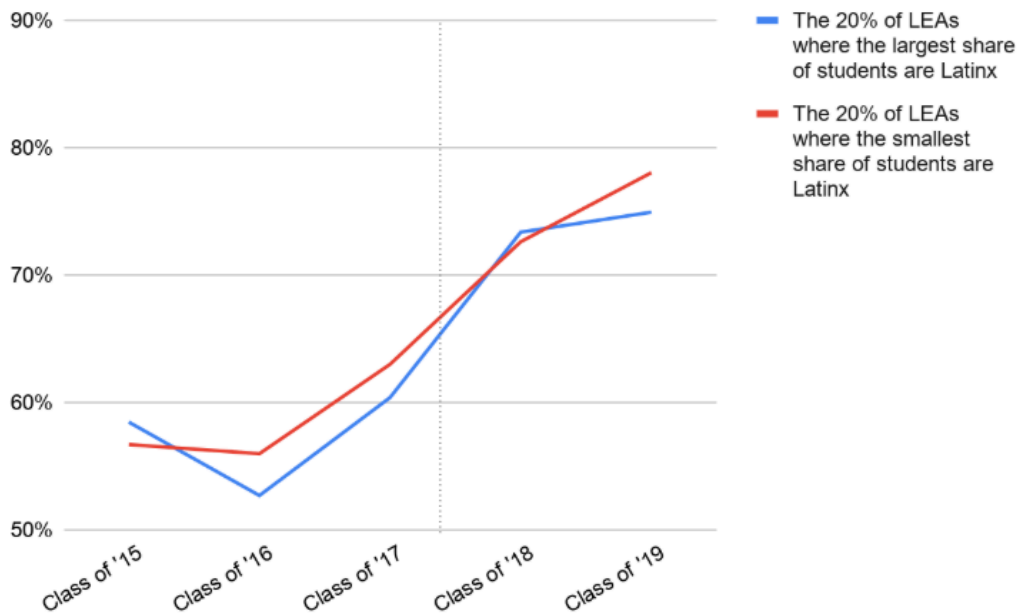


Figure A4: FAFSA completion by Asian and Pacific Islander students' share of school districts' total enrollments.

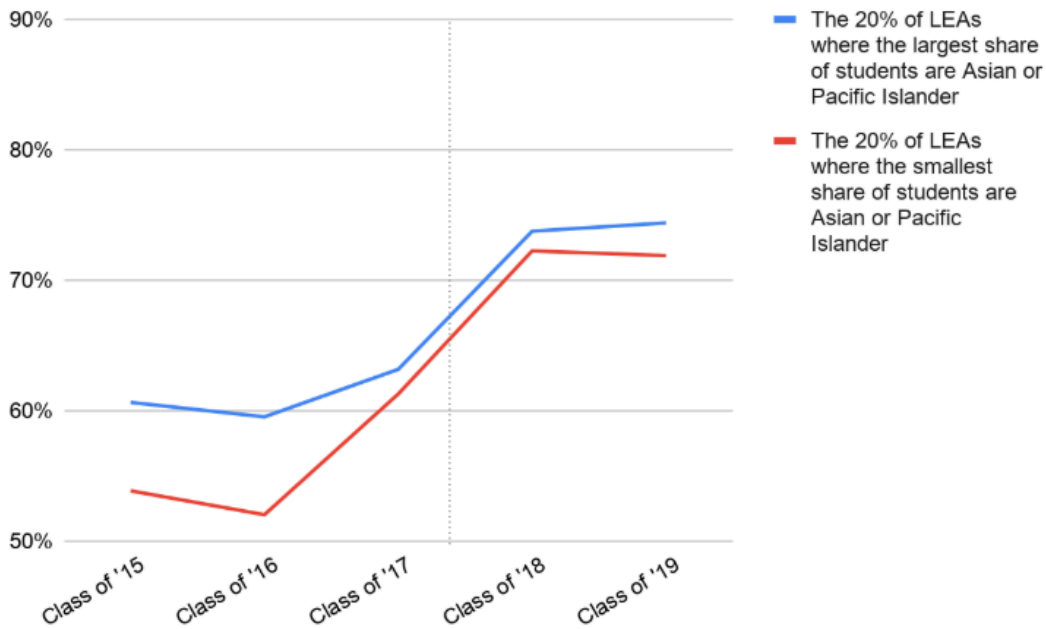


Figure A5: FAFSA completion by Native American students' share of school districts' total enrollments.

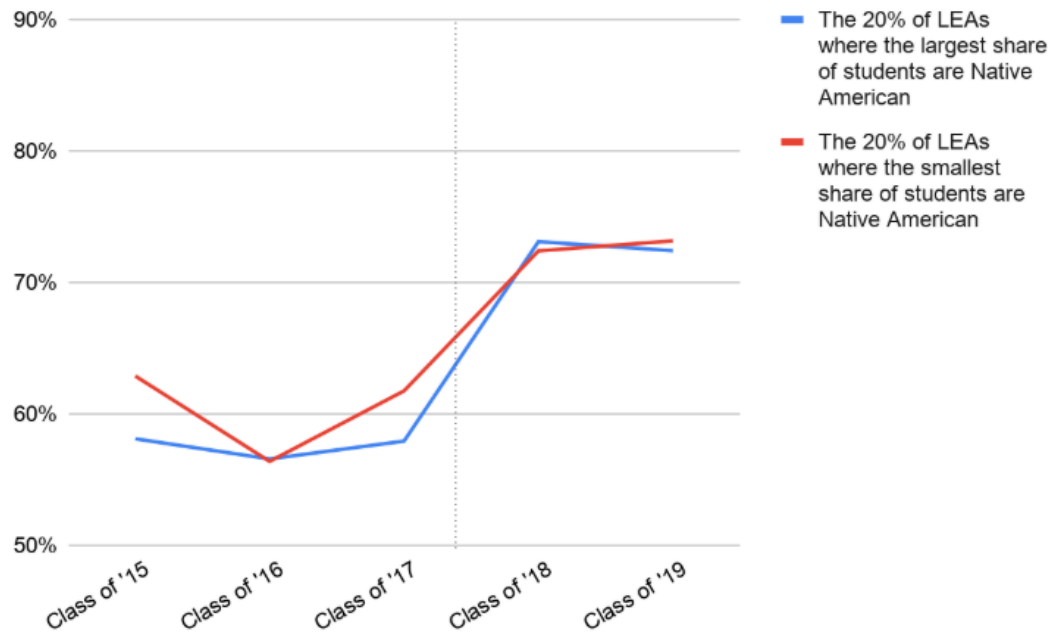


Figure A6: FAFSA completion by biracial and multiracial students' share of school districts' total enrollments.

