**Los Angeles Unified School District**
**Multilingual Multicultural Education Department (MMED)**
**American Indian & Indigenous Education Program (AIIEP)**

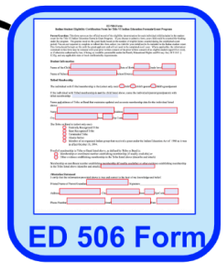
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# ED 506 AND INDIGENOUS FAMILY QUESTIONNAIRE QUICK GUIDE

Thank you for supporting the accurate identification of Native and Indigenous students through the **ED 506 Form** and the **American Indian, Alaska Native and Indigenous Family Questionnaire (IFQ).**

## Required Documents for Enrollment Packet and Annual Dissemination

### Title VI ED 506 Form



ED 506 Form

**What is the ED 506 form used for?**

Assists in identifying **American Indian** and **Alaska Native** students who qualify for the Title VI program based on federal criteria.




**What is the Title VI program?**

A **federal grant** that provides funding to school districts to support the unique academic and cultural needs of **American Indian** and **Alaska Native** students.

### Indigenous Family Questionnaire (IFQ)



IFQ Form

**What is the IFQ form used for?**

Supports the identification of students with **American Indian ancestry** and students who are **Indigenous** from **Latin America** and abroad.

**Why is the IFQ form necessary?**

Identifying these student populations through the IFQ form allows LAUSD to do the following:

- Recognize students' identities and lived experiences
- Identify opportunity gaps that may otherwise remain invisible in District data
- Support schools with strategies that are culturally and linguistically responsive to their students and families

## **Know the Two Forms:** Side-by-Side Comparison

| | ED 506 Form | Indigenous Family Questionnaire (IFQ) |
|---|---|---|
| **Purpose** | Determines if a student meets Title VI Indian Education eligibility requirements. | Allows families to share with school staff their Native and Indigenous cultural heritage. |
| **Requires Tribal Citizenship** | Yes. Form requires information related to tribal citizenship/membership. | No. Family self-identification is all that is needed. |
| **Languages Available** | The ED 506 is a federal form that **cannot be translated**. Staff can help families complete it. | Available in English and Spanish; some families may need assistance completing it, as **Spanish could be a second or third language**. |
| **Applies to Both Forms** | • Include both forms in the School Enrollment Packet for all new students; they should also be distributed annually to all students.<br>  ○ Families may opt not to complete the forms if their Indigenous identity information is already accessible in MiSiS.<br>• Families only need to complete either form **once** while attending LAUSD.<br>  ○ One form (ED 506 or the IFQ) is completed per child. | |

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**Indigenous Family Questionnaire (IFQ) Data:** This list reflects information provided by LAUSD families through the IFQ. An asterisk denotes Indigenous languages; **bolded** entries indicate Indigenous communities.

| Africa | Central America | Europe | North America | | Polynesia | South America |
|---|---|---|---|---|---|---|
| • Luganda* | • Akateko*<br>• Chuj*<br>• Garifuna*<br>• Ixil*<br>• Kaqchikel*<br>• K'iche'*<br>• Mam*<br>• Mopan Maya*<br>• Pipil*<br>• Q'anjob'al*<br>• Q'eqchi*<br>• Tz'utujil* | • **Chechen** | • **Apache***<br>• **Chinantec***<br>• Cho'l*<br>• Cora*<br>• **Diné (Navajo)***<br>• **Fernandeno Tataviam**<br>• **Gabrieleno Tongva**<br>• Mescalero Apache* | • **Mixe***<br>• **Mixtec***<br>• Nahuatl*<br>• **Otomi***<br>• **Purépecha**<br>• Shoshone*<br>• **Taino**<br>• **Totonac**<br>• **Yaqui***<br>• Yucatec Mayan*<br>• **Zapotec*** | • ʻŌlelo* | • Inca*<br>• Mapuche*<br>• Quechua*<br>• Arawak*<br>• **Muisca** |

*Please note that this is not an exhaustive list. The language and community data in this table are based on IFQs received between the 2023-24 school year and the present school year, 2026-27.

## Suggested Scripts to Use When Engaging with Families

| Scenario | Suggested Script (English) | Suggested Script (Spanish) |
|---|---|---|
| **Explaining the purpose of the ED 506 and IFQ forms to families** | "LAUSD has two forms that allow families to share their American Indian, Alaska Native, or Indigenous heritage."<br>***Proceed to present both forms to families and explain the purpose of each form.** | "El distrito tiene dos formularios que permiten a las familias compartir su herencia indígena americana, nativa de Alaska o indígena." |
| **If a family asks, "Why are you asking me this?" when discussing the IFQ with them** | "Sometimes, enrollment information may not fully capture a family's cultural identity or language. For example, a family identified as Hispanic may identify as Zapoteco from Oaxaca. The IFQ helps schools better understand and recognize these identities." | *"A veces, la información recopilada durante la inscripción no refleja plenamente la identidad cultural o el idioma de una familia. Por ejemplo, una familia identificada como hispana puede identificarse como Zapoteco de Oaxaca. El IFQ ayuda a las escuelas a comprender y reconocer mejor estas identidades."* |
| **Discussing Part III of the IFQ form** | "Is there a language other than Spanish that you grew up hearing or speaking?" | *¿Hay algún idioma aparte del español que haya escuchado o hablado desde niñez?*<br>***If the family says yes, document this information in the IFQ and follow up with Part II: country of origin and *pueblo, aldea, municipio, or departamento*.** |

*We empower our families by honoring the linguistic integrity of Indigenous languages as complete and sophisticated systems of communication. Recognizing them as full-fledged languages, not dialects, fosters a respectful, inclusive environment for all families.

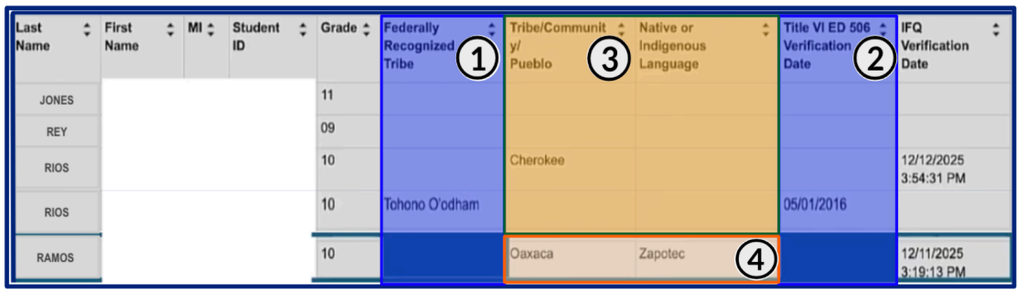
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**Culturally Responsive Enrollment Practices:** Consider following the guidelines listed here when interacting with families.

| | |
|---|---|
| **Building Trust with Families** | Explain that accurate cultural and linguistic information helps schools better understand and support their students. |
| **Indigenous Languages** | Avoid referring to Indigenous languages as "dialects." Indigenous languages are complete languages, just like Spanish and French. |
| **Assisting Families** | Offer assistance with **reading or completing forms** when needed or requested by the family. |

**American Indian and Indigenous Student Roster in MiSiS:** Follow the steps to access this report in MiSiS.

Click **"Reports" —›** Select **"Programs" —›** Select your **"Region"** and **"School"** to retrieve information on Indigenous students identified at your school site.



| Last Name | First Name | MI | Student ID | Grade | Federally Recognized Tribe ① | Tribe/Community/Pueblo ③ | Native or Indigenous Language | Title VI ED 506 Verification Date ② | IFQ Verification Date |
|---|---|---|---|---|---|---|---|---|---|
| JONES | | | | 11 | | | | | |
| REY | | | | 09 | | | | | |
| RIOS | | | | 10 | | Cherokee | | | 12/12/2025 3:54:31 PM |
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| RAMOS | | | | 10 | | Oaxaca | Zapotec ④ | | 12/11/2025 3:19:13 PM |

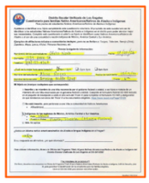
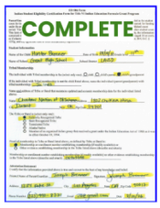
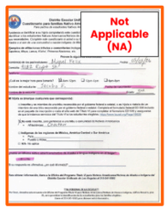
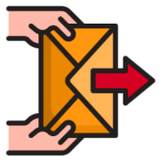
| | | |
|---|---|---|
| Items in the blue columns (① and ②) indicates that the student has tribal membership in a federally recognized tribe and is part of the Title VI program (**information provided through the ED 506 form**). | Items in the orange columns (③) indicates that the student has American Indian ancestry; however, they do not have tribal membership (**information provided through the IFQ**) | The light orange row (④) indicates a student who is identified as Indigenous; the Indigenous language spoken or exposed to at home may also be included (**information provided through the IFQ**). |
|  **Title VI ED 506 Form** |  **Indigenous Family Questionnaire (IFQ)** | |

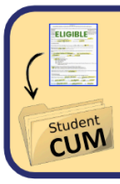
***Blank boxes across all 5 columns indicate that at time of enrollment, a student's family indicated American Indian heritage, but there is no ED 506 form or IFQ on file.***

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**Next Steps:** Please follow the steps below for all completed forms you receive:

| **Step 1**: Review completed **ED 506** and **IFQ** forms, ensuring a **contact number**, the **student's name**, and **their birthday** are clearly written for potential follow up. | **Step 2**: Mail **ALL** forms (even if they are "Not Applicable" [NA]) to **MMED, Beaudry Bldg., 25th Fl; Attn: American Indian & Indigenous Ed Program** |
|---|---|
|  ED 506 Form  IFQ Form |      |




A copy of either the **ED 506** or **IFQ form** will be mailed to the school site if a student is identified for Title VI services or is Indigenous. This copy should be filed in the student's Cumulative Record folder. This student information will be updated in MiSiS.

**Program Resources:** Scan the QR code in the top left corner to access the resources listed here.

| Title VI ED 506 Form and Resources | Indigenous Family Questionnaire (IFQ) Form and Resources |
|---|---|
| **BUL139111.1**-Title VI Program, Identification and AIPC | Indigenous Family Questionnaire (IFQ) - **BLANK** |
| ED 506 Form - **BLANK** | IFQ - **COMPLETED SAMPLE** |
| ED 506 Form - **SAMPLE** | IFQ - INCOMPLETE **SAMPLE** |
| **MAP**: Bureau of Indian Affairs: Map of 575 Federally Recognized Tribal Nations | **VIDEO**- Partnering with families who speak indigenous languages |
| Guide for Supporting Native and Indigenous Families | **VIDEO**- Indigenous families are looking for recognition |
| | **MAP -** Indigenous Language Diversity Map |

**MiSiS American Indian & Indigenous Student Roster Job Aide**

### Program Contact Information

**American Indian & Indigenous Education (AIIEP) Contact**: 213-241-5582

**AIIEP website**: mmed.lausd.org/apps/pages/aiiep

**Schoology Group Access Code**: Z9JN-QQP3-9ZW6W

### Send all forms to Beaudry

MMED, Beaudry Building, 25th Fl
**Attn**: American Indian & Indigenous Education Program