

**LATINO CHILD WELFARE TRAINING INITIATIVE EVALUATION FORM**

Loyola University Chicago Latino Child Welfare Field Training Grant in conjunction with its partners, the Mexican Consulate of Chicago and The Latino Consortium, and the Illinois Department of Children and Family Services wish to thank you for your participation and request that you complete this evaluation. Your responses will help us improve our training program.

**Please complete this form by placing a check (✓) by the most accurate response.**

***1. The amount of content information provided was just right.***

Strongly Agree \_\_\_\_\_ Agree \_\_\_\_\_ Neutral \_\_\_\_\_ Disagree \_\_\_\_\_ Strongly Disagree \_\_\_\_\_

***2. The information presented is useful for social work practice with Latino families.***

Strongly Agree \_\_\_\_\_ Agree \_\_\_\_\_ Neutral \_\_\_\_\_ Disagree \_\_\_\_\_ Strongly Disagree \_\_\_\_\_

***3. I have a better understanding of policy issues relevant to social work practice with Latino families after completing this training ?***

Strongly Agree \_\_\_\_\_ Agree \_\_\_\_\_ Neutral \_\_\_\_\_ Disagree \_\_\_\_\_ Strongly Disagree \_\_\_\_\_

***4. I feel more prepared to provide culturally responsive services Latino families after completing this training ?***

Strongly Agree \_\_\_\_\_ Agree \_\_\_\_\_ Neutral \_\_\_\_\_ Disagree \_\_\_\_\_ Strongly Disagree \_\_\_\_\_

***5. The presenter(s) were well prepared and knowledgeable.***

Strongly Agree \_\_\_\_\_ Agree \_\_\_\_\_ Neutral \_\_\_\_\_ Disagree \_\_\_\_\_ Strongly Disagree \_\_\_\_\_

***6. The training session provided participants with an opportunity to ask questions and engage in discussion.***

Strongly Agree \_\_\_\_\_ Agree \_\_\_\_\_ Neutral \_\_\_\_\_ Disagree \_\_\_\_\_ Strongly Disagree \_\_\_\_\_

**7. *The video and/or exercises enhanced my understanding of the material presented.***

Strongly Agree \_\_\_\_\_ Agree \_\_\_\_\_ Neutral \_\_\_\_\_ Disagree \_\_\_\_\_ Strongly Disagree \_\_\_\_\_

***Comments:***

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**LATINO CHILD WELFARE TRAINING INITIATIVE**  
**KNOWLEDGE ASSESSMENT FORM**

Loyola University of Chicago Latino Child Welfare Field Training Grant in Conjunction with its partners, the Mexican Consulate of Chicago, The Latino Consortium, and the Illinois Department of Children and Family Services wish to thank you for your participation in this seminar. **Please complete this assessment form by placing a check (✓) by the most accurate statement/answer.**

1. The Latino population is comprised of individuals of Latin American ancestry who are

- Foreign born or U.S. born
- Foreign born

2. Two-thirds of all immigrants in the U.S. reside in the following states six states:

- California, Illinois, Texas, New York, New Jersey, and Florida
- California, Arizona, New Mexico, Texas, New York, and Florida

3. The purpose of the Burgos Consent Decree is:

- To ensure that families who become involved with DCFS learn Spanish.
- To prevent Spanish-speaking families who become involved with IDCFS from becoming estranged from their child in care due to: the loss of the ability to communicate in the same language as the child or the inability to receive services in the language they best understand.
- To have DCFS hire more Spanish speaking staff.

4. The stages of immigration in the Pine and Drachman model are:

- Preimmigration/Departure, Transit/Intermediate, Resettlement, and Return to Country of Origin
- Preimmigration/Departure, Transit/Intermediate, Resettlement, and Acculturation

5. Latino families can include fictive kin who are individuals who are not related by blood or marriage, but can play a significant role in the family.
- \_\_\_\_\_ True                      \_\_\_\_\_ False
6. The Memorandum of Understanding (MOU) is an agreement between IDCFS and The Mexican Consulate to provide consular notification and access in IDCFS cases involving Mexican parents and children.
- \_\_\_\_\_ True                      \_\_\_\_\_ False
7. Mixed legal status families can have members who have the same eligibility as U.S. citizen to government social service programs and members who are not eligible for cash assistance programs.
- \_\_\_\_\_ True                      \_\_\_\_\_ False
8. Social stressors affecting Latino families may include stresses related to migration, which may include: linguistic and social isolation, economic insecurity, changes in family dynamics, cultural conflict, and separation from family members.
- \_\_\_\_\_ True                      \_\_\_\_\_ False
9. Latino families, especially those who are recent immigrants, may consider that physical punishment is a valid way to enforce discipline and respect among their children.
- \_\_\_\_\_ True                      \_\_\_\_\_ False
10. A cultural responsive practitioner working with Latino families strives to understand and incorporate into practice, as appropriate, concepts such as familismo, respeto, acculturation, assimilation, luto, depression, etc.
- \_\_\_\_\_ True                      \_\_\_\_\_ False

**ONLY ANSWER THIS ITEM AFTER YOU HAVE COMPLETED THE TRAINING.** Please list two concepts, ideas, or policies that you learned about in this training that will be most useful to you in your practice with Latino children and families:

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