



AROUND THE WORLD IN AN EVENING



Reception and Wine Tasting at Indigo's

Wednesday, November 10, 2004
5:30 p.m.— 8:00 p.m.

Tickets: \$75

Proceeds to support the work of the Hawaii Foster Parent Association. Call 808-263-0920 for ticket information.

The Hawaii Foster Parent Association website is live! Check it out at www.hawaiifosterparent.org.

On the home page, you'll find a list of the three most recently-posted articles.

Also on the home page is a list of foster and adoption-related trainings and events going on across the islands.

Check out the “Articles” heading for information about permanency options, how to write a court report (and a sample form to use), allegation prevention, financial information, foster care basics and many other topics.

Under Resources, you'll find information about funds for foster youth attending college (some important new information has recently been posted!), links to other sites and past editions of the newsletter.

We would like to acknowledge AdoptUSKids and Alexander and Baldwin Foundation for their recent financial support of the development of the website.



CFSR REPORTS GIVE NATIONAL DATA

Foster Parents often do not Receive Notice; Are Denied Opportunity to Be Heard

Bill Grimm

Youth Law News, April-June 2004

This article is adapted from the fourth in a series of articles published by the National Center for Youth Law, analyzing the federal Child and Family Services Reviews. The articles, as well as the citations for this article, can be found at www.youthlaw.org.

“The foster parent ... of a child and any pre-adoptive parent or relative providing care for the child are provided with notice of, and an opportunity to be heard in, any review or hearing to be held with respect to the child”

The Adoption and Safe Families Act of 1997, Sec. 104

The opportunity to participate in hearings concerning the child placed in their home is an explicit federal mandate given foster parents, pre-adoptive parents, and relatives caring for foster children. Congress enacted these provisions, termed “notice and opportunity to be heard rights for caregivers,” as part of the Adoption and Safe Families Act (ASFA) of 1997. ASFA also required that “the child’s health and safety shall be the paramount concern.” It established that the child’s safety, need for permanency, and well-being were to be the focus in all case plans, hearings, and reviews. In enacting the notice and opportunity provision, Congress recognized that courts and agencies could not make fully informed decisions about the child’s well-being without hearing from the child’s current caregiver.

The notice and opportunity requirements are among the criteria used to assess state child welfare programs in the Federal Child and Family Services Reviews (CFSRs). Results from these reviews indicate many foster parents do not receive notice, and those who do are frequently excluded from hearings. When notice is provided, it is often untimely and inadequate. In many states, foster parents reported that they are discouraged from attending hearings, and that when they do go to court, they are often unwelcome.

Foster Parents Discouraged From Attending

In many states, foster parents are infrequent participants in hearings. The CFS Reviews provide

(Continued from page 1)

some explanations for this. Foster parents in many states reported that they were not encouraged to attend court hearings, or that caseworkers discouraged their attendance and participation. This complaint appeared again and again throughout the reviews. Occasionally, foster parents reported the court also discouraged them from participating.

Timeliness and Responsibility for Providing Notice

ASFA does not provide specifics of hearing notification for foster caregivers. Federal regulations only require that the notice be timely. They do not specify a minimum number of days advance notice, nor is there an explicit requirement that the notice be in writing. As a result, a hodgepodge of procedures has arisen.

The definition of “timely notice” varies from one state to the next. Hawaii requires 48 hours’ notice; Oklahoma, 7 days; Tennessee and Wisconsin, 10 days; Massachusetts, 14 days; and Pennsylvania, 15 days. It is not surprising that foster parents complain that they are not given sufficient time to make arrangements to attend hearings.

The responsibility for providing notice of reviews also varies from state to state. It can be assigned to the courts, agency attorneys, or caseworkers. Within the same state, there is often inconsistency in notice procedures. (Hawaii’s review indicated an inconsistency in notification)

Opportunity to Be Heard Varies

There is wide disparity in how courts in different states – and even within the same state – interpret the opportunity to be heard provision. Much of this is due to the ambiguity in the federal statute. It does not specify that foster parents may “attend all hearings.” Courts are familiar with the rights of parties, but the hybrid creation of the federal statute, in which caregivers have the right to receive notice and to be heard, but not to be a “party,” has little precedent. Since neither the statute nor the regulations provide any guidance for the courts, a patchwork of practices has developed.

For example, Kentucky stakeholders reported that caregivers’ ability to enter the court and participate in hearings varies by judge. In Connecticut, judges either do not let foster parents attend hearings or, if they are present, do not allow them to speak. Idaho

stakeholders reported that “in some courtrooms, the judge will directly ask foster parents for their opinions, while in other courtrooms, foster parents are not permitted to speak.”

Some states permit foster parents to intervene in court proceedings, and expand their right beyond a mere opportunity to be heard. California law, while not granting all foster parents party status, recognizes a special category of foster caregivers – de facto parents. To establish uniformity, and make it easier for caregivers to petition the court for de facto parent status, the state’s Judicial Council publishes an informational pamphlet, and offers online forms. Foster parents in Texas who have cared for a child longer than 12 months are afforded legal standing.

Submitting Written Comments

In several jurisdictions, foster parents are permitted to submit a written report or letter, but with few exceptions, there is no clear process for foster parents to follow. One notable exception is California, where the Administrative Office of the Courts has adopted a Caregiver Information Form that is available online. (An adapted version of that form may be found at the HFPA website: www.hawaiifosterparent.org. You will also find tips for preparing the court report and appearing in court)



Program Improvement Plans

Each state needing improvement in the area of notice and opportunity must describe how it will strengthen its performance. Overall, the PIPs suggest that states saw this as an area of low priority and the federal oversight of plans in this area is very poor. None of the PIPs reviewed contain any numerical targets, e.g., increasing timely notice to caregivers to 70 percent of all caregivers by 2002, or improving foster parent attendance at court hearings to 60 percent. (Hawaii’s PIP action steps are to monitor through supervisory reviews, local level & state level case reviews; findings reporting; corrective action reporting.)

(NCYL’s proposed reforms will be addressed in the next issue of the newsletter.)

The mission of HFPA is to educate, support and nurture caregivers, empowering them to provide quality care to children in Hawaii affected by foster care.

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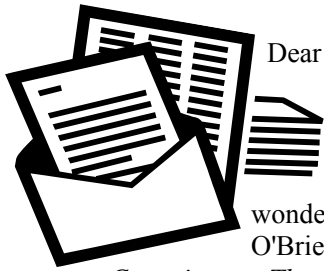
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The comments of individuals are not necessarily those of HFPA.

HFPA is a non-profit organization registered with the Hawaii State Dept. of Commerce and Consumer Affairs.



Dear HFGPA,

I'd like to let you know how much your newsletter makes a difference. At a recent class, I shared portions of the wonderfully written article by Pat O'Brien (*March 2004—Unconditional Commitment: The Only Love That Matters to Teens*). What an impact it had on a family! One of the families in the class had decided to ask the Department to take back a teen foster child after years of placement. At the end of the class, the family stated how the class and the article helped them to see things differently and they were making a commitment to hang in there.

I was so encouraged knowing that what was presented in the class was actually helping people to look at things differently, producing a genuine heart change. To get feedback such as this helps us all to "hang in there!"

East Hawaii Social Worker

Dear HFGPA,

We want to say thank you for all you do to make our role as foster parents so much easier. As first time foster parents, we want to make a positive difference in the life of a special child. We relied heavily on your office for support and to gain understanding. With each phone call or need you came thru every time, whether it was an answer, encouragement needed, or the opportunity to attend a class or the conference. We thank you for the impact you have made and the support and influence you give us. Without the knowledge you share and the support you give, we would have hit many roadblocks and not known what to do.

DJ Rogers Family

Dear Sarah,

Your letter to the editor (Honolulu Advertiser, 06/11/04), delineating the challenges of the foster care system is powerful, succinct and frightening in its truth. I am hopeful that your words will create some "waves" of positive support in the community.

Jan Young

Captain's Club

☞ non-profit sailing program for foster youth

The first 'Captain's Club College Scholarship' was awarded during the August 'Mates' sail. The winning essay was written by Malia Baloyot, who has been fully involved with the Captain's Club, has earned the respect of those whom she sails beside and who will be attending Leeward Community College this fall. This year's \$250.00 scholarship was given in the form of a gift certificate to be used in the UH system book stores.

The Summer '04 'Intro to Sailing' program has been filled with fifteen foster youth, ages 13 to 17. Hawaii Foster Youth Coalition is sponsoring this summer's program. These youth are learning the basic safety and sailing skills required during five classes.

Upon receiving their certificate of achievement, all will be welcomed to join the 'Mates' program each month. Captain's Club welcomes all foster youth who have completed the 'Intro to Sailing' program to continue their sailing experience the first Thursday of each month. Confidence building and teamwork skills are always focused on during these 'Mates' program sails. We depart the Kewalo Basin dock at 4:00 pm and arrive back by 6:00 pm. Remember to wear sneakers!

For further information concerning the Captain's Club, please contact Rich at 456-5103.

Donations to the Captain's Club are fully tax deductible. Direct deposits can be made at any 'American Savings Bank' or contact 'Captain's Club' for a brochure. Mentoring positions are available. For further information concerning the 'Captain's Club', please contact Rich Marshall at 456-5103.



Teen Adoption—A Personal Story

Michaela Alexander

I had been a ward of the state of Hawaii since I was 10 years old. It is hard to find a permanent home for an adolescent, so I was in several temporary foster homes. I was fourteen when I moved in with the Webb's, my fifth foster home.

I was with them for just six months when they had to move to Washington to do an emergency pastorship for a church there. By this time, I had special "radar" for knowing when I was going to be moved. I asked them in the car one day if they had been talking to a social worker. Their stunned silence told me a lot. When they moved, we all cried. I had fallen in love with them. They were the family that I would always love and miss. Every wish I ever had for constant love went with them when they got on the plane.

I spent a confused year with a wonderful family. However, each night I would go into the walk-in closet and cry myself to sleep. I was so unhappy. I couldn't share my sadness with this family because I didn't want them to think I was unappreciative of them opening their home to me. Every morning, Uncle Ken would find me in the closet and wake me to get ready for school. I'd make up excuses for why I'd go into the closet. No one knew I cried myself to sleep over missing the Webb's.

A year later, the Webb's came back. An announcement was made in church and the following week I dressed in

my best. I sat in the waaaaay back of the church, so as not to be seen by them. There had been no contact the whole time they were gone, so I had no idea how they would feel. I didn't want them to feel anything BAD at seeing me, so I slunk off and peered over people's shoulders when they came to the pulpit.

So, you're wondering. How is this an adoption story? Is there a happy ending?

Little could I believe that a young, beautiful, all-American couple could want a messed up, Eurasian, 15-year-old ward of the state. But they did. They had missed me, too. But they didn't want to offend the family that I was with, any more than I did. It took some gentle conferencing...but one day I was back in the warm and loving home of the Webb's. I moved to Guam with them as their permanent foster child when I was 16 years old. It was on Guam, when I was 17, that Sam and Nancy Webb, aged 27, adopted me...gave me their name...their history...their extended family. I have a son now who has grandparents because of them.

What my life would have been like, the unanchored feeling I would have forever carried around in my chest, the eternal longing for family, I cannot even imagine. It's never too late. There is always hope. And prayers do get answered.

Top 10 Reasons to Adopt a Teenager

1. No diapers to change.
2. We sleep through the night.
3. We will be ready to move out sooner...but we can still visit.
4. You don't just get a child, you get a friend.
5. We will keep you up to date with the latest fashion.
6. No more carpools; we can drive you places.
7. No bottles, formula or burp rags required.
8. We can help out around the house.
9. We can learn from you.
10. We can teach you how to run your computer.

Concept: Oklahoma Youth Advisory Board 2000

Foster Children Qualify for Head Start and Early Head Start Programs

Joni Ekimura
Oahu Head Start

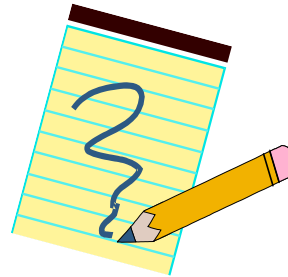


Head Start programs across the state are currently enrolling children for the 04-05 school year. Foster children immediately qualify for the poverty income guidelines set by the Federal Government, ensuring eligibility for the Head Start program. Full day and part day Early Head Start programs (infants and toddlers 0-3 years of age) and Head Start programs (preschoolers 3-5 years of age) are available across the State of Hawaii. Half days are available at no cost to the family. Full days (7:00 a.m.—5:00 p.m.) are \$380.

Please call any of the geographically appropriate phone numbers listed for more information. Foster children and families will greatly benefit from all the comprehensive services the Head Start program offers.

- East Hawaii—961-2686
- West Hawaii—334-4107
- Maui (Kahului)—249-2988
- Maui (Wailuku)—242-0900
- Oahu—PACT—842-5996
- Oahu—HCAP—847-2400
- Kauai—245-5914

Instructions for Life



- * Follow the three R's:
 Respect for self
 Respect for others
 Responsibility for all your actions.
- * Remember that not getting what you want is sometimes a wonderful stroke of luck.
- * Learn the rules so you know how to break them properly.
- * When you realize you've made a mistake, take immediate steps to correct it.
- * Spend some time alone every day.
- * Open your arms to change, but don't let go of your values.
- * Remember that silence is sometimes the best answer.
- * A loving atmosphere in your home is the foundation for your life.

Tips for Helping Kids and Teens with Homework and Study Habits



Turn off the TV set. Make a house rule, depending on the location of the set, that when it is study time, it is "no TV" time. A television set that is on will draw youngsters like bees to honey.

What about the radio? Should it be on or off? Contrary to what many specialists say, some youngsters do seem to function all right with the radio turned on to a favorite music station. (Depending on the layout of your house or apartment, maybe an investment in earphones would be worthy of consideration.)

Certain rules should be set about the family phone during study hours. The more people in the household, the more restrictions on long and unnecessary phone calls are needed. A timer, placed next to the phone, can help to control the length of calls so that the telephone will be available if it becomes necessary to call a schoolmate to confirm an assignment or discuss particularly difficult homework.

Designate specific areas for homework and studying. Possibilities include the child's room or the kitchen or dining room table. Eliminate as much distraction as possible.

Regularity is a key factor in academic success. Try to organize the household so that dinner is served at a standard time, and once it and family discussions are over, it's time to crack the books. If the student doesn't have other commitments and gets home reasonably early from school, some homework can be done before dinner.

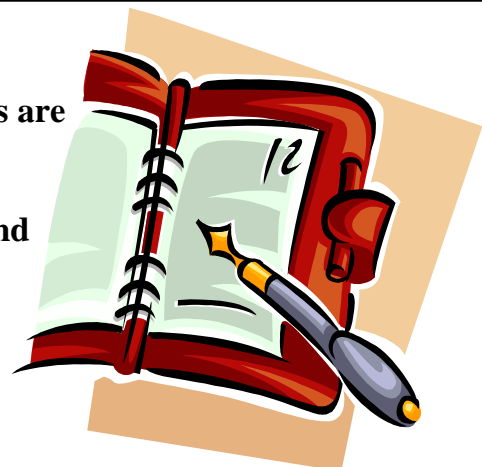
Consider your child's developmental level when setting the amount of time for homework. While high school students can focus for over an hour, first-graders are unlikely to last more than 15 minutes on a single task. Allow your child to take breaks, perhaps as a reward for finishing a section of the work.

Should parents help with homework? Yes-if it is clearly productive to do so, such as calling out spelling words or checking a math problem that won't prove. No-if it is something the child can clearly handle himself and learn from the process. And help and support should always be calmly and cheerfully given. Grudging help is worse than no help at all!

**2004 Oahu Child
Specific Foster Parent
Training**

All Oahu Child Specific Training classes are full to the end of the calendar year.

Check the next issue of the newsletter and the HFPA website at www.hawaiiosterparent.org for the upcoming schedule for 2005.



School Assignments can be Challenging for Foster and Adopted Children

"I can't do my homework tonight. My teacher told me to look at both my parents and decide which one of you gave me my brown eyes and which gave me my red hair. And then I'm supposed to look at Josh and see what traits we have in common. How can I do that?"

"I have to write an autobiography and my teacher told us to start with our birth and tell where we were born, what time it was, and how our parents felt. I can't do that. "

These are the challenges of the adopted or foster child at school. Time and again our children face assignments-autobiographies, family trees, family histories, family timelines, and lessons that focus on genetics, heredity, or ethnic origin. These are difficult for them to execute because they require our children to come up with information that is missing, incomplete, or quite different from their peers.

What our kids disclose could be embarrassing or reveal details that we believe should be kept private. If they share the assignment with their classmates, they may also find themselves answering questions they're not prepared to answer. Should they then, as some teachers have suggested, "do the best they can," "just make it up," or "just use present family relatives?" Those responses in themselves may raise your hackles because they may make your child feel different or ashamed. So what do you do?

Taking a Proactive Stance

Try to schedule a parent-teacher conference at the beginning of the school year to talk about your child's needs and any potentially problematic assignments. Don't assume that the

teachers are knowledgeable about adoption or foster care or have spent much time thinking about possible curricular pitfalls. Their ignorance is probably not from a lack of interest—just a lack of exposure. Chances are your child's teacher will welcome your sharing general materials about adoption and foster care.

You can also help your child's teacher by putting adoption and foster care into a broader societal perspective: Many family configurations exist in our society today and the feelings of grief and loss that some elementary school children have may be shared by others. Family-oriented assignments prove equally problematic to a child of divorced parents, a child living with a stepparent and stepsiblings, the biological child of a single mother, and the child being raised by grandparents. I discussed this with my son's fifth-grade teacher several years ago after my son brought home a complicated chart asking him to interview both his parents about their childhoods, their "first" date, their wedding, favorite music and other likes and dislikes. While my son lived in a traditional nuclear family, how many of his classmates in this large New York City public school did? How many of them could fill out this rigidly structured chart?

Suggesting Alternatives

"When a parent understands the educational objective of a given assignment, she or he is in a better position to suggest alternatives," observe Nancy Sheehan Ng and Lansing Wood in *Adoption and the Schools*. "To use the ubiquitous family tree as an example, kindergarteners might work on family trees to study the basic concept of family. Sixth graders

might be assigned a family tree as part of a social studies class. Freshman biology students may be asked to complete a family tree to study genetics and heredity." Understanding the purpose of a project and exploring alternatives with the teacher, and with your child, is key.



With that in mind, let's look at some common assignments and how they might be adapted.

Genetics: Rather than focusing a genetics lesson on a youngster's relationship to his parents and siblings, students could be asked to choose any biologically related group—other family members, friends, neighbors—to investigate inherited traits.

Autobiographies: Life lines entitled *When I Was Young*, *When I Was Younger*, and *My Life in the Past Year* can offer students choices (what they remember about themselves, things their parents have told them about themselves, special toys, rituals, or memorable days). Rather than creating a rigid timeline, the autobiography reveals facets of the child's personality. Whether it spans the child's entire life or a shorter time frame doesn't matter.

Baby Pictures: For assignments that attempt to show how children change over time, a photo of the child at a younger age, rather than in infancy, serves the same purpose. Another alternative is to give children the option of drawing pictures of themselves as

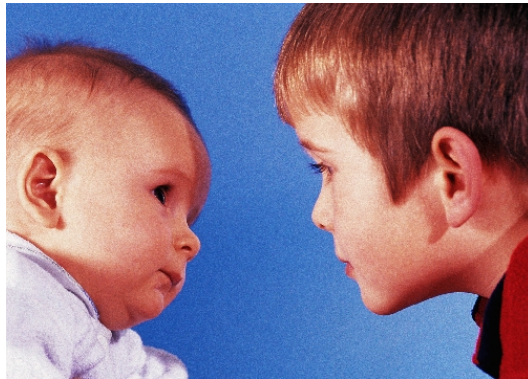
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Project Visitation Seeking Volunteers

Many separated foster siblings need opportunities to visit siblings.

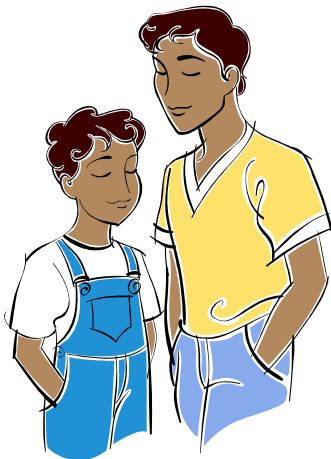
Jaime Ushiroda
Volunteer Legal Services Hawaii

Project Visitation was created in April 2001 in response to the urgent need to reconnect siblings who have been separated within the foster care system. The focus of Project Visitation is to ensure that foster children are able to maintain their familial bond with their siblings. Judge Mark Browning from Family



Court, along with representatives from Na Keiki Law Center (Volunteer Legal Services Hawaii), the Department of Human Services, the Hawaii Foster Parent Association and Friends of Foster Kids, started this volunteer-based organization. Our volunteers help foster care siblings maintain family relationships by bringing the children together for monthly visits. Currently, we have over 40 active volunteers that regularly take their groups on outings, to the beach, the park, and other places where siblings can be comfortable playing together.

We are in constant need of additional volunteers. Right now we have 9 different sibling groups waiting for volunteers to reunite them; this represents 47 children isolated from their brothers and sisters. They are scattered island wide: from Hauula to Ewa



Beach, Makaha to Waimanalo. Project Visitation will be able to team you with other committed volunteers, or you can sign-up with your friends, co-workers, church members, relatives, or neighbors to maximize carpooling resources.

By dedicating just 6 hours a month of your

time, you can have a lifelong impact on the lives of each and every sibling in your family group. We ask that you commit to one sibling group for a minimum of one year (12 visits). Normally volunteers use their own cars to transport the children; however, Project Visitation has made arrangements with the Department of Human Services in case you need access to one of their vans. In order to

protect the safety of the children, Project Visitation requires that all volunteers have a clean driver's abstract and no criminal convictions. Project Visitation does not reimburse volunteers for expenditures such as gas, refreshments, activity fees or other incidentals; however, we can help you think of fun, inexpensive activities.

If you decide to join our group of generous and committed volunteers, the greatest reward will come in the form of

witnessing the love shared amongst these siblings. You will be the reason these children feel a little less lonely and a lot more loved than they would have if they could not spend time with each other. You will be rewarded with smiles and hugs. What could be better?



If you are interested in becoming part of this amazing project, please call Jaime Ushiroda at 528-7050 or send an email to jaime@vlsh.org. The next training for new Project Visitation volunteers will be held in October 2004.

Support HFPA during the month of September



Donate up to \$249 to the Hawaii Foster Parent Association during Foodland's Give Aloha program September 1-30, 2004. Foodland will match a percentage of your donation. Use your Maika'i card at the checkout line at any Foodland or Sack N Save store statewide. Tell the cashier you want to make a donation to HFPA. Your donation amount will be added to your purchase total. Save your receipt for tax purposes, as your contributions are tax deductible. The funds raised are used to maintain the training, website, newsletter and support services provided to foster parents by HFPA.

Aloha United Way Campaign Soon Underway

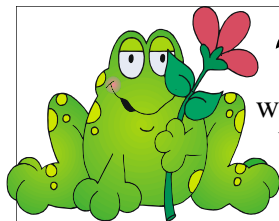
When your employee asks you to participate in this year's Aloha United Way campaign, we hope you will:

Ask for a **Donor Choice Form**
 Select **Option E, Alternative Care**



Write in: Hawaii Foster Parent Association
 PMB #261, 111 Hekili Street, Suite A
 Kailua, HI 96734

Mahalo to our partners



Thank you for partnering with us to make a difference. Your support helps HFPA meet its mission to educate, support and nurture caregivers. Thanks for caring about quality care for children in Hawaii affected by foster care.

Friend (Up to \$99)

Sandie and Bill Wood
 Justine Lee
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Nancy and Lloyd Thompson

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Sara and Jim Walsh

Kokua-in-Kind (Car Donations)

Leah Johnson

Donations of Goods and Services

Ruth Baldino
 Terry Hansen at McCully Associates
 Lari Koga
 Kathy Teruya
 VGAL Class of August 7, 2004



(Continued from page 7)

babies, so those who do not have photos aren't made to explain why. If the intention of the assignment is to create a guessing game (such as match the child with the baby photo) and your child is going to be singled out instantly because she's the only Asian child in the class, the assignment might be broadened to use word clues or favorite things rather than photos for identification.

Family Trees: What are they trying to show? Are they designed to make linkages between members of a household or a family? Ng and Wood depict many variants: the loving tree (where members of the family are drawn), the caring tree (people who have cared for the child, including physicians, teachers, and foster parents), the rooted tree with roots below and branches above (the present family above and the birth family below), the genealogist's half wheel (with the child at the center and the birth family on one side of the circle and the adoptive family at the other), the genogram, or a diagram that shows "important people in my life." In *Real Parents, Real Children: Parenting the*

Adopted Child, authors Holly Van Gulden and Lisa Bartels-Rabb recommend using family houses instead of family trees because people neither grow from trees nor live in them. Regardless of your child's age or the academic purpose of the assignment, say Van Gulden and Bartels-Rabb, genetic lines are easier to comprehend and represent graphically using houses rather than trees.

Resources to Add to Your School's Library

Grades K-3 *A Mother for Choco* by Keiko Kasza *Families are Different* by Nina Pellegrini *We're Different, We're the Same* by Bobbi Jane Kates

Grades 3-6 *One Wonderful You* by Francie Portnoy *Carolyn's Story* by Perry Schwartz *Tall Boy's Journey* by Joanna Halpert Kraus

By Lois Gilman. Reprinted with permission from Adoptive Families Magazine, 2000. For more articles like this one or to subscribe to Adoptive Families, visit AF online: www.adoptivefamilies.com.

We want to hear from you!

Receive McDonald's entrée and dessert coupons if you are among the first twenty respondents who don't mind providing your contact information so we can mail you the coupons.

Please help us improve our services to foster and adoptive families by filling out this questionnaire. Circle your answers. Thank you very much for your input.

1. The newsletter is published 4 times a year. This number is:

Just right Wish it were published more often You could take me off your mailing list

2. The newsletter is 12 pages long. This is:

Just right Wish it were longer Wish it were shorter

3. I wish there were more articles about:

Neighbor Islands Parenting Rules and Policies People Activities

Other _____

4. I would prefer to receive the newsletter via e-mail or by being directed to the HFPA website.

Yes No

Cut out and mail to HFPA, PMB #261, 111 Hekili St., Suite A, Kailua, HI 96734.
Or e-mail us at info@hawaiifosterparent.org.



Hawaii Foster Parent Association, PMB 261, 111 Hekili St., Suite A, Kailua, HI 96734
 Phone: (808) 263-0920 Fax: (808) 263-0921

| | | |
|----------------------|--------|-----------|
| Name (First & Last): | | |
| Address: | State: | Zip Code: |
| Phone: | Fax: | |
| Email: | | |

Yes, I want to support quality foster care for Hawaii's children. Enclosed is my tax-deductible gift of:

- \$35 \$75 Other \$ _____
 \$50 \$125

Payment Method:

- Check enclosed Please charge my VISA or MasterCard

_____ *Card Number*

_____ *Cardholder's Signature*

_____ *Expiration Date*

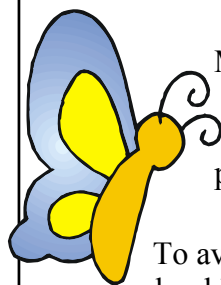
- My company will match my gift—the necessary form is enclosed.
 Yes, please send me the next four quarterly newsletters, mailed directly from the HFPA office.

❖ **This gift will be acknowledged in the HFPA Bulletin unless requested otherwise.**

In accordance with IRS regulations, your gift to the Hawaii Foster Parent Association is fully tax-deductible.



Requesting New Social Security Number When You Adopt



Most children adopted from foster care have Social Security numbers. Unfortunately, a child who keeps his or her old number can be tracked by anyone who knows the number, and may be declared as a dependent on birth parents' taxes—setting up adoptive parents, who also claim the child, for possible tax fraud charges.

To avoid problems and protect children from unwanted contact with past abusers, parents should request new Social Security numbers upon finalization. The new number should reflect the child's new name and family connection, and there should be nothing in the child's Social Security record tied to the original name and number.

To request a new Social Security number for your adopted child, visit your local Social Security office and complete Form SS-5 (application for a Social Security Card). The child's adoption record, or new birth certificate, can serve as identification. You can also obtain Form SS-5 by calling 800-772-1213 or visiting www.ssa.gov/ssnumber.

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**ANNUAL
FOSTER CARE CONFERENCE**

Thursday, October 7, 2004

**Sheraton Waikiki
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8:00 am - 4:00 pm

**REGISTRATION FEE:
\$75.00**

Fee includes continental breakfast, lunch, and materials, in addition to the presentations.

Visit www.hawaiifosterparent.org for more information.



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