



Illinois Families Now and Forever

Families by Foster Care, Adoption and Guardianship®

Council rewards Implementation Plans for direct impact on caregivers

For more than a decade foster caregivers have been able to point to an actual Illinois law that upholds their rights and outlines their responsibilities. The Foster Parent Law, enacted in 1995, also called for each agency and DCFS regional foster care program to develop an annual Foster Parent Law Implementation Plan. They must submit the plans to the Statewide Foster Care Advisory Council for review by November 30.

Council members spent many hours of volunteer time poring over 73 plans, following a tool developed to discern how the foster care programs measure up against the Law.

One important criterion in scoring the plans is the involvement of caregivers. Agencies and DCFS regions must document that foster caregivers helped develop the plan and approved it before submitting the final document.

"Without foster caregivers providing their opinions and ideas, the plan simply won't pass muster. It will be obvious to the dedicated people doing the scoring," said Ray Gates, DCFS Foster Parent Law Administrator.

The Statewide Foster Care Advisory Council dutifully reviewed and scored all 73 agencies' and DCFS regions' Foster Parent Law Implementation Plans. However, when it came time to reward the top plans, the council took a revised approach.

"This year we moved beyond the scores to get to the heart of the matter. How will what is in this plan affect caregivers? That is how we give awards," said outgoing chair Uli Senz. He and the policy committee created three categories to distinguish outstanding plans and called for nominations:

Foster Parent Involvement

Plans demonstrated extraordinary means of involving caregivers in the plan's development, implementation and accessibility.

Dignity and Respect

Plans had strong examples of the program's consideration of foster caregivers as professional team members, responsiveness to caregivers, and innovative means of demonstrating dignity and respect for caregivers.

Organization/ User-friendliness

Plans were easier for caregivers to read and use than all or most plans. The text was non-technical, extremely caregiver-friendly and useful.

After scoring all the plans, the council called for members to nominate plans that stood out from others in the designated categories. When the votes were tallied, the council selected four distinguished plans from two categories. The winners gathered to receive their accolades from Director McEwen and Assistant Director Velma Williams at the May council meeting.

Award for Foster Parent Involvement

- Lutheran Social Services
- Arden Shores

Award for Dignity and Respect

- Aunt Martha's
- Cunningham Children's Home

Continued on page 2



From the DCFS Director

Erwin McEwen

A new school year is approaching for my own two children, and I am still riding the wave of excitement around my goddaughter's high school graduation. Her prom pictures make me smile. I am proud and sad that she will soon be leaving for college. Helping to inspire a child who is not my own has been a privilege that, as you know better than most, also comes with a cost.

Caregivers face difficult circumstances as you attempt to lead children toward educational success. When the student is dealing with the trauma that brought him or her into the child welfare system, the complications can grow exponentially. It would be wrong to simply recognize the potential problems, without providing resources that can help throughout all stages of a child's academic career.

For example, with the School Readiness Initiative, we can get every child age three to five in an appropriate pre-school program so young learners will have the skills they need before entering kindergarten. DCFS Education Advisors and the private agency Advocates can help caregivers sort out special education needs. We continue to fund programs in the Local Area Networks to intervene for students at-risk of truancy, suspension or expulsion. DCFS Transition and Education Managers help move the older student on to college or vocational training.

As you get your family ready for the start of a new school year, I hope that DCFS and our agency partners can be of service to you.

Plans, con't.



Director McEwen (l) and Assistant Director Velma Williams (r) congratulate Foster Parent Bill Schiarto, Dr. Dora Maya and Carlos Agueta of Arden Shores for the Foster Parent Involvement award. The agency provides caregivers transportation, a meal, child care and a stipend for attending implementation plan meetings.



Director McEwen presents a Dignity and Respect award to Cunningham Children's Home. The plan highlights caregivers as equal team members who have various ways to be involved at the agency. Also pictured: Foster Parent Hattie Harper, Dale Petre, Verita Cobb, Assistant Director Velma Williams and Robin Mathis.



Aunt Martha's earned a Dignity and Respect award. The agency works together with caregivers and acknowledges exceptional efforts each month. Pictured: Director McEwen, Foster Parent Joanne Cade, Frances Rossen, Karen Turner, Assistant Director Velma Williams, Foster Parent Mercedes Ball and Shirlyn Garrett-Wilson.



Director McEwen presented an award for Foster Parent Involvement to Lutheran Social Services of Illinois. Their plan demonstrated current, comprehensive information and obvious participation from caregivers. Also pictured: Jeffrey Brown, Michelle Caldwell, Foster Parent Pat Hawkins, Assistant Director Velma Williams, Ruth Jajko and John Schnier.

Statewide Council elects new leadership



Members of the Statewide Foster Care Advisory Council elected Robyn Harvey as Chair and Ramon Nieves as Vice-Chair. Their terms begin in July.

The Council also acknowledged the contribution of outgoing Chair Uli Senz during his two terms.

The Foster Parent Bill of Rights • Public Act 89-19

Foster parents have the right to...

1. Be treated with dignity, respect and consideration.
2. Be provided pre-service and ongoing training to meet needs and improve skills.
3. Be informed on how to contact the placement agency for assistance to access support services.
4. Receive timely financial reimbursement for care included in the service plan.
5. Be provided with information about the agency's plan for placement, that includes supporting family relationships and cultural heritage.
6. Be provided fair, timely and impartial investigations, including mediation and/or administrative review and explanations of decisions concerning licensing.
7. Receive additional or necessary information relevant to the child's care.
8. Be notified of scheduled meetings concerning the child. Be informed of decisions. To have input on the plan of service. To communicate with other professionals.
9. Have any information the caseworker has about the child and his family that pertains to the child's needs and care.
10. Receive written notice of any changes in the case plan or plans to end placement, along with the reason.
11. Receive timely notification of court hearings.
12. Be considered as a placement option for foster children formerly in their care.
13. Have access to an agency's or DCFS's appeals process without retaliation.
14. Be informed of the Foster Parent Hotline and information on reporting staff misconduct.

Foster parents have the responsibility to...

1. Openly communicate and share information about the child with the child welfare team.
2. Respect the confidentiality of information about foster children and their families.
3. Advocate for children in their care.
4. Treat children in their care and their families with dignity, respect and consideration.
5. Recognize their own strengths, limitations and support needs when considering whether to accept placement of a child.
6. Be aware of the benefits of relying on and affiliating with other foster parents and foster parent groups in improving the quality of care.
7. Assess their on-going individual training needs and take action to meet those needs.
8. Develop and implement strategies to prevent placement disruptions, and to provide support if preventative strategies fail and disruption occurs.
9. Know the impact that foster parenting has on individuals and the family and minimize the resulting stress as much as possible.
10. Know the rewards and benefits of foster parenting and promote the experience in a positive way.
11. Know the roles, rights and responsibilities of foster parents, other child welfare professionals, the child and the child's family.
12. Know their role as a mandated reporter of suspected child abuse/neglect. Know the policy regarding allegations against foster parents.
13. Understand the purpose of and participate in administrative case reviews, service plans and court processes, according to their designated role.
14. Know the child welfare agency's appeal procedure for foster parents and their rights.
15. Maintain accurate and relevant records regarding the child's progress and history and follow agency procedures and regulations.
16. Share information about the child's adjustment with a subsequent caregiver, whether it be the parent or another substitute caregiver.
17. Respect and maintain a child's cultural needs and support relationships with his own family

Reduce risk of HPV link to cervical cancer with Gardisil shot

Approximately 70 percent of cervical cancers and 90 percent of genital wart cases are caused by four high-risk strains of the human papillomavirus (HPV). In 2006, the U.S. Food and Drug Administration (FDA) approved a vaccine called Gardisil that protects against HPV. Caregivers should be aware of Gardisil and understand its benefits and drawbacks as they tend to the medical needs of girls in their care. Talk with the youth's primary care physician before the child receives any vaccines.

Studies have shown that the Gardisil vaccine is nearly 100 percent effective in protecting young women against these four high-risk types of HPV linked to cervical cancer and genital warts. However, Gardisil does not prevent against other types of sexually transmitted diseases (STDs). Also, it does not fully protect a female from all types of HPV, including other strains that may cause cervical cancer.

As a protection against HPV, Gardisil is licensed for use in females between the ages of nine and 26. Gardisil is most effective in girls who have not been exposed to HPV through sexual activity. The Centers for Disease Control (CDC) recommends giving the vaccine to girls when they are 11 or 12 years old. Young women aged 13 to 26 who have not been vaccinated or did not complete the vaccine series may also receive the Gardisil vaccine. Getting the Gardisil vaccine may still benefit girls who have already engaged in sexual

activity because there is a chance that they have not been exposed to HPV or the four HPV strains that the vaccine protects against. Those who are pregnant or allergic to any of the components of Gardisil should not receive the vaccine.

In deciding to do the HPV vaccination, caregivers should know that Gardisil should be given



in three separate doses over a six-month period. The second dose should be administered two months after the first dose. The third dose should be given six months after the first dose. The federal government's Vaccines for Children Program provides all the Gardisil shots free of charge to all females younger than 19 who are uninsured, or eligible for Medicaid.

The best way to prevent getting HPV or any other sexually transmitted disease is abstaining from sexual activity altogether. There is no evidence that supports that getting the Gardisil vaccine will promote sexual activity or that discussing transmission of sexually

transmitted diseases promotes sexual activity.

For those young women who choose to be sexually active, receiving the Gardisil vaccine and using latex condoms correctly may greatly reduce (but not eliminate) the risk of catching or spreading HPV. This is because even when using a latex condom, HPV can infect areas the condom does not cover. In addition to using a latex condom properly, individuals may also lower their chances of catching HPV if they maintain a mutually monogamous relationship with someone who has had no or few sex partners.

To find a doctor, consult the List of HealthWorks Contact Coordinators

<http://www.state.il.us/dcfs/docs/HealthWorks.pdf>

IDPH Fact Sheet on HPV

<http://www.idph.state.il.us/public/hb/hbpapill.htm>

CDC Web site with more information on HPV

<http://www.cdc.gov/std/HPV/default.htm>

Health Facts Sheets for Various Health Issues

<http://www.idph.state.il.us/public/hbhome.htm>

IDPH A-Z health topics list

<http://www.idph.state.il.us/a-zlist.htm>

Change in law for school physicals

A new law changed the requirement to present proof of a physical exam to school districts as a student enters sixth grade rather than fifth. Beginning this upcoming school year, sixth graders must present a physical examination form that is less than one year old. Children who had a physical exam for fifth grade last year will be allowed to use that exam to fulfill the new law. The requirement to present proof of examination prior to entering Kindergarten and ninth grade remains the same.

Proof of having physical examinations must be provided to the school no later than October 15th. Some school districts may set earlier deadlines. Caregivers can contact the child's school district or school nurse if there are questions. If the physical examination form is not received by the school district by the deadline, then the child will be excluded from school until proof of the health examination is provided to the school.

The physical examination form that schools and the Illinois Department of Public Health require for documentation is the "Certificate of Child Health Examination" form. Most physicians and local health departments use this standardized form. Caregivers can also request a blank form from the child's caseworker (form number CFS 600) or download it from the DCFS Web site at <http://www.state.il.us/DCFS/docs/cfs600.pdf>.

Act now to attend statewide IFAPA and DCFS conference October 24-26

The Illinois Foster and Adoptive Parent Association with DCFS recently announced a conference to be held on Friday, October 24 through Sunday, October 26. *Educating and Empowering to Excel* will bring Illinois caregivers together at the Chicago Oak Brook Marriott for a full weekend of learning, advocacy and networking.

"We believe it is time for all caregivers to unite as we work with our families and work with DCFS," said Gladys Boyd, IFAPA President.

Caregivers can earn up to 14.5 training credit hours with a comprehensive slate of more than 50 workshop topics. The workshops will cover development, education, health, behavior and parenting topics for youth of all ages and varying permanency outcomes.

For example, there is a special track for families who have already moved to adoption or guardianship. Caregivers can earn certification in CPR and learn first aid. There are plans for an on-site health fair on Saturday. Additionally, the exhibit area will be staffed with representatives of many DCFS programs and other resources for caregivers and youth.

Director Erwin McEwen is scheduled to address caregivers on Friday, and several other speakers are planned for the general sessions that occur around the workshops. On Friday evening, the conference will kick off the observance of

BRINGING UNITY
TO



ILLINOIS CAREGIVERS

National Adoption Month with a celebration.

With DCFS support, IFAPA can offer this conference with no charge for meals or accommodations to foster caregivers, adoptive parents, guardians and relative caregivers. Accommodations will require shared rooms with a spouse, self-selected individual or a roommate assigned by DCFS Training. To request a registration packet caregivers have three options:

- Visit the Illinois Foster and Adoptive Parent Association Web site at www.illfapa.org
- Send an e-mail to DCFStraining@illinois.gov with "IFAPA conference" in the subject line
- Call the DCFS Registration Unit at 877-800-3393 to have a packet sent by mail

The registration will be capped at the first 500 caregivers who return completed registration materials, so be sure to request a packet and return it as soon as possible and before September 29.

Moving on Up

News for youth

transitioning to adulthood

Many DCFS youth are in college without the support of home that their fellow classmates enjoy. DCFS coordinates the Care Package Program for freshmen by linking them to a volunteer who will offer encouragement by mailing care packages once a semester. Some volunteers may also decide to establish a mentoring relationship with the student. Volunteers can decide their level of involvement.

Volunteers could:

- Send a box of goodies once a semester, such as snacks, food staples, cookies, shampoo and hygiene products, stationary and art supplies, or coupons for fast food.
- Send a package for special events, such as the student's birthday, holidays or finals week.
- Send printed items such as books, articles or magazines.

The youth enrolled in the program are participating in the DCFS Youth in College/Vocational Training Program or are DCFS Scholarship recipients with open cases. They attend schools across the state and outside of Illinois. The students will note their preferences so volunteers will not have to guess. Students must also commit to sending a written thank-you with each package they receive.

Those interested in volunteering can contact Alisa Thomas of the DCFS Division of Service Intervention at 312-814-8258 or alisa.thomas@illinois.gov.

Youth Housing Assistance Program

Almost every child approaching adulthood looks ahead to having his own home. The reality is that living on one's own comes with responsibilities and expenses. DCFS can help young adults attain or maintain housing stability. Youth Housing Assistance includes Housing Advocacy and Cash Assistance for youth 18 but not yet 21 in foster care, residential settings or independent living programs. Youth who aged out of care may also be eligible.

Youth Housing Assistance is generally not open to those individuals who have moved to adoption or guardianship, with only limited exceptions, as outlined below.

Housing Advocacy

A Housing Advocate can help a youth locate housing. Housing advocates may provide the following services:

- assistance in securing affordable housing
- consumer education
- budget counseling
- linkages to community based resources
- follow-up services after the client secures appropriate housing

Young people age 18 but not yet 21 can work with a housing advocate. Youth who were adopted or moved to guardianship after age 14 can also utilize Housing Advocacy.

Cash Assistance

Cash Assistance provided will vary depending on a client's situation. The Youth Housing Assistance



Program Coordinator or the housing advocate can explain more about the assistance that can be provided to the client based on their particular situation. Cash assistance may be authorized for the following reasons:

- housing security deposit
- rent when the client cannot make the payment
- beds and furniture for the client and the client's children
- utility bills or utility deposits
- appliances

Cash assistance is designed to be a short-term aid. Youth must be able to show that they can afford to pay for their monthly living expenses after receiving the assistance. Young adults may be eligible if they are at least 18 but under age 21 and will age out of care. Young people who have already aged out of care with a closed DCFS case may receive a partial housing subsidy for up to 12 months. Youth who were adopted or placed in a guardianship home are not eligible for cash assistance. The exception would be for youth eligible for the Enhanced Subsidized Guardianship and Adoption Program (ESGAP).

The Youth Housing Assistance Program Coordinator can be reached at 312-814-5571.

Helping children learn is as easy as A-B-C

- A**ttend parent-teacher conferences and other school events.
- B**uild in time to talk and listen to your child every day.
- C**ommunicate clearly the dangers of drugs and alcohol.
- D**on't let your child settle for doing less than his or her best.
- E**stablish a daily family routine that includes scheduled homework time.
- F**ind out the names of your child's teachers and principal – and meet with them early in the school year.
- G**et active in your child's school. Volunteer in the classroom, serve on a committee or go on a field trip.
- H**elp your child stay on track with homework daily.
- I**nvolve your child in after-school activities.
- J**oin the PTA or another home/school organization.
- K**eep good books, magazines and newspapers in your home.
- L**imit your child's TV viewing to no more than two hours a day.
- M**ake sure your child goes to school every day.
- N**otice when your child does something well and praise his or her efforts.
- O**rganize other parents and community members to address problems at your child's school.
- P**ay attention to the progress your child is making in school.
- Q**uestion the learning standards at your child's school.
- R**ead to your child every day and let your child read to you, too.
- S**upport schools' efforts to maintain rules for discipline.
- T**ell your child stories about your family and your culture.
- U**nderstand what skills your child should be learning at each grade level.
- V**isit the library with your child.
- W**rite a note or call a teacher when something goes well.
- eX**pect and encourage your child to take tough academic courses.
- Y**ou are a role model for your child—set a good example.
- Z**ero in on museums and events to reinforce your child's learning.

Know before you sign on dotted line

As school gets underway, stacks of papers will come home stuffed in book bags waiting for an adult's signature. For children in DCFS foster care, there are guidelines about what a foster parent can sign. Foster parent caregivers are authorized and encouraged to sign consents for general school-related activities, including but not limited to:

- Field trips within Illinois
- Routine special events (picnics, school parties, etc.)
- School enrollment
- Attendance at sporting events
- Extra-curricular activities (excluding participation in sports)
- Cultural events
- Case study evaluations
- Individualized Education Plan
- Three year re-evaluations of special education services

Foster parent caregivers are not authorized to sign consent for the following activities. Instead, they must contact the caseworker when consent is needed for:

- Athletic participation
- Media coverage/events
- Slide show productions
- Voice reproductions
- Research projects
- Field trips outside of Illinois
- Liability releases
- Medical exams or care

Top ten reasons to adopt a teen

1. No formula, diapers, bottles or burp rags required.
2. Teens sleep through the night... even if their parents won't.
3. Teens will be ready to move out sooner...but they will always come home to visit.
4. Teens can program your cell phones and electronics, and teach you how to work your computer.
5. Teens will keep you up to date with the latest fashions and trends.
6. When teens get their permits, they can drive you places.
7. You don't just get a child, you get a friend.
8. Teens can pick up after themselves and do their own laundry.
9. Teens will teach you how to be more patient, understanding, kind and empathetic.
10. We all need someone to share our life dreams, achievements and holidays with.

The concept of the Top Ten Great Reasons to Adopt a Teen was developed by the Oklahoma Youth Advisory Board. This version came from the Youth Gotta Believe! The Older Child Adoption and Permanency Movement, Inc.



Illinois Adoption Advisory Council Update

The Illinois Adoption Advisory Council had a bittersweet gathering at the June meeting. The terms of several members ended with the fiscal year. The Council is grateful for the contributions of these colleagues. Ray Gates of the DCFS Office of Foster Parent Support Services presented plaques of appreciation to the members.



Diane Dominguez, Gretchen Schuler, Gwenn Eyer, Ray Gates, Mary Debose and Krista McCoy

The Adoption Advisory Council has openings for adoptive parents or guardians and adopted persons who reside in Cook County and outside of the Chicago metropolitan area. The council meets six times a year to discuss policies and practices as they affect adoption and guardianship outcomes. Reimbursement for required travel is available. For more information, contact Terry McGlothlin in the Office of Foster Parent Support Services at 217-524-2422 or by e-mail at Terry.McGlothlin@illinois.gov.



Robin Staggers, DCFS Chief of Staff, and Director McEwen address the Adoption Advisory Council in June.

Adoption legislative progress

Director Erwin McEwen and Robin Staggers, his chief of staff, joined the council to discuss the legislative process. In the last legislative session, several bills were put forth that could have a positive impact on adoptive outcomes. The Council will be following legislative efforts to increase services and resources for adoptive and guardianship families.

Upcoming business

The Council is making plans to mark November as National Adoption Month. Members will be involved in the celebration during the Illinois Foster and Adoptive Parent Association conference.

The next meeting of the Adoption Advisory Council will be Friday, August 1 in Bloomington. Call the Office of Foster Parent Support Services at 217-524-2422 for more details.



New adoptions and subsidized guardianships of older youth may receive enhanced services for adulthood

Illinois is one of the first states to receive special permission from the federal government to offer the same college and employment readiness programs to qualifying teens who are adopted or go to guardianship as it offers to youth who stay in foster care.

Moving to permanency through adoption or subsidized guardianship is a lifelong gift too valuable to price. However, the reality is that permanency does typically end youth's eligibility for services and supports that would be available through DCFS, particularly those programs to help in the transition to adulthood. The Enhanced Subsidized Guardianship and Adoption Program (ESGAP) is a demonstration project that seeks to ensure that a young person in foster care will not have to choose between a permanent family or help with college costs, vocational training and other preparation for a successful future.

This demonstration project is modeled after the successful waiver that allowed Illinois to offer adoption and guardianship subsidies. When the Department was granted an extension to continue that federal waiver, it also sought to create a program that would better meet the needs of older youth awaiting permanency.

The ESGAP allows eligible youth to receive the enhanced package of transition services following their adoption or transfer of guardianship, in addition to

their subsidy. Furthermore, the subsidy generally ends when the youth reaches age 18 or 19; many of these services may continue beyond the subsidy. The enhanced package of services is designed to further promote stability and support youth in their transition to adulthood.

The services include:

- Youth in College Program
- Youth in Employment Transition Program
- Housing Cash Assistance Program
- Education and Training Vouchers Program

Under the ESGAP, older youth are randomly assigned to either the demonstration or control group. Eligible youth meet the following criteria:

- Eligibility for Adoption Assistance or Sub-Guardianship; and
- Assigned to the subsidized guardianship demonstration group; and
- Be 14 years of age or older and not yet 18; or
- Be a younger sibling of an eligible youth and who is moving to permanency in the same home as the eligible youth.

After the youth has moved to permanency through either

adoption or guardianship, the eligible teen may access the enhanced package of transition services, by contacting the local DCFS Office in the region in which they reside. The adoptive parent or guardian can make a request for any of the transition services through the DCFS Regional Transition and Education Coordinator. After the coordinator confirms eligibility, the parent or guardian will receive a referral packet by mail that describes all of the available services with an application and contact information. It is up to the family to complete the application and return it.

Families in the process of moving to permanency with a youth 14 or older should discuss the Enhanced Subsidized Guardianship and Adoption Program with their adoption worker. After the adoption or guardianship, contact the Transition and Education Coordinator assigned to the nearest DCFS regional office. More information is available in the *Enhanced Subsidized Guardianship and Adoption Program (ESGAP)* brochure, which is available upon request by calling the DCFS Division of Service Intervention at 312-814-5959.

Tell it like it is

Families Now and Forever wants to hear the real deal on caring for children from those who know best...YOU!

Here's what you had to say about the question: ***What do you do to build a relationship with your child's teachers that helps make sure his or her education needs are met?***

"Join some organization, such as Local School Council, P.T.A. or No Child Left Behind. Go on trips with the school and class. Volunteer your services for whatever is needed. Get to know the principal and staff at the school. Sit in the classroom sometime. Go to as many school meetings as possible. Be an active voice for the school and community. Show the concern and support that a teacher needs in order to deliver the best education to your child and others. Doing some of these things listed will definitely help your child's education. And you sure will be telling it like it is."

Gladys Ewing

"As a teacher for 23 years and a foster parent for 11, I came to this question with a unique perspective. Many teachers and administrators are not provided the training to understand the foster care system and the children of the system. I know that I had little idea. It would be great if trainings were available to education staff, possibly taught by DCFS staff. It would help them to understand the system and protocols. Also, [they need] a better understanding of the emotional and educational issues of the children. Sometimes you can't "love and support it away." You can't teach them multiplication if they are dealing with frightening personal issues and gaps in their learning."

Name not provided

"I would just do like I do every year since my kids were in kindergarten. On the very first day of school I would attend all classes with my child and make sure that the teacher/or all staff has all of my contact information so that she can contact me by e-mail also and as soon as she sees that my child is getting off task. Vice-versa, I can make sure that we both work together to show my child that we are a team. Together as a team we will make sure that all of his/her education needs are met so my child can continue on with education and not become a statistic in society or another Joe Doe in the morgue or a cell with an orange suit on."

Tonyer L. Johnson of Plano

The new question is: ***We hear a lot about preparing children for life as an adult. What do you do to get kids ready for life after they turn 18?***

You can contact me with your response by e-mail at Vanessa.James@illinois.gov (Note: there is a "dot" after Vanessa) or by phone at 312-814-6824. I am looking forward to sharing your responses in the next issue.



Christopher (7370)



Jacob (7643)



Joseph (7510)



Heaven (7666)
and
Nautica (7665)

Please call the Adoption Information Center of Illinois at 1-800-572-2390.

A family for me

Nautica and Heaven [7665-66]

These sisters are very close with each other, yet have very different personalities. Nautica (right) loves school and enjoys reading and learning. Her sister, Heaven (left), is very athletic and compassionate toward others. Both girls are creative and imaginative. They like to play with dolls and work on coloring projects. Nautica is six and Heaven is seven years old.

Nautica's foster parent and teachers said she is a natural leader who is warm and affectionate. Their worker said Heaven loves to sing and play the piano. Both girls are eager to be adopted.

The family for these sisters should be loving and supportive of the girls' talents and interests. Heaven said she'd like to join a nice family, and Nautica agreed, saying she'd like parents who don't fight with each other. The girls said they'd like to have the opportunity to choose some of their own clothes and food in their new home.

Christopher [7370] Christopher, 13 is an insightful young man who enjoys being with people. He is very good at communicating his thoughts and ideas. In his free time, Christopher likes to play sports

and watch movies. He is also a very talented artist. He works regularly on his lifebook, which records his most important life experiences.

Christopher's teacher said he is smart and fun to be with. His worker said Christopher enjoys activities like playing basketball and attending sports events. The forever family for Christopher would provide lots of love and attention. He has said he would like to remain in contact with his brothers after he is adopted. An Illinois family is preferred.

Jacob [7643] Jacob is an energetic young man who loves to dance. He recently completed a class in Irish step-dancing, and he is good at the breakdancing move called "the Worm." When he's not practicing his steps, Jacob enjoys playing with superhero action figures like Spider-Man and the Transformers characters. Jacob also likes to care for dogs and cats. He is 12 years old.

Jacob's caseworker says he has a close relationship with his brothers and enjoys playing basketball with them at the YMCA. His teachers and caregivers said Jacob has a good personality and can be fun to spend time with.

You can give Jacob lots of love and one-on-one attention. Jacob said he is eager to join an adoptive family. A two-parent family in Illinois is preferred.

Joseph [7510] Joseph is a smart young man who does well in school. He attends advanced classes and receives all A's and B's. He is also talented at sports, especially baseball and basketball. When he's outdoors, Joseph likes to ride bikes and swim. On rainy days, he'll play board games or organize his Yu-Gi-Oh card collection. He is 14 years old.

His worker said Joseph has a good personality and is very insightful. He responds positively to those he trusts. His foster parents and teachers said Joseph is very intelligent.

You can provide Joseph with love and a structured, well-supervised setting. Joseph said his ideal family would live in the country and would let him earn an allowance. He'd also like to have a brother or sister about his age.



Please call the Adoption Information Center of Illinois at 1-800-572-2390, or see the AICI Web site – www.adoptinfo-il.org if you are interested in adopting one of these children or learning about other children waiting to be adopted.



*Illinois Families
Now and Forever*

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Purpose: To help busy families more effectively parent children currently or formerly in DCFS care. To bring them the best information from the most knowledgeable sources. To promote statewide teamwork in finding permanency for children.

Address Changes: Families must notify their licensing representative, who will notify DCFS. Agencies should change office addresses or request staff copies through the Editor.

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Inside this issue:

- Page 1-2** Foster Parent Law Implementation plans win awards
- Page 3** Foster Parent Bill of Rights
- Page 4** Reduce risk of HPV link to cervical cancer
- Page 5** Act now to attend IL Foster and Adoptive Parent Assoc. conference
- Page 6** Housing assistance for teens
- Page 7** Helping children learn is as easy as ABC
- Page 8** Illinois Adoption Advisory Council Update
- Page 9** Enhanced Subsidized Guardianship and Adoption Programs adds services for older youth
- Page 10** Tell It Like It Is reader responses
- Page 11** Family for Me profiles of waiting children