

DANIEL MEMORIAL



Independent Living Skills



INFORMATION PACKET



Developed and Distributed by:

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THE INDEPENDENT LIVING SKILLS SYSTEM

Assessment and Re-Assessment

All youth should be assessed every six months and until they have completely mastered these skills. This will allow the youth, substitute care provider and case manager to determine progress and to plan for the next six months. Often when something is new there is enthusiasm in completing it: by reintroducing this material each six months, it becomes new again. When the re-evaluation shows progress, this reinforces both the youth and the substitute care provider.

The assessment covers the following sixteen independent living categories:

- 1) Money Management/Consumer Awareness:** Ranges from counting coins and currency to understanding credit, ATM's, online banking, loans, interest, taxes, and opening banking accounts.
- 2) Food Management:** Ranges from setting the table and ordering in a restaurant to following recipes in a cookbook, shopping, and meal planning.
- 3) Personal Appearance:** Personal appearance includes not only wearing appropriate attire in the community and in the workplace but also maintaining personal grooming and hygiene.
- 4) Health:** Ranges from being able to open a child-proof container to understanding the importance of medical insurance and selecting a doctor and a dentist.
- 5) Housekeeping:** Ranges from washing dishes and changing bed linens to preventing bugs and mold as well as making minor household repairs.
- 6) Housing:** Ranges from a general understanding of renting and types of rental housing to getting along with landlords and neighbors.
- 7) Transportation:** Ranges from knowing costs of riding the bus to knowing the function of a online travel agencies and owning and operating a car.
- 8) Educational Planning:** Ranges from client's self-assessment of the likelihood of completing education to a knowledge of financial aid and educational resources in the community and online.
- 9) Job-Seeking:** Ranges from understanding minimum wage, where to find a job, completing a job application, interviewing techniques to understanding discrimination in employment.
- 10) Job Maintenance:** Ranges from dressing for work and reporting to work on time to getting a raise and/or promotion to understanding the legal rights of an employee.
- 11) Emergency and Safety Skills:** Ranges from phone numbers for police, ambulance and fire department, smoke detector operation to completion of first aid and CPR.
- 12) Knowledge of Community Resources:** Ranges from the location of the nearest post office, shopping center, etc., to knowledge of specialized resources (student aid offices, public recreation, etc.).
- 13) Interpersonal Skills:** Ranges from making simple responses and introducing self to learning assertiveness skills.
- 14) Legal Skills:** Ranges from knowing someone to call if arrested to knowing the difference between felony, misdemeanor, and violation.
- 15) Religion (optional):** Ranges from understanding differences in denominations to an awareness of "cults."
- 16) Leisure Activities:** Ranges from planning daily leisure activities to knowing costs of specific leisure activities.

HISTORY AND VALIDITY STATEMENT OF THE ILS ASSESSMENT

The first assessment was a list of 231 skills that the examiner wrote a P (pass) or F (fail) next to each skill. No hints or help were given to help with the process of skill identification. Daniel Memorial Institute staff, in 1987, who gave hundreds of evaluations put together a series of questions which are now listed below each skill statement. These questions help an examiner probe whether or not a youth knows a particular skill.

The best test of a skill would be the actual doing of that skill, thus if the skill is “knows how to sort laundry”, a load of laundry would be made available of different types, colors, etc. of clothes with the instructions to the youth to sort the laundry. This type of test is not practical for all 231 skills, as it would take several weeks for each youth.

The next best test is an examiner quizzing a youth on a skill to determine if they know it. The quiz should include some real life situation where the youth says what he/she would do and the examiner makes a judgement about whether the youth knows the skill. Daniel Memorial strongly recommends that when the examiner is in doubt, they not pass the youth on the skill. For each skill a youth does not pass, a plan is printed out with instructions on how to get the youth up at par on that skill.

Daniel Memorial Institute has developed two different types of assessments. The first one is the “interview” assessment which has a long and a short version. The long form has 231 items in 16 categories . The short form has 90 questions in 14 categories (leisure and religion were omitted) The difference between the two forms is brevity vs. comprehensiveness. The short form will take an experience examiner 30 minutes to give the long form will take 1 ½ hours.

The second type of assessment is the “objective” assessment. This form was developed after numerous customer and professional recommendations. It is a multiple-choice test with four possible answers and about 10 true/false statements. The test can be given to several youth at one time or to one youth over several sessions and does not require an experience examiner to give. This test also has both a long and short form. (231 questions and 90 questions).

The pro’s and con’s of each test is as follows: The interview test is more valid (The questions are more likely to determine whether or not a youth knows a skill) than the objective test (a multiple-choice question may only ascertain that the youth does or does not know one part of a skill). The objective test is more reliable than the interview test, in that a youth is more likely to answer an objective question the same from test to re-test, whereas two different examiners using the interview form may score the youth differently from test to re-test. We recommend that whenever possible, an examiner use the long form of the interview test. This is the most valid and comprehensive test. It also takes more examiner time to give than any other form. Our second choice is the short form interview assessment. The objective tests pose potential problems with youth that are most likely to be given this test. Often these youth have reading or comprehensive problems that will directly effect their ability to take the objective form of this test. If the examiner does not have the time to give the interview form and the youth does not have a reading or comprehension problem, the objective form is appropriate.

This test is not a standardized test and was not developed to compare one youth with another, or with a group of youth. Rather it was developed to determine individual knowledge of skills leading to a plan for that youth. The only important comparisons using this test should be test to re-test for the same person.

STEPS IN USING THE INDEPENDENT LIVING PROGRAM

STEP 1: You have a choice of four different assessment instruments for your agency to choose from.

a. **Interview Standard Assessment** - This format takes 1 1/2 hours to administer but is the most thorough - covering 16 categories and requiring an examiner to ask the youth 231 pass/fail questions. Follow-up questions have been provided for each skill statement to assess the skill level of the youth.

b. **Objective Standard Assessment** - This format requires a reading and comprehension level of 6th grade - covering 16 categories is self-administered with 231 multiple choice questions. This assessment can be taken directly on the computer

c. **Interview Short Form Assessment** - Covering 14 categories, this format requires an examiner to ask the youth 90 pass/fail questions.

d. **Objective Short Form Assessment** - Covering 14 categories, this format is self-administered of 90 multiple choice questions. This assessment can be taken directly on the computer

STEP 2: Enter the youth/clients demographics into the program. Then have the client complete the assessment on the computer (objective long and short form) or enter their scores into the computer if a hard copy objective format or Interview assessment was used. Note: the assessment should be given every six months until mastery. This will show progress (or lack of it) and reinforce effort of the client with a better assessment result.

STEP 3: Once the assessment results have been entered into the computer (or if the person took the assessment on the computer), a printout of the skill plan can be made. The plan, typically 15-40 pages long, can be printed out from the user's computer. It will include goals and strategies for the care provider/mentor/foster parent on how to teach the youth the skills the youth failed to pass.

STEP 4: Give skill plan to the youth as well as to the case worker, foster parent, group care provider, or other interested adult (mentor, etc.). The adult should have an idea of how many skills should be taught within a certain time, for example - two (2) skills per week. The adult works with the youth to teach the skills listed on the plan. The plan outlines what areas the care giver should cover and suggests ways to teach the skill.

STEP 5: Fill out the transition plan worksheet with youth who are 17 or above. Transition planning deals with a systematic transition from foster care to an independent living status. The transition plan may deal with a number of individual issues which are not dealt with through the youth's computerized independent living skill plan. The transition plan is written for approximately a six month period. The youth and a caseworker complete the plan, the computer will print the plan written in casework language, covering all completed areas. The plan should be reviewed, modified, and printed each six months through transition. Print the complete transition plan and file in youth's folder, giving copies to the youth, caseworker, foster parents, and any other interested parties.

EXAMPLE OF INTERVIEW ASSESSMENT

CATEGORY: MONEY MANAGEMENT AND CONSUMER AWARENESS

- 1___ **Knows the values of coins and currency and can make a transaction at a local store and count the change.**
 - a. *You have \$5.00 and go to the local convenience store to purchase a six pack of soda at \$1.50. How much will you have left? (approximately \$3.50)*
 - b. *You may wish to pull coins and currency out of your wallet or pocket and ask the youth to identify them.*
- 2___ **Has an understanding of the difference between “luxuries” and “necessities” in food, transportation, clothing, housing, etc.**
 - a. *Ask the youth to list things which he considers to be necessities in life. Responses should include: housing, food, clothing, etc. Some youth may have additional responses individual to their own needs.*
 - b. *Responses such as HD television, eating out nightly, stereo, brand name clothing, etc. should be considered luxuries.*
- 3___ **Understands the difference between “sale price” and “regular price,” and knows how to clip and save coupons.**
 - a. *What are some items you have bought on sale? What was the original price and the sale price?*
 - b. *Where can you find coupons to be used in grocery stores and how do you redeem the coupons?*
- 4___ **Understands (with assistance) how to create a monthly budget covering regular independent living expenses, can read monthly bank statements, compare balances and make adjustments such as deductions for fees.**
 - a. *What monthly expenses do you need to consider when creating a budget? Responses should include utilities, housing, food and transportation. Additionally, what is the approximate monthly cost of each budgeted item and what additional factors must be considered when creating a budget? (Seasonal billings, etc.)*
 - b. *The assessor may wish to have a sample budget sheet available so the youth may have the opportunity to show budgeting skills.*
- 5___ **Understands the difference between gross wage and take-home pay.**
 - a. *What is “take-home pay”?*
 - b. *What is “gross pay”?*
- 6___ **Understands the concept of paying bills on-line**
 - a. *Can you pay certain monthly bills on-line using the internet?*
 - b. *Have you ever paid a bill using the internet?*
 - c. *Does the client have a banking account? if so, does their bank provide electronic bill paying services?*
- 7___ **Shows some sales resistance to “something for nothing” advertising and “low weekly payment” credit plan.**
 - a. *What does “sales resistance” mean?*
 - b. *What is meant by “something for nothing” advertising?*
 - c. *Give me an example of a “low weekly credit plan.” (Rent by the week, used car lots which arrange payments on a weekly basis)*
- 8___ **Can comparison shop using unit pricing information.**
 - a. *Why is it important to compare prices of the same item at different stores?*
 - b. *The assessor may ask the youth a question involving different items in which unit pricing would be useful.*
 - c. *T___ F___ Buying in large quantities will usually save you money per unit cost.*
- 9___ **Knows how and where to obtain a money order, knows not to pay bills with cash by mail, and knows money orders and checks can be used as receipts.**
 - a. *What is a money order?*
 - b. *Where could you purchase a money order and what is the approximately cost of a money order?*
 - c. *Why should you not pay bills by cash in the mail? Why should canceled checks and money order receipts be saved?*
- 10___ **Can open a checking or savings account, write checks, make withdrawals and deposits, make banking transactions (checking and/or savings) and record transactions. Can use budgeting skills on a weekly basis.**
 - a. *Do you currently have a checking or savings account?*
- 11___ **Understands the responsibility of filing federal and state tax forms, recognizes the information required for filing taxes, and knows where to go to obtain assistance for filing.**
 - a. *Have you ever filed federal income taxes?*
 - b. *Do you know where to locate the necessary forms and seek assistance in filling out and filing these forms?*
 - c. *When are federal income taxes due?*

EXAMPLE OF OBJECTIVE ASSESSMENT

CATEGORY: MONEY MANAGEMENT

1. You have \$5.00 and want to buy something in a drug store for \$1.79. How much will you have left?

1. *Three dollars, one dime, one nickel and four pennies*
2. *Two dollars, one quarter, one dime and four pennies*
3. *Three dollars, two dimes and one penny*
4. *Three dollars, one dime and one penny*

2. Which is a necessity?

1. *Makeup*
2. *Cell Phone*
3. *Food*
4. *Television*

3. Which sale price is the best savings, if the regular price is \$1.50?

1. *\$.99*
2. *\$1.45*
3. *\$1.19*
4. *\$.75*

4. You earn \$800.00 per month (\$200 per week) in income. Your monthly expenses are Rent = \$300.00, Cell Phone = \$40.00, Bus fare = \$20.00. Your weekly expenses are \$50.00 for food. Based on a four (4) week month, how much do you have left?

1. *\$345.00*
2. *\$240.00*
3. *\$290.00*
4. *\$400.00*

5. What is “take-home pay?”

1. *The total amount of the payroll check before taxes*
2. *The total amount of the payroll check after taxes*
3. *Money in your bank account after the deposit*
4. *Your allowance for the week*

6. What is an advantage of having automatic payment(electronic transfer) from you checking account to pay one of your monthly bills?

1. *Writing checks is limited*
2. *You give up certain control of your checking account*
3. *Your bills will be paid by due date*
4. *Both 1 and 3 are correct*

7. Julio has budgeted \$200.00 a month for a car payment. He decided to visit Joe’s Auto Sales and looks at 4 different cars. Which payment plan is within Julio’s budget?

1. *\$60.00 per week*
2. *\$225.00 per month*
3. *\$50.00 per week*
4. *\$80.00 per week*

8. Store 1 has soft drinks on sale at \$2.00 per six pack; Store 2 has soft drinks on sale at \$.40 each; Store 3 has soft drinks on sale at \$4.25 per twelve-pack; Store 4 has soft drinks on sale at \$7.25 per case (24 cans). Which store has the best savings per can?

1. *Store # 1: \$2.00 per six pack*
2. *Store # 2: \$.40 each can*
3. *Store # 3: \$4.25 per twelve pack*
4. *Store # 4: \$7.25 per case (24 cans)*

9. Which is the worst method for you to pay your electric bill?

1. *Buy a money order at a convenience store and send to the electric company*
2. *Send cash to the electric company by mail*
3. *Send check to electric company by mail*
4. *Pay electric bill by cash in person at electric company*

10. Keisha's checkbook says she has \$80.00, the bank says she has \$120.00. What should Keisha do?

1. *Call the bank and complain about the difference of balances*
2. *Find out which checks have not cleared the bank*
3. *Withdraw all money from the bank*
4. *Write another check to correct the balance*

EXAMPLE GENERATED SKILL PLAN PRINTOUT

MONEY MANAGEMENT/CONSUMER AWARENESS

Question #1

GOAL: The youth will be able to make transactions at the store using currency and will also be able to determine the correct change she should receive in the transactions.

STRATEGY: a) Youth Care provider will teach the values of coins and currency. This can best be achieved by taking The youth to the store and letting her purchase items or by practicing this skill using play money.

b) Whenever possible The youth will be allowed to make purchases, with Youth Care provider to monitor progress in this area. c) Youth Care provider may give The youth an allowance to practice this skill on a regular basis.

RESPONSIBLE PERSON _____ **TIMELINE** _____

Question #5

GOAL: The youth will be able to understand gross wage and take-home pay.

STRATEGY: a) Youth Care provider should request that the youth present a pay stub from the youths employer and review all deductions taken from the youth wages.

b) Social Security deductions (FICA) are calculated at a flat percentage of the gross wage.

c) Federal income tax varies, depending on the number of exemptions claimed on the W-4 form completed when accepting employment and the amount of money earned.

d) State income taxes where applicable are figured in the same manner as the federal income tax.

e) City income taxes where applicable are figured in the same manner as the state and federal income tax.

f) Other deductions may be optional to the employee, including health insurance, United Way donations, etc.

g) Youth Care provider should seek assistance from the payroll director in teaching this skill if unsure about the deductions listed on the check stub.

RESPONSIBLE PERSON _____ **TIMELINE** _____

Question #9

GOAL: The youth will be made aware of how and where to obtain a money order and why not to pay bills with cash by mail.

STRATEGY: a) Youth Care provider will obtain information necessary to show the youth how to obtain a money order from different locations within the area. (Post office, convenience store, Wal-Mart etc..)

b) Youth Care provider will explain to the youth the need for paying bills by check or money order rather than cash and will also explain that if cash is lost in mail, there is no way to recover the money. If a check or money order is lost in the mail, payment on the check or money order may be stopped for a nominal fee.

c) Bank personnel may assist Youth Care provider in information on this subject.

RESPONSIBLE PERSON _____ **TIMELINE** _____

Question #10

GOAL: The youth will be able to correctly carry out banking transactions: opening accounts, writing checks, making deposits and withdrawals.

STRATEGY: a) Teaching materials are available through most bank websites and walk in locations . Libraries can also assist in teaching this skill. There are also many games to help facilitate this skill

b) Youth Care provider will assist the youth in opening accounts.

c) Youth Care provider will assist the youth in making banking transactions (writing checks, making deposits and withdrawals, and recording transactions).

RESPONSIBLE PERSON _____ **TIMELINE** _____

Daniel Memorial Institute

Example

Transition Plan Worksheet

Client Name: _____ ID Code (SSAN): _____

Placement Information (Screen 1)

When was the client placed out of custody of parents? _____ / _____ / _____
How many placements (total) has the client had? _____
What is the expected discharge date from this agency? _____ / _____ / _____
Has the client had a discharge (exit) interview? _____
When (did/will) this occur? _____ / _____ / _____
What type of placement will the client go to next? _____
Have all documents for next placement been gathered? _____
Does this agency have a regular group meeting to teach life skills? _____
What is the start date for this client to attend these meetings? _____ / _____ / _____
On what day of the week are the meetings held? _____
time of day? _____

Skill Plans (Screen 2)

What opportunities will parents provide to teach skills in the home? _____

What opportunities will the agency provide to teach skills in the home? _____

What special medical needs does the client have? _____

Does the client know where to receive general medical help? _____ YES _____ NO

What is the location of general medical services in the community? _____

Living Options/Budgeting Assistance (Screen 5)

What are the different independent living options available to the client? (Circle all that apply)

- | | |
|---|----------------|
| 1. Apartment with or without a roommate | 5. HUD housing |
| 2. Boardinghouse | 6. Other _____ |
| 3. Room in a house with a family | 7. Other _____ |
| 4. Apartment owned/operated by agency | 8. Other _____ |

What is the client's first choice of above? _____

List the living arrangements and time lines from current to independence: _____

Does the client require any additional assistance to live independently? _____ YES _____ NO

What assistance is needed? _____

What date will this assistance plan be completed? ____ / ____ / ____

Necessary Documents (Screen 6)

| | Y=Has | N= Needs | X=Not applicable | | |
|------------------------|-------|---------------------|------------------|----------------------|-------|
| Birth Certificate | _____ | Citizenship Papers | _____ | GED Certificate | _____ |
| Social Security Card | _____ | Driver's License | _____ | Medical Records | _____ |
| Selective Service Card | _____ | High School Diploma | _____ | Immunization Records | _____ |

Transition Plan Review (Screen 7)

Other documents needed by this client: _____

When is the next review of this plan and who will need to attend? _____ / ____ / ____

Additional Plans

What plans do you want to include that have not been covered elsewhere? _____

EXAMPLE TRANSITION PLAN

Client Number: 2655869ZX
DOB: 08/06/93

Name: BRENDA PARKER
Case Mgr: BOB ARNOLD

Brenda is a white female with no dependents. Currently residing in Group Care, Brenda was given 2 Independent Living Skills Assessments, the most recent at age 15. She is eligible for the 4-E program. She has been employed by Daniel Memorial Institute since 03/18/10 and earns an hourly rate of \$8.00. She attends Terry Parker Senior High in 11th Grade and expects to graduate on or around 06/01/12.

First place in care on 05/23/03, Brenda has had 7 placements. She is scheduled to be discharged on 03/02/11 and has had a discussion about post-discharge plans. The date for this discussion was/will be 01/15/11. Brenda does not have all the documents required for the next placement, and these will be gathered before she moves.

The status of each of Brenda's documents is as follows:

| DOCUMENT | STATUS |
|-------------------------------------|--------|
| Birth Certificate | Has |
| Social Security Card | Has |
| Selective Service Registration Card | N/A |
| Citizenship Papers | Needs |
| Driver's License | Needs |
| High School Diploma | Needs |
| GED Certificate | Needs |
| Immunization History | Has |

LEARNING INDEPENDENT LIVING SKILLS

Brenda has had a total of 2 Independent Living Skills assessments; the most recent reassessment was given 10/04/09. Brenda will supplement any individual skill plans by attending life skills classes. These classes begin 08/12/10 and meet on FRIDAY at 2:00P.

Brenda will have these opportunities to practice life skills at home: Foster parents will allow Brenda to wash her own clothes, open a bank account, plan meals, purchase the food and cook the meals, and will help her start a savings plan for purchasing a car.

The agency will assist her in learning life skills by the following: The agency will take Brenda to the Health Department and to the community clinic to show her where she can receive health care. The agency will pay for driver's education and allow Brenda to get a driver's license.

LIVING OPTIONS

Brenda has the following living options available to her:

1. Apartment with or without a roommate 2. Boardinghouse 3. Room in a house with a family 4. Apartment owned/operated by the agency 5. HUD housing 6. Low Income Housing

EXAMPLE TRANSITION PLAN

Client Number: 2655869ZX
DOB: 08/06/93

Name: BRENDA PARKER
Case Mgr: BOB ARNOLD

Brenda's first choice is: 1. Apartment without a roommate

List the living arrangements and time lines from current to independence: Currently living with foster parents, she will move to an apartment on or around Aug. 1, 2011 with close supervision of a caseworker.

It is anticipated that she will require the following budget assistance: Brenda will require budget assistance as follows: She will need to have approximately \$300.00 per month in assistance from the Independent Living stipend to supplement her low wages.

MEDICAL NEEDS

Brenda has the following medical needs:

Family history of heart disease but no known medical problems.

She has been told where to seek routine, affordable medical care. General medical services can be obtained from the following clinic(s) or office(s): 222 Southpoint Street, Jacksonville, FL 555-5433

PSYCHOLOGICAL/COUNSELING NEEDS

Brenda had a psychological evaluation on 02/02/10. She is scheduled for a psychological reevaluation on 04/15/11 at Psychological Associates, PA. The number for a local support group for her to attend is 555-5467. It is important that Brenda have a complete understanding of her psychological needs. For this reason, a meeting has been scheduled for 06/21/10, 10 A.M., to discuss these issues.

EDUCATIONAL/VOCATIONAL

Brenda has not had an educational/vocational evaluation as of this date. Brenda's ultimate educational/vocational goal is: To complete GED and then attend community college for training in computer programming.

The steps she will take to achieve these goals are: Principal has agreed to refer her to the GED program which she will begin in the summer. Upon completion, she will need to apply to the local community college.

TRANSITION PLAN REVIEW

This transition plan will be reviewed and updated at a meeting scheduled for 10/18/10; Brenda will attend, as well as Bob Arnold, her case manager, Donna Deight, her foster mother, and her natural mother.

ADDITIONAL PLANS

Brenda has a brother in foster care in Georgia that she has not seen or heard from in over two years, She wants some help in locating him. Marion Robertson has agreed to try and locate him.

Order Form

| Item No. | Description | Qty | Unit Price | Total Amount |
|-----------|---|-----|------------|--------------|
| ILS 26v10 | Complete Windows ILS 10 System | | \$1,195.00 | |
| ILS 20v10 | Network / Multi-User (1-10) ILS 10 System | | \$2,995.00 | |
| ILS25v10 | Upgrade for Previous ILS users | | \$195.00 | |
| ILS2v10 | Interview Long Form Assessment <i>Pk of 5</i> | | \$14.00 | |
| ILS14v10 | Interview Short Form Assessment <i>Pk of 10</i> | | \$13.00 | |
| ILS15v10 | Objective Long Form Assessment <i>Pk of 5</i> | | \$14.00 | |
| ILS16v10 | Objective Short Form Assessment <i>Pk of 10</i> | | \$13.00 | |
| ILS8 | Skill Plan Service | | \$25.00 | |
| ILS8B | Assessment and Skill Plan (1 assessment and & skill plan) | | \$29.00 | |

| | | | | | | | | | |
|---|--|-----------------|--|------------|--|---------------------------------------|--|--------------------|--|
| ILS System requirements: Windows XP, Vista, Windows 7 ready 500 Mhz Intel Pentium II or higher, 512 MB RAM, CD-ROM drive, 500 MB free hard disk space. <b style="color: red;">Minimum S&H Charge \$6.00 Add 8% Shipping and Handling Charge **Florida residents please attach Tax Exempt certificate or add 7% sales tax | <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: right;">Subtotal</td> <td style="border-bottom: 1px dashed black; width: 50px;"></td> </tr> <tr> <td style="text-align: right; font-size: small;">Add 8% S&H</td> <td style="border-bottom: 1px dashed black;"></td> </tr> <tr> <td style="text-align: right; font-size: x-small;">** +7% Sales Tax FL Residents Only</td> <td style="border-bottom: 1px dashed black;"></td> </tr> <tr> <td style="text-align: right;">Grand Total</td> <td style="border-bottom: 1px dashed black;"></td> </tr> </table> | Subtotal | | Add 8% S&H | | ** +7% Sales Tax FL Residents Only | | Grand Total | |
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| ** +7% Sales Tax FL Residents Only | | | | | | | | | |
| Grand Total | | | | | | | | | |

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|---|----------------------------|
| METHOD OF PAYMENT | FED ID # 59-3067752 |
| Credit Card: : Expiration Date _____ Visa <input type="radio"/> MasterCard <input type="radio"/> American Express <input type="radio"/> Discover <input type="radio"/> Account No. _____ Signature _____ Sec Code _____ Purchase Order # _____ Check# _____ | |

SEND INVOICE TO:

Name _____

Agency _____

Address _____

City _____ State _____ Zip _____

Telephone _____

SHIP TO: Please No "PO" Boxes

Name _____

Agency _____

Address _____

City _____ State _____ Zip _____

Telephone _____

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