

Promoting Readiness of Minors in SSI (PROMISE)

Discussion Guide

Please read to or display the following Paperwork Reduction Act statement to participants:

Paperwork Reduction Act Statement – This Electronic Bulletin Board/focus group, cleared under OMB No. 0960-0788, meets the requirements of 44 U.S.C. § 3507, as amended by section 2 of the Paperwork Reduction Act of 1995. Participation in this activity is voluntary. We estimate that it will take approximately 2 hours to complete. If you would like to comment on our time estimate, please send your comments to: SSA, 6401 Security Blvd Baltimore, MD 21235-6401.

Foundational Research Questions

1. Are youth on SSI receiving appropriate mentoring/services to transition to independent living?
2. What expectations do parents and guardians have for children receiving SSI?

Resources for Children: Formal Support(s)

1. What are parents' knowledge of available services and eligibility requirements?
2. What are parent expectations for children in school and beyond?
3. How do parents use the formal support services? (Past and Present)
4. What motives parents to various support services? Or, cease to use various support services?
5. What are some of the benefits of the support services? (Including future expectations for their children)
6. What are parents' general impressions of the existing and potential services?

Resources for Children-Informal Support(s)

1. Who is involved in the child's life? (Example - parent, teacher, etc.)
2. How are they involved?
3. Is their involvement effective?
4. What are parents' general impressions of the informal support they receive?

Resources for Parents

1. What support do parents receive?
2. Do these supports help parent support and care for their children, while also helping the child achieve self-sufficiency?

3. What additional support(s) would help?

Coordination among Services

1. What are parents' impression regarding the coordination among services received by children receiving SSI?
2. What are the benefits of such coordination?

Closing Questions

1. Are children whose parents are more concerned about whether their child will receive benefits past age 18 more likely to use support?
2. How would financial incentives affect decisions regarding achieving specific goals? (Example - graduating high school)