Online Appendix for:

The (Lack of) Anticipatory Effects of the Social Safety Net on Human Capital Investment

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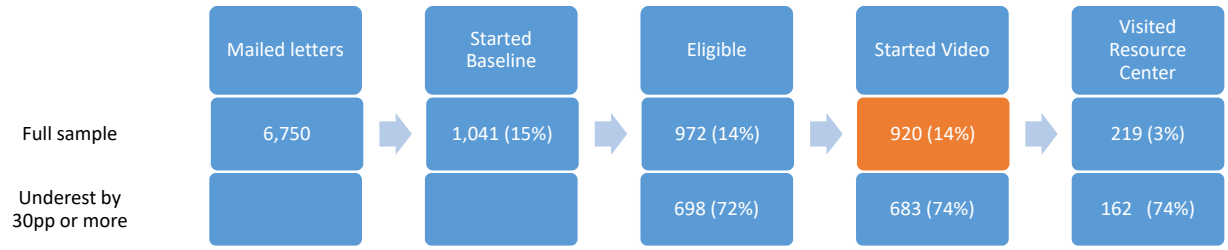
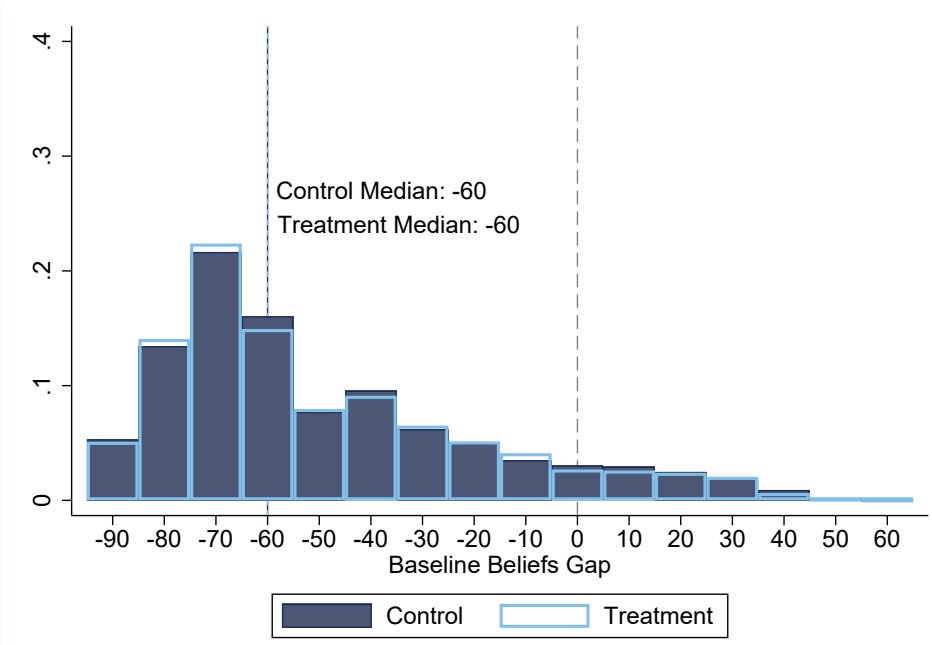


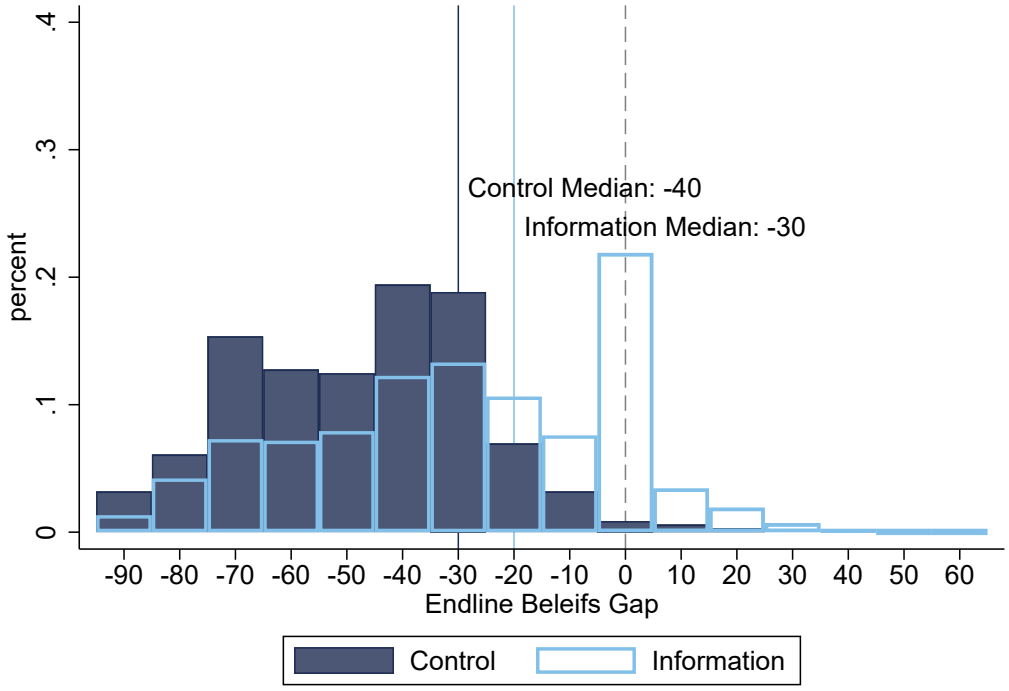
Appendix Figure A.1: Response rate at each survey phase in the mechanism experiment

Notes: Figure replicates Figure 2 for the mechanism experiment.



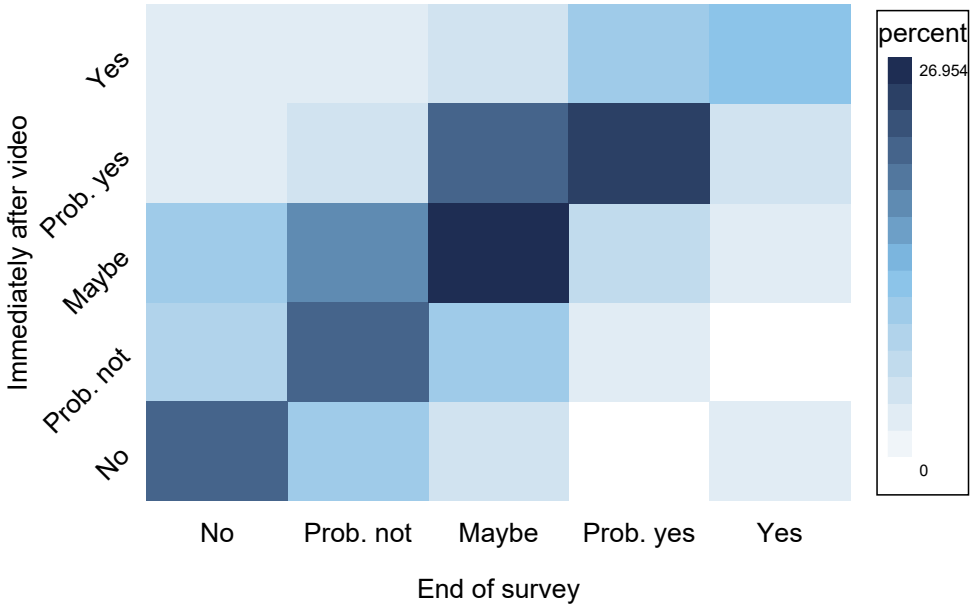
Appendix Figure A.2: At baseline, parents underestimate child's likelihood of SSI removal

Notes: Figure presents the gap between a parent's beliefs about their child's likelihood of removal minus their child's true predicted likelihood of removal separately for the Treatment and Control groups in the main experiment. Average perceived baseline removal probability comes from answers to the question "How likely do you think it is that [KID] will lose SSI benefits over the next 10 years?" This question is asked of respondents who respond to the preceding question "Do you think there's any chance [KID] will stop receiving SSI benefits over the next 10 years?" with "Yes, there is some chance that [his/her] benefits will stop." For those who respond "No, there is no chance that [his/her] benefits will stop," we code their perceived likelihood of removal as 0. Online Appendix Section D includes more information on the measurement of parent beliefs. Sample size: Control N = 2854; Treatment N = 3114.



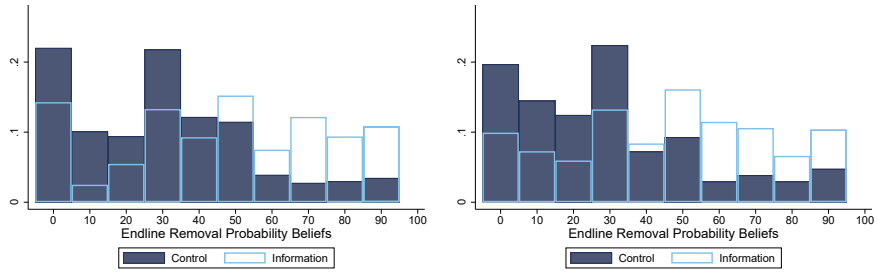
Appendix Figure A.3: In response to information, treated parents update beliefs relative to control parents (underestimators)

Notes: Figure is the same as Figure 4 limited to those who underestimate their child's likelihood of removal by 30pp or more at baseline in the main experiment. Again, we exclude the Information-Perverse group. Endline beliefs are responses to the endline question "How likely do you think it is that [KID] will lose benefits?" This question is asked of respondents who respond to the preceding question "Do you think that [KID] will lose SSI benefits as an adult?" with anything other than "No, won't lose benefits." For those who respond "No, won't lose benefits," we code their perceived likelihood of removal as 0. See Online Appendix Section D for more information on the measurement of endline beliefs. Sample size: Control N = 345; Information N = 2397.



Appendix Figure A.4: Information group's updated beliefs in response to information persist even after web survey completion

Notes: Figure presents the relationship between responses among Information group parents to the question "Do you think [KID] will lose benefits as an adult?" immediately after parents watch the removal information video and the same question at the end of the Resource Center. The sample is the Information group in the main experiment.

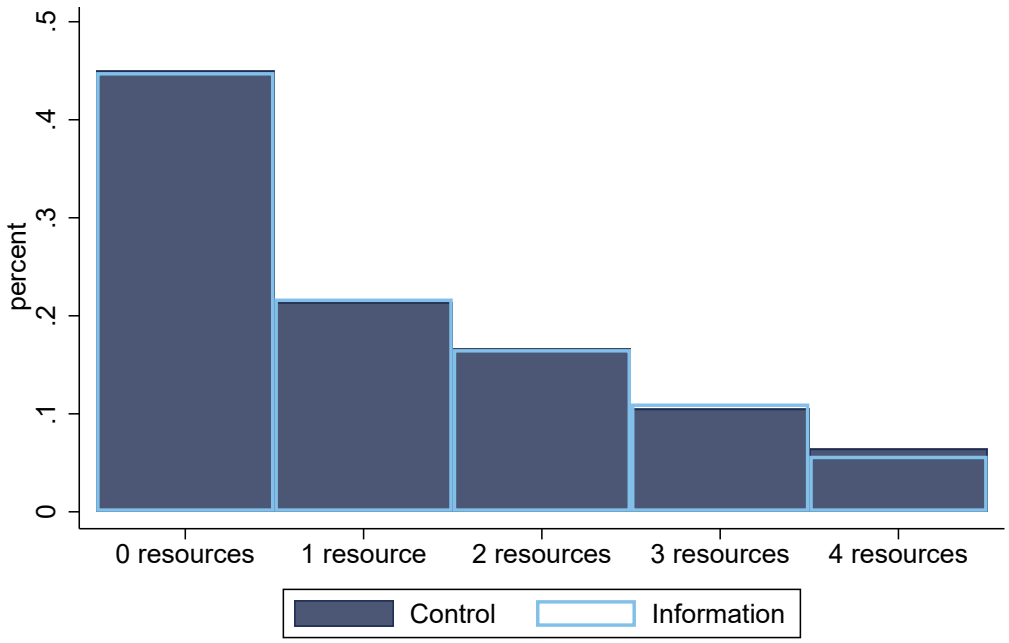


(a) Endline beliefs for Control v Info: main

(b) Endline beliefs for Control v Info: mechanism

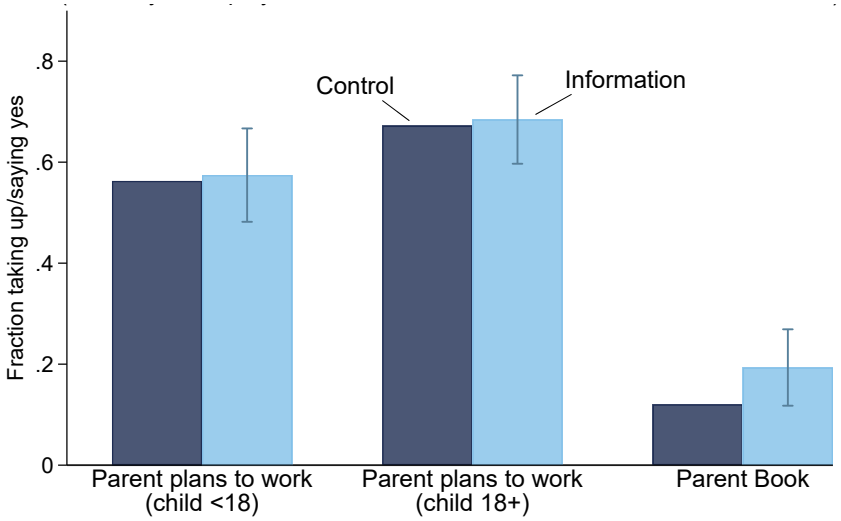
Appendix Figure A.5: Treated parents more likely to update that child will lose benefits

Notes: Panels (a) and (b) show endline beliefs for Control and Information groups in the main and mechanism experiments, respectively. The sample for both panels is the Information group and the random subset of the Control group from whom we gathered endline data. Panel (a) sample size: Control N = 436; Information N = 2758. Panel (b) sample size: Control N = 442; Information N = 453.

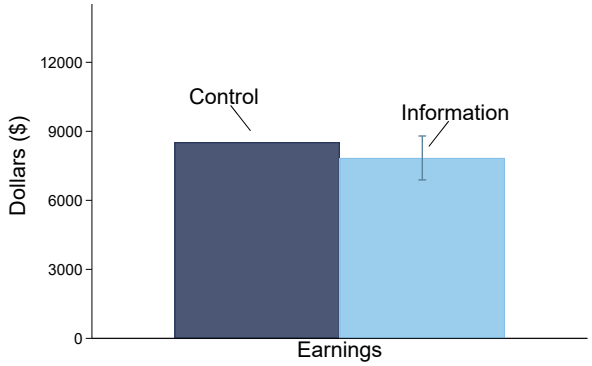


Appendix Figure A.6: No difference across Control and Information groups in number of education resources selected

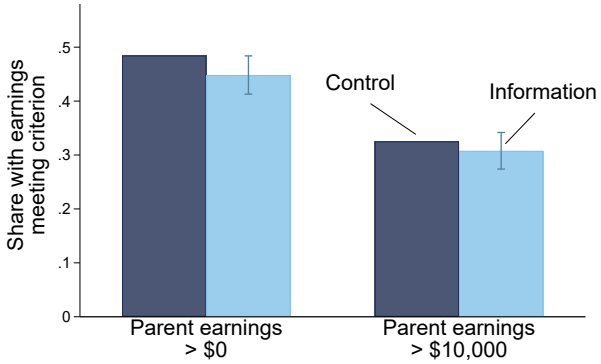
Notes: Figure shows the distribution across the Control and Information groups in the main experiment of the number of primary resources (Career Book, Tutoring, Math Skills, and Job Training) selected. The sample limits to those who a) underestimate the removal probability by at least 30pp at baseline, and b) are not in the Information-Perverse group. Sample size: Control N = 2282; Information N = 2307



(a) Work plans for unemployed parents



(b) Earnings for parents with below-median prior earnings



(c) Fraction earning above threshold amounts for parents with below-median prior earnings

Appendix Figure A.7: Currently unemployed parents do not increase plans to work in response to removal info

Notes: Top graph shows, among currently unemployed parents in the mechanism experiment, the fraction saying "Yes" to the questions "In the next few years, while your child is under 18, do you plan to work at a job?" and "Once your child becomes a young adult, do you plan to work at a job?" in the endline survey. It also shows the fraction choosing the $35 survey payment plus parent career book (versus $40 survey payment or no response) and the 95% confidence interval. The sample for the top graph is all parents (Treatment and Control groups) in the mechanism experiment who underestimate the removal probability by at least 30pp at baseline. See Online Appendix Table A.18 for estimates. Bottom left graph shows 2022 earnings for parents with below-median prior earnings (measured as average earnings over the years when the child is 6 to 12 years old). Bottom right graph shows the likelihood of parents earning more than $0 (left) or $10,000 (right) in 2022 for parents with below-median prior earnings. The sample for the bottom graphs is all parents (Treatment and Control groups) in the combined main and mechanism studies who underestimate the removal probability by at least 30pp at baseline and have below-median prior earnings. We cut on median prior earnings as a proxy for parental employment. Many parents have positive but very low prior earnings, which we interpret as weak labor force attachment. Since 50% of parents in our sample report being employed in the survey, we divide the sample for the administrative data analysis at median earnings. See Online Appendix Table A.11 for estimates. Sample sizes: Top graph: Control group N = 183, Information group N = 167. Bottom graphs: Control group N = 1,319, Information group N = 1,327.

Appendix Table A.1: No difference in effects between History and Geography groups

Dependent Var:	Job Training	Math Skills	Tutoring	Career Book	Pooled
	(1)	(2)	(3)	(4)	(5)
Geography	-0.001	-0.005	-0.004	0.018	0.004
	[0.017]	[0.017]	[0.016]	[0.016]	[0.011]
History Mean	0.31	0.35	0.24	0.26	0.29
N (Individuals)	2,854	2,854	2,854	2,854	2,854
N (History)	1,409	1,409	1,409	1,409	1,409
N (Geography)	1,445	1,445	1,445	1,445	1,445
N (Observations)	2,854	2,854	2,854	2,854	11,416

Notes: Table shows OLS regressions where the dependent variables are 0/1 indicators for the take-up of human capital investments. All regressions control for stratum fixed effects and a vector of controls selected by double-LASSO as shown in Online Appendix Table E.3. Column (5) pools the outcomes from columns (1)–(4) into one regression and includes an additional control for resource type. Robust standard errors are in brackets, except for regression (5) where standard errors are clustered at the individual level. The sample for the regressions includes the Control group of the main experiment. Geography is an indicator for having been assigned to the Geography subgroup (versus History subgroup).

Appendix Table A.2: Those in the sample and not in the sample look similar on observables

	All invited		In sample vs not in sample		
			In sample	Not in sample	Std. Diff.
	(1) Mean	(2) SD	(3) Mean	(4) Mean	(5) Diff.
A. Administrative Data					
Female Child	0.26	0.44	0.27	0.26	0.02
Child's Age	15.75	0.89	15.73	15.75	-0.02
Single Parent Household	0.76	0.43	0.73	0.77	-0.07
Mother's Age	40.36	6.10	40.36	40.37	-0.00
Sibling on SSI	0.27	0.44	0.26	0.27	-0.03
Months receiving SSI	72.14	43.60	71.19	72.32	-0.03
Had a Child Medical Review	0.77	0.42	0.77	0.77	-0.01
Lost SSI from Child Medical Review	0.18	0.38	0.16	0.18	-0.04
B. Removal Probability					
Predicted Likelihood of Removal	69.84	11.82	69.60	69.88	-0.02
Test for joint orthogonality					
F-stat					6.72
P-value					0.00
Number of individuals	37,000		5,968	31,032	
Percent of Sample	100.0		16.1	83.9	

Notes: Table shows summary statistics for those in our experimental sample and those not in our experimental sample from Social Security Administration administrative data. Child's age and mother's age is as of January 1, 2022. "In sample" includes anyone who started the survey and made it to the video section of the survey. "Not in sample" includes anyone who was sent an invitation to complete the web survey but is not in our sample, either because they did not start the survey at all or because they started it and exited before the video section.

Appendix Table A.3: Treatment effects are similar regardless of response timing

Dependent Var:	Pooled resources		
	Weeks 1-3	Weeks 4-6	Weeks 7-9
	(1)	(2)	(3)
Panel A. Treatment effect of information on resource take-up			
Information	-0.001	-0.041	0.012
	[0.009]	[0.038]	[0.026]
Control Mean	0.29	0.32	0.20
p-value Weeks = Weeks 1-3		.29	.63
N (Individuals)	3,871	268	450
N (Control)	1,945	131	206
N (Information)	1,926	137	244
N (Observations)	15,484	1,072	1,800
Panel B. IV estimate of effect of beliefs on resource take-up			
Endline Beliefs	-0.002	-0.002	-0.001
	[0.002]	[0.002]	[0.002]
Control Mean	0.30	0.34	0.25
N (Individuals)	2,438	288	468
N (Control)	97	137	202
N (Information)	2,341	151	266
N (Observations)	9,752	1,152	1,872

Notes: Table presents estimates from OLS regressions that pool the four primary outcomes (take-up job training, math skills, tutoring, and career book), separately for individuals who participate in the first 3 weeks of the study, the middle 3 weeks, or the last 3 weeks. Each individual has four observations—one observation for each resource. Standard errors (in brackets) are clustered at the individual level. The sample limits to those in the main experiment who a) underestimate the removal probability by at least 30pp at baseline, and b) are not in the Information-Perverse group. Each regression includes stratum fixed effects. As described in Online Appendix Section D, IV models in this table were fixed to account for a pathing issue in our results. Each regression includes stratum fixed effects and controls selected by double-LASSO, shown in Online Appendix Table E.3.

Appendix Table A.4: No effect on job training take-up in states with vs without forms

Dependent Var:	Job Training	
	Form	Non-form
	(1)	(2)
Panel A. Treatment effect of information on resource take-up		
Information	0.021	-0.010
	[0.018]	[0.018]
Control Mean	0.24	0.35
N (Individuals)	2,001	2,588
N (Control)	990	1,292
N (Information)	1,011	1,296
Test of coef. equality		0.23
Panel B. IV estimate of effect of beliefs on resource take-up		
Endline Beliefs	0.001	-0.001
	[0.002]	[0.002]
Control Mean	0.22	0.32
N (Individuals)	1,429	1,765
N (Control)	192	244
N (Information)	1,237	1,521

Notes: Table shows OLS regressions where the dependent variable is a 0/1 indicator for completing an intake form for vocational rehabilitation services (in applicable states) or requesting information on how to sign up for those services. "Form" indicates states where we offered participants to complete the state's vocational rehabilitation form; "non-form" indicates states where we did not have the state's form so we offered participants information about where to sign up (see Section 3.1 for more details). Robust standard errors are in brackets. The sample limits to those in the main experiment who a) underestimate the removal probability by at least 30pp at baseline, and b) are not in the Information-Perverse group. Each regression includes stratum fixed effects and controls selected by double-LASSO, shown in Online Appendix Table E.3.

Appendix Table A.5: Providing information does not affect any secondary work or education outcomes

Dependent Var:	Visited Resource Center	Thinks child will work full-time	Education Planning	Job Training
	(1)	(2)	(3)	(4)
Information	-0.018	-0.001	0.007	0.009
	[0.013]	[0.011]	[0.013]	[0.012]
Control Mean	0.73	0.23	0.27	0.24
N (Individuals)	4,589	4,379	4,589	4,589
N (Control)	2,282	2,183	2,282	2,282
N (Information)	2,307	2,196	2,307	2,307

Notes: Table shows OLS regressions where the dependent variables are 0/1 indicators for visiting the Resource Center, for responding parent expects child to work full-time in adulthood, and for checking the box for education planning services (or employment training services) as part of the vocational rehabilitation resource in the Resource Center. All regressions include a vector of controls selected by double-LASSO as well as stratum fixed effects. Selected controls are listed in Online Appendix Table E.3. Robust standard errors are in brackets. The sample limits to those in the main experiment who a) underestimate the removal probability by at least 30pp at baseline, and b) are not in the Information-Perverse group.

Appendix Table A.6: Robustness: full sample version of Table 3

Dependent Var:	Job Training	Math Skills	Tutoring	Career Book	Pooled
	(1)	(2)	(3)	(4)	(5)
Information	0.007	-0.017	0.002	0.011	0.001
	[0.012]	[0.012]	[0.011]	[0.012]	[0.008]
Control Mean	0.30	0.34	0.23	0.27	0.29
N (Individuals)	5,727	5,727	5,727	5,727	5,727
N (Control)	2,854	2,854	2,854	2,854	2,854
N (Information)	2,873	2,873	2,873	2,873	2,873
N (Observations)	5,727	5,727	5,727	5,727	22,908

Notes: This table is analogous to Table 3 (which restricted to underestimators), but for the full sample in the main experiment. The table shows OLS regressions where the dependent variables are 0/1 indicators for the take-up of human capital investments. "Training" indicates completing an intake form for vocational rehabilitation services (in applicable states) or requesting information on how to sign up for those services. "Math Skills" indicates requesting log-in information for the math/computer skills platform in the Resource Center. "Tutoring" indicates choosing the $300 in tutoring, versus $50 in cash in the lottery or no response. "Career Book" indicates choosing a $35 survey payment plus career book (worth $16), versus a $40 survey payment or no response. Column (5) pools the outcomes from columns (1)–(4) into one regression. Robust standard errors are in brackets, except for regression (5) where standard errors are clustered at the individual level. In columns (1)–(4), each individual has one observation; in column (5), each individual has four observations—one observation for each resource. The sample is the Information (i.e., Treatment excluding Information-Perverse) group and the Control group. Each regression controls for stratum fixed effects and a vector of additional controls selected by double-LASSO. See Online Appendix Table E.3 for a list of selected controls.

Appendix Table A.7: Robustness: no-priming version of Table 3

Dependent Var:	Job Training	Math Skills	Tutoring	Career Book	Pooled
	(1)	(2)	(3)	(4)	(5)
Information	0.008	-0.010	0.006	0.014	0.006
	[0.014]	[0.014]	[0.013]	[0.013]	[0.009]
Control Mean	0.30	0.34	0.22	0.25	0.28
N (Individuals)	4,244	4,244	4,244	4,244	4,244
N (Control)	1,937	1,937	1,937	1,937	1,937
N (Information)	2,307	2,307	2,307	2,307	2,307
N (Observations)	4,244	4,244	4,244	4,244	16,976

Notes: This table is analogous to Table 3, but excluding members of the control group who were asked the second beliefs question during the endline survey. Table shows OLS regressions where the dependent variables are 0/1 indicators for the take-up of human capital investments. "Job training" indicates completing an intake form for vocational rehabilitation services (in applicable states) or requesting information on how to sign up for those services. "Math Skills" indicates requesting log-in information for the math/computer skills platform in the Resource Center. "Tutoring" indicates choosing the $300 in tutoring, versus $50 in cash in the lottery or no response. "Career Book" indicates choosing a $35 survey payment plus career book (worth $16), versus a $40 survey payment or no response. Column (5) pools the outcomes from columns (1)–(4) into one regression. Robust standard errors are in brackets, except for regression (5) where standard errors are clustered at the individual level. In columns (1)–(4), each individual has one observation; in column (5), each individual has four observations—one observation for each resource. The sample limits to those who a) underestimate the removal probability by at least 30pp at baseline, b) are not in the Information-Perverse group, and c) if in the Control group, were not asked for their endline beliefs. Each regression includes stratum fixed effects and controls selected by double-LASSO, shown in Online Appendix Table E.3.

Appendix Table A.8: Robustness: no controls version of Table 3

Dependent Var:	Job Training	Math Skills	Tutoring	Career Book	Pooled
	(1)	(2)	(3)	(4)	(5)
Panel A. Treatment effect of information on resource take-up					
Information	0.0003	-0.0205	-0.0025	0.0076	-0.0038
	[0.0136]	[0.0140]	[0.0124]	[0.0130]	[0.0092]
Control Mean	0.30	0.34	0.23	0.25	0.28
N (Individuals)	4,589	4,589	4,589	4,589	4,589
N (Control)	2,282	2,282	2,282	2,282	2,282
N (Information)	2,307	2,307	2,307	2,307	2,307
N (Observations)	4,589	4,589	4,589	4,589	18,356
Panel B. IV estimate of effect of beliefs on resource take-up					
Endline Beliefs	0.0020	0.0004	-0.0012	-0.0007	0.0001
	[0.0013]	[0.0013]	[0.0012]	[0.0013]	[0.0009]
Control Mean	0.28	0.32	0.27	0.30	0.29
N (Individuals)	3,194	3,194	3,194	3,194	3,194
N (Control)	436	436	436	436	436
N (Information)	2,758	2,758	2,758	2,758	2,758
N (Observations)	3,194	3,194	3,194	3,194	12,776

Notes: Panel A is analogous to Table 3, but with no controls and Panel B is analogous to Table 5 but with no controls. Table shows OLS and IV regressions (with no controls) where the dependent variables are 0/1 indicators for the take-up of human capital investments. "Training" indicates completing an intake form for vocational rehabilitation services (in applicable states) or requesting information on how to sign up for those services. "Math Skills" indicates requesting log-in information for the math/computer skills platform in the Resource Center. "Tutoring" indicates choosing the $300 in tutoring, versus $50 in cash in the lottery or no response. "Career Book" indicates choosing a $35 survey payment plus career book (worth $16), versus a $40 survey payment or no response. Column (5) pools the outcomes from columns (1)–(4) into one regression. Robust standard errors are in brackets, except for regression (5) where standard errors are clustered at the individual level. In columns (1)–(4), each individual has one observation; in column (5), each individual has four observations—one observation for each resource. The sample limits to those in the main experiment who a) underestimate the removal probability by at least 30pp at baseline, and b) are not in the Information-Perverse group. Each regression includes stratum fixed effects. As described in Online Appendix Section E.1, IV models in this table were fixed to account for a pathing issue in our results.

Appendix Table A.9: No significant treatment effects for any subgroup

Dependent Var:	Pooled resources				
	Effect of information		IV		
	Underest.	Full sample	Full sample	Control Group Mean	N (Indiv.)
	(1)	(2)	(3)	(4)	(5)
Full sample	-0.002	0.001	-0.001	0.287	3,194
	[0.009]	[0.008]	[0.001]		
Said some chance of removal		0.008	-0.001	0.311	1,253
		[0.013]	[0.002]		
Said no chance of removal		-0.005	-0.002	0.273	1,878
		[0.010]	[0.001]		
Overestimate/accurate removal prob		0.015	0.003	0.313	635
		[0.018]	[0.004]		
Underestimate removal prob		-0.002	-0.002*	0.280	2,559
		[0.009]	[0.001]		
Underest removal prob, above 75th pctl		0.005	-0.001	0.272	1,316
		[0.012]	[0.001]		
Above median removal prob.		-0.009	-0.002	0.290	994
		[0.014]	[0.002]		
Below median removal prob.	0.006	0.006	-0.001	0.285	2,200
	[0.009]	[0.009]	[0.001]		
Above 75th percentile removal prob	-0.006	-0.006	-0.002	0.284	1,078
	[0.014]	[0.014]	[0.001]		
Parent says too early to plan	0.005	0.010	-0.002	0.231	1,557
	[0.011]	[0.011]	[0.001]		
Parent says not too early to plan	-0.007	-0.006	-0.001	0.338	1,631
	[0.013]	[0.011]	[0.001]		
Less credit constrained	-0.003	0.001	-0.002	0.268	1,112
	[0.014]	[0.013]	[0.002]		
More credit constrained	-0.003	0.001	-0.001	0.296	2,082
	[0.011]	[0.010]	[0.001]		
Resource not/somewhat useful	0.008	0.005	-0.001	0.177	2,206
	[0.010]	[0.009]	[0.001]		

Resource extremely useful	-0.006	0.000	-0.002	0.352	2,806
	[0.011]	[0.010]	[0.001]		
Resource not useful if no college	-0.003	-0.005	-0.001	0.193	2,385
	[0.010]	[0.009]	[0.001]		
Resource useful if no college	-0.007	0.001	-0.002	0.375	2,751
	[0.012]	[0.011]	[0.001]		
Parent says college not worth it	0.003	0.001	-0.002	0.269	1,421
	[0.012]	[0.011]	[0.001]		
Parent says college worth it	-0.008	-0.001	-0.000	0.345	1,228
	[0.016]	[0.014]	[0.001]		
Male child	-0.000	0.004	-0.001	0.286	2,335
	[0.010]	[0.009]	[0.001]		
Female child	-0.016	-0.010	-0.002	0.287	859
	[0.017]	[0.015]	[0.002]		
Younger child	-0.004	-0.003	-0.001	0.272	1,619
	[0.012]	[0.011]	[0.001]		
Older child	-0.001	0.006	-0.002	0.301	1,575
	[0.012]	[0.011]	[0.001]		
Received benefits < 5 yrs.	-0.019	-0.014	-0.002	0.302	1,439
	[0.013]	[0.012]	[0.001]		
Received benefits ≥ 5 yrs.	0.013	0.016	-0.001	0.273	1,755
	[0.012]	[0.010]	[0.001]		
Disability: physical	0.013	0.010	-0.003	0.272	405
	[0.025]	[0.022]	[0.003]		
Disability: mental	-0.005	-0.002	-0.001	0.293	2,681
	[0.009]	[0.009]	[0.001]		
Respondent edu: HS grad or less	0.001	0.000	-0.001	0.249	1,578
	[0.011]	[0.010]	[0.001]		
Respondent edu: at least some college	-0.007	0.002	-0.001	0.325	1,602
	[0.013]	[0.012]	[0.002]		
Respondent has a disability	-0.013	-0.010	-0.001	0.290	1,306
	[0.013]	[0.012]	[0.001]		
Respondent does not have a disability	0.007	0.008	-0.002	0.284	1,878
	[0.011]	[0.010]	[0.001]		
Respondent race: white	0.013	0.012	0.000	0.248	1,192
	[0.014]	[0.012]	[0.001]		
Respodnent race: Black	-0.000	0.006	-0.002	0.311	1,340

	[0.013]	[0.012]	[0.001]		
Respondent race: other	-0.028	-0.025	-0.005	0.311	645
	[0.021]	[0.018]	[0.002]		

Notes: Table shows estimates for different subgroups where the dependent variable pools our four main outcomes (book, tutoring, math, job training) into one regression. All regressions control for stratum fixed effects, resource type, and a vector of additional controls selected by double-LASSO (see Online Appendix Table E.3). Estimates in (1) and (2) are OLS; estimates in (3) are IV. Column (1) limits to those who underestimate their child's removal probability by at least 30pp at baseline. Column (3) limits to those we collected removal beliefs from at endline. Column (4) shows the control group mean. Column (5) shows the number of individuals in each IV regression. All columns exclude Information-Perverse group. See Figure 8 notes for definitions of subgroups. As described in Online Appendix Section E.1, IV models in this table were fixed to account for a pathing issue in our results.

Appendix Table A.10: OLS estimates of beliefs on resource take-up are also small

Dependent Var:	Pooled resource take-up		
	OLS		IV
	(1)	(2)	(3)
Endline beliefs	0.002	0.001	-0.001
	[0.001]	[0.001]	[0.001]
N (Individuals)	436	436	3,194
N (Control)	436	436	436
N (Information)	0	0	2,758
N (Observations)	1,744	1,744	12,776
Controls	N	Y	Y

Notes: Table shows estimates from regressions that pool the four primary outcomes (take-up of career book, tutoring, math skills, and job training). All regressions control for stratum fixed effects and resource type. Columns (2) and (3) include a vector of additional controls selected by double-LASSO for our Table 3 specification (see Online Appendix Table E.3). Estimates in (1) and (2) are OLS; estimates in (3) are IV. Columns (1) and (2) are limited to only the control group. Column (3) limits to those we collected removal beliefs from at endline and excludes the Information-Perverse group. The units for the dependent variable are 0/1. Endline beliefs represent endline perceived removal probability and run on a scale from 0 to 100.

Appendix Table A.11: Labor-force-attached parents increase work in response to information

Dependent Variable:	Parent			Mother		
	Earnings	Prob. earning > 0	Prob. earning > 10K	Earnings	Prob. earning > 0	Prob. earning > 10K
	(1)	(2)	(3)	(4)	(5)	(6)
Panel A. Full Sample						
Information	535	0.007	0.018	547	0.003	0.021
	[451]	[0.010]	[0.011]	[395]	[0.011]	[0.012]
Control Mean	16,862	0.648	0.513	12,568	0.585	0.433
N (Individuals)	6,648	6,648	6,648	6,380	6,380	6,380
Panel B. Underestimators Only						
Information	315	0.001	0.011	375	0.002	0.016
	[482]	[0.012]	[0.012]	[425]	[0.013]	[0.013]
Control Mean	16,098	0.640	0.503	11,918	0.574	0.420
N (Individuals)	5,273	5,273	5,273	5,048	5,048	5,048
Panel C. Underestimators, Above Average Parent Earnings						
Information	1529	0.039	0.039	1300	0.030	0.038
	[846]	[0.015]	[0.018]	[718]	[0.018]	[0.020]
Control Mean	23,713	0.797	0.682	16,392	0.688	0.546
N (Individuals)	2,627	2,627	2,627	2,542	2,542	2,542
Panel D. Underestimators, Below Average Parent Earnings						
Information	-681	-0.036	-0.017	-362	-0.026	-0.006
	[487]	[0.018]	[0.017]	[454]	[0.019]	[0.017]
Control Mean	8,524	0.484	0.325	7,369	0.458	0.291
N (Individuals)	2,646	2,646	2,646	2,506	2,506	2,506

Notes: Table shows OLS regressions of for parent earnings and earnings thresholds in 2022 from SSA administrative data. Columns (1)–(4) present earnings for all parents in household, while columns (5)–(6) are limited to mothers only. "Earnings" is parent/mother earnings in 2022. "Prob. of Working" is a 0/1 indicator for if the parent/mother is employed in 2022. "Prob earning $>$ 10K in 2022" is a 0/1 indicator for if the parent/mother earned more than \$10,000 in 2022. Panel A includes our full sample. Panel B limits to those who underestimate their child's removal probably by at least 30pp at baseline. Panels C and D continue to limit to only the underestimators, while also limiting to those who have above/below average prior parent earnings (measured as average earnings over the years when the child is 6 to 12 years old), respectively. We cut on median prior earnings as a proxy for parental employment. Many parents have positive but very low prior earnings, which we interpret as weak labor force attachment. Since 50% of parents in our sample report being employed in the survey, we divide the sample for the administrative data analysis at median earnings. Robust standard errors are in brackets. Each regression includes controls for stratum fixed effects, baseline earnings, and the vector of controls selected by double-LASSO for our pooled outcome. See Online Appendix Table E.3 for a list of selected controls.

Appendix Table A.12: No evidence that perverse incentives play a role in information's (lack of) effects

Dependent Var:	Job Training	Math Skills	Tutoring	Career Book	Pooled
	(1)	(2)	(3)	(4)	(5)
Information	-0.0034	-0.0195	-0.0011	0.0091	0.0027
	[0.0182]	[0.0188]	[0.0121]	[0.0127]	[0.0121]
Information-Perverse	-0.0459	0.0001	0.0353	-0.0153	-0.0080
	[0.0333]	[0.0352]	[0.0313]	[0.0320]	[0.0222]
Information ×	0.0111	0.0008			-0.0085
Confidentiality	[0.0258]	[0.0264]			[0.0172]
Confidentiality	0.0063	-0.0090			0.0047
	[0.0182]	[0.0187]			[0.0122]
Control Mean	0.30	0.34	0.23	0.25	0.28
p-value Information-			0.26	0.63	
Perverse = 0					
N (Individuals)	4,776	4,776	4,776	4,776	4,776
N (Observations)	4,776	4,776	4,776	4,776	19,104

Notes: Table shows OLS regressions where the dependent variables are 0/1 indicators for the take-up of human capital investments. "Treatment" indicates the Treatment group (including Information-Perverse group), "Information-Perverse" indicates the Information-Perverse group, and "Confidentiality" indicates that the respondent was assigned to the Confidentiality subtreatment (see Online Appendix B.4 for more details). All regressions include a vector of controls selected by double-LASSO and stratum fixed effects. See Online Appendix Table E.3 for a list of selected controls. Column (5) pools the outcomes from columns (1)–(4) into one regression and includes an additional control for resource type. Robust standard errors are in brackets, except for regression (5) where standard errors are clustered at the individual level. The sample limits to those who underestimate the removal probability by at least 30pp at baseline.

Appendix Table A.13: Main experiment descriptive questions

Baseline Questions	
	Full Sample
What is your relationship to [KID]? (n = 5944)	
Mother/Live Together	87.63%
Father/Live Together	5.99%
Relative/Live Together	2.73%
Mother/Don't Live Together	0.96%
Father/Don't Live Together	0.37%
Relative/Don't Live Together	0.62%
Other	1.70%
What is the highest level of education you have completed? (n = 5936)	
No formal schooling	1.03%
Less than high school	19.37%
High school graduate	30.07%
Some college	25.61%
Associate, Vocational, or Technical degree	16.36%
Bachelor degree	5.09%
Graduate degree	2.48%
What is your race/ethnicity?† (n = 5930)	
White	40.71%
Black	44.37%
Asian	1.11%
AIAN	3.14%
Latino	17.77%
Other	0.30%
Do you have a disability?† (n = 5949)	
No	58.67%
Yes, Cognitive disability	18.02%
Yes, Psychological disability	22.93%
Yes, Physical disability	14.09%
What is the monthly amount [KID] currently receives in SSI benefits? (n = 5573)	
0-199	7.45%
200-399	7.09%
400-599	13.22%
600-799	64.56%
800 or more	7.68%
What type of school is [KID] attending? (n = 5944)	

Regular school, receiving special education services	68.94%
Regular school, NOT receiving special education services	14.72%
Special school for persons with disabilities or behavioral issues	5.57%
Post-secondary, vocational, technical, business, or trade school	0.71%
Special education not in a school	0.54%
Home schooled	5.59%
My child does not go to school	0.52%
Other	3.42%

What grade is [KID] in? (n = 5934)

5th grade	0.34%
6th grade	0.32%
7th grade	1.75%
8th grade	12.23%
9th grade	35.25%
10th grade	31.13%
11th grade	17.96%
12th grade	1.01%

If money were not an issue, how far do you think [KID] would go in school? (n = 5935)

Not finish high school	5.86%
Graduate from high school	29.89%
Attend a community college or technical school	29.97%
Attend a four-year college or university	34.27%

If [KID] wanted to go to college, do you think your family could afford it? (n = 5917)

Definitely Not	37.25%
Unlikely	28.34%
Maybe	26.89%
Likely	4.92%
Definitely Yes	2.60%

Do you think [KID] will have a job as an adult? (n = 5919)

No	16.00%
Yes, a part-time job	46.27%
Yes, a full-time job	37.73%

Which of the following do you think would increase [KID]'s earnings from their future job enough to cover the cost?† (n = 4950)

Four-year college or university	46.61%
Community college or vocational/technical program	52.06%
High school diploma	40.81%
None of the above	5.15%

Would graduating from HS and excelling academically make your child more or less likely to remain eligible for SSI? (n = 239)	
Much more likely	10.88%
Somewhat more likely	11.72%
About as likely	32.64%
Somewhat less likely	21.34%
Much less likely	23.43%
I feel personally responsible for making sure that my child has a good future (n = 5949)	
Strongly disagree	8.42%
Disagree	0.57%
Neutral	3.78%
Agree	21.31%
Strongly agree	65.91%
It's too early to start thinking about my child's life as an adult (n = 5940)	
Strongly disagree	51.31%
Disagree	29.75%
Neutral	10.42%
Agree	5.29%
Strongly agree	3.23%
I am confident that my actions can help ensure a good future for my child (n = 5948)	
Strongly disagree	4.25%
Disagree	0.99%
Neutral	9.26%
Agree	32.36%
Strongly agree	53.13%

Endline Questions

	Treatment	Control
Do you think your child will go to college? (T: n = 2987, C: n = 2740)		
Yes	46.90%	52.52%
No, because I don't think we can afford it	23.87%	22.63%
No, because college is not a good fit for my child	15.60%	12.26%
Other	13.63%	12.59%
Is a job a part of your vision for [KID]'s future? (T: n = 2975, C: n = 2737)		
No	6.82%	6.54%
Somewhat	33.71%	33.61%

Yes	59.46%	59.85%
How many hours a week do you expect your child to work? (T: n = 2749, C: n = 2547)		
Less than 10	16.92%	18.10%
10-30 hrs	56.38%	53.16%
More than 30 hrs	26.70%	28.74%
I have control over the things that happen to my child in the future (T: n = 2989, C: n = 2743)		
Strongly disagree	6.02%	4.99%
Disagree	12.68%	11.08%
Neutral	37.04%	37.99%
Agree	24.96%	26.32%
Strongly agree	19.30%	19.61%
I want to do something to prepare my child for the future (T: n = 2987, C: n = 2741)		
Strongly disagree	2.98%	2.81%
Disagree	0.47%	0.44%
Neutral	5.42%	5.00%
Agree	32.17%	31.41%
Strongly agree	58.96%	60.34%
I know what steps I can take to prepare my child for the future, and I plan to take them soon (T: n = 2984, C: n = 2740)		
Strongly disagree	3.69%	3.21%
Disagree	7.31%	6.75%
Neutral	26.68%	28.50%
Agree	35.05%	34.23%
Strongly agree	27.28%	27.30%

Notes: For questions marked with a † respondents were instructed to select all that apply.

Appendix Table A.14: Mechanism experiment descriptive questions

Baseline Questions	
	Full Sample
What is your relationship to [KID]? (n = 916)	
Mother/Live Together	87.66%
Father/Live Together	5.13%
Relative/Live Together	2.62%
Don't Live Together	2.62%
Other	1.97%
What is the highest level of education you have completed? (n = 913)	
Less than high school	17.74%
High school graduate	32.97%
Some college	24.42%
Associate, Vocational, or Technical degree	15.22%
Bachelor degree	6.02%
Graduate degree	3.61%
Do you currently have a job? (n = 914)	
No	36.43%
No, but I'm looking	13.57%
Yes, part-time	17.72%
Yes, full-time	32.28%
What is your race/ethnicity?† (n = 915)	
White	40.98%
Black	44.37%
Asian	1.20%
AIAN	3.39%
Latino	17.16%
Do you have a disability?† (n = 916)	
No	62.34%
Yes, Cognitive disability	14.74%
Yes, Psychological disability	20.31%
Yes, Physical disability	14.30%
What is the monthly amount [KID] currently receives in SSI benefits? (n = 856)	
0-199	8.29%
200-399	8.06%
400-599	12.15%
600-799	35.86%
800 or more	35.63%

What type of school is [KID] attending? (n = 916)

Regular school, receiving special education services	69.21%
Regular school, NOT receiving special education services	14.41%
Special school for persons with disabilities or behavioral issues	5.02%
Home schooled	6.66%
Other	4.69%

What grade is [KID] in? (n = 915)

Less than 7th grade	6.99%
8th grade	30.27%
9th grade	31.48%
10th grade	22.30%
11th grade or higher	8.96%

If money were not an issue, how far do you think [KID] would go in school? (n = 913)

Not finish high school	5.26%
Graduate from high school	30.23%
Attend a community college or technical school	29.03%
Attend a four-year college or university	35.49%

If [KID] wanted to go to college, do you think your family could afford it? (n = 910)

Definitely Not	38.57%
Unlikely	25.82%
Maybe	27.36%
Likely	5.27%
Definitely Yes	2.97%

My primary goal when making decisions about my child's education is to help them... (n = 915)

Realize their potential	52.90%
Engage in activities they enjoy	13.66%
Achieve a stable financial future	30.05%
Other	3.39%

Do you think [KID] will have a job as an adult? (n = 913)

No	15.33%
Yes, a part-time job	41.29%
Yes, a full-time job	43.37%

Do you think graduating from high school would increase [KID]'s future earnings from work? (n = 908)

No	18.28%
Yes, a little	44.60%
Yes, a lot	37.11%

Do you think graduating from community college would increase [KID]'s future earnings from work? (n = 913)

No	12.71%
Yes, not enough to cover the cost	57.94%
Yes, enough to cover the cost	29.35%

Do you think graduating from a four year college or university would increase [KID]'s future earnings from work? (n = 912)

No	13.60%
Yes, not enough to cover the cost	40.35%
Yes, enough to cover the cost	46.05%

By how much will kid's earnings from work affect SSI amount in adulthood? For every 1 earned... (n = 899)

Fall by 1	49.39%
Fall by 50 cents	13.01%
No change	28.03%
Increase by 50 cents	2.89%
Increase by 1	6.67%

When your child is in early adulthood, which do you expect to be true?† (n = 914)

My child will live with me	60.94%
My child will financially support me	1.97%
My child will live separately, but I will financially support them	29.87%
My child will be completely independent	30.53%

I feel personally responsible for making sure that my child has a good future (n = 917)

Strongly disagree or disagree	6.87%
Neutral	4.36%
Agree	22.46%
Strongly agree	66.30%

It's too early to start thinking about my child's life as an adult (n = 914)

Strongly disagree	47.37%
Disagree	28.99%
Neutral	12.91%
Agree	6.67%
Strongly agree	4.05%

I am confident that my actions can help ensure a good future for my child (n = 913)

Strongly disagree	2.52%
Disagree	1.42%
Neutral	10.51%
Agree	35.60%

Strongly agree	49.95%
I am confident that my actions today can help increase my child's earnings from work in adulthood (n = 913)	
Strongly disagree	2.30%
Disagree	5.26%
Neutral	23.44%
Agree	35.60%
Strongly agree	33.41%
I feel like I am doing everything I can to help my child be successful in adulthood (n = 913)	
Strongly disagree	1.97%
Disagree	1.53%
Neutral	7.12%
Agree	34.50%
Strongly agree	54.87%
I feel like I don't have the time or space to plan for my child's future (n = 913)	
Strongly disagree	49.73%
Disagree	30.01%
Neutral	11.17%
Agree	5.81%
Strongly agree	3.29%

Endline Questions

	Treatment	Control
How much worse off would your family be if your child did not receive SSI benefits? (T: n = 451, C: n = 0)		
Not much worse off	19.07%	
Somewhat worse off	39.69%	
Much worse off	26.61%	
It would be catastrophic	14.63%	
If your child were to lose SSI benefits at age 18, would you try to make up for the lost income? How? (T: n = 450, C: n = 0)		
No	9.78%	
Child work more in adulthood	25.33%	
Parent work more	49.33%	
Benefits from another program	9.11%	
Other	6.44%	
Do you think your child will go to college? (T: n = 445, C: n = 436)		
Yes	67.42%	71.10%

No	32.58%	28.90%
Why don't you think your child will go to college? (T: n = 145, C: n = 126)		
Can't afford	26.21%	19.05%
Need to work	5.52%	3.97%
Child wouldn't do well	42.76%	49.21%
Other	25.52%	27.78%
Is a job a part of your vision for [KID]'s future? (T: n = 447, C: n = 435)		
No	10.07%	5.52%
Somewhat	39.60%	36.32%
Yes	50.34%	58.16%
How many hours a week do you expect your child to work? (T: n = 399, C: n = 409)		
Less than 10	14.04%	17.11%
10-30 hrs	60.40%	55.75%
More than 30 hrs	25.56%	27.14%
I have control over the things that happen to my child in the future (T: n = 449, C: n = 437)		
Strongly disagree	6.01%	5.49%
Disagree	14.25%	11.21%
Neutral	40.31%	42.79%
Agree	22.27%	24.03%
Strongly agree	17.15%	16.48%
I want to do something to prepare my child for the future (T: n = 448, C: n = 437)		
Strongly disagree or disagree	1.79%	2.97%
Neutral	5.80%	6.64%
Agree	36.61%	34.55%
Strongly agree	55.80%	55.84%
I know what steps I can take to prepare my child for the future, and I plan to take them soon (T: n = 449, C: n = 437)		
Strongly disagree or disagree	7.13%	8.92%
Neutral	26.50%	28.38%
Agree	37.86%	37.99%
Strongly agree	28.51%	24.71%
In this moment, how are you feeling about your child's future?† (T: n = 448, C: n = 437)		
Hopeful	58.48%	66.59%
Happy	30.58%	34.32%
Anxious	44.64%	43.25%
Discouraged or Angry	10.27%	5.95%

Notes: For questions marked with a † respondents were instructed to select all that apply. Table combines

some of the original response options to avoid small cell sizes.

Appendix Table A.15: Mechanism experiment balance table

	Full Sample		Control vs Information			Control: History vs Geography		
			Cntrl.	Info.	Std. Diff.	Hist.	Geo.	Std. Diff.
	(1) Mean	(2) SD	(3) Mean	(4) Mean	(5) Diff.	(6) Mean	(7) Mean	(8) Diff.
A. Administrative Data								
Female Child	0.30	0.46	0.27	0.33	-0.12	0.27	0.28	-0.03
Child's Age	15.24	0.89	15.23	15.26	-0.03	15.23	15.23	-0.00
Single Parent Household	0.75	0.43	0.72	0.78	-0.12	0.71	0.73	-0.05
Mother's Age	40.19	6.30	40.15	40.24	-0.01	39.93	40.38	-0.07
Sibling on SSI	0.19	0.40	0.21	0.17	0.10	0.20	0.23	-0.08
Months receiving SSI	67.05	42.47	68.08	66.00	0.05	68.39	67.76	0.01
Had a Child Medical Review	0.73	0.44	0.74	0.72	0.04	0.76	0.72	0.09
Lost SSI from Child Medical Review	0.17	0.37	0.16	0.17	-0.01	0.14	0.19	-0.11
Disability: Intellectual or Physical	0.18	0.39	0.15	0.22	-0.18	0.14	0.15	-0.04
Disability: Mental	0.82	0.39	0.85	0.78	0.18	0.86	0.85	0.04
B. Baseline Survey								
Female Respondent	0.90	0.30	0.91	0.89	0.08	0.92	0.90	0.09
Parent Respondent	0.96	0.21	0.96	0.95	0.07	0.97	0.96	0.03
Parent with Disability	0.38	0.48	0.38	0.37	0.01	0.35	0.41	-0.13
Parent did not graduate HS	0.18	0.38	0.18	0.17	0.02	0.19	0.17	0.04
Child Receiving Edu. Accommodations	0.75	0.43	0.76	0.75	0.04	0.82	0.71	0.26
Child Grade	8.95	1.12	8.90	9.01	-0.09	8.86	8.94	-0.07
Race: White	0.41	0.49	0.40	0.42	-0.03	0.35	0.46	-0.21
Race: Black	0.44	0.50	0.45	0.44	0.01	0.47	0.42	0.09
Race: Other	0.05	0.21	0.03	0.06	-0.11	0.04	0.03	0.09
Ethnicity: Hispanic/Latino	0.17	0.38	0.18	0.16	0.05	0.21	0.15	0.17
C. Removal Probability								
Predicted Likelihood of Removal	67.28	10.50	67.41	67.15	0.02	67.34	67.49	-0.02
Perceived Likelihood of Removal	28.71	26.82	28.23	29.19	-0.04	29.28	27.12	0.08
Belief Gap	-38.71	28.43	-39.26	-38.14	-0.04	-38.09	-40.49	0.09
Thought No Chance of Removal	0.29	0.45	0.28	0.30	-0.03	0.28	0.28	0.00
Test for joint orthogonality								
F-stat					1.20			0.92
P-value					0.20			0.59
Number of individuals	920		462	458		236	226	
Percent of Sample	100.0		50.2	49.8		25.7	24.6	

Notes: Table shows summary statistics from Social Security Administration data in Panel A, and from our baseline survey in Panels B and C, for the mechanism experiment. Different samples are shown in different columns. The Std. Diff. columns display the difference between the means in the two previous columns, normalized by the square root of half the sum of the two group variances. "Had a Child Medical Review" means that the child previously received a regularly scheduled re-evaluation of their medical condition to determine if they should continue to receive SSI benefits. "Predicted Likelihood of Removal" is the OLS prediction of the child's likelihood of removal at age 18 as specified in Online Appendix Section B. "Beliefs Gap" is the gap between "Perceived Likelihood of Removal" (parents' beliefs about their child's likelihood of removal, as measured through our baseline survey) minus the "Predicted Likelihood of Removal."

Appendix Table A.16: Mechanism experiment effects on primary outcomes

Dependent Var:	Job Training	Math Skills	Tutoring	Pooled
	(1)	(2)	(3)	(4)
Information	0.013	-0.016	0.020	0.005
	[0.021]	[0.023]	[0.032]	[0.019]
Control Mean	0.07	0.10	0.22	0.13
N (Individuals)	683	683	683	683
N (Control)	348	348	348	348
N (Information)	335	335	335	335
N (Observations)	683	683	683	2,049

Notes: Table shows OLS regressions where the dependent variables are 0/1 indicators for the take-up of human capital investments. "Training" indicates requesting information on how to sign up for vocational rehabilitation services. "Math Skills" indicates requesting log-in information for the math/computer skills platform in the Resource Center. "Tutoring" indicates choosing the $300 in tutoring, versus $50 in cash in the lottery or no response. Column (4) pools the outcomes from columns (1)–(3) into one regression. Robust standard errors are in brackets, except for regression (4) where standard errors are clustered at the individual level. In columns (1)–(3), each individual has one observation; in column (4), each individual has three observations—one observation for each resource. The sample limits to those who underestimate the removal probability by at least 30pp at baseline. Each regression includes controls selected by double-LASSO and stratum fixed effects. See Online Appendix Table E.4 for a list of selected controls.

Appendix Table A.17: Mechanism experiment hypothetical insurance question

Dependent Var:	Hypothetical insurance question		
	Effect of Information		IV
	Underest.	Full	Full
	(1)	(2)	(3)
Information	0.096	0.081	
	[0.052]	[0.044]	
Endline Beliefs			0.004
			[0.003]
Control Mean	0.51	0.54	0.54
N (Individuals)	476	649	649
N (Control)	148	202	202
N (Information)	328	447	447

Notes: Table shows the fraction of respondents saying "Yes" to the following question in the mechanism experiment endline survey: "This is a hypothetical question about your budget for the next few years. Suppose SSA gives you the option to receive $100 less in SSI benefits each month over the next year (a total of $1,200 less over the year). In return, they would give you $7,000 when your child turns 20 if your child is no longer receiving SSI benefits at that time, but nothing if your child is still receiving SSI. Would you take this offer?" The sample limits to those who are in the Treatment group or a randomly selected subset of the Control group. Column (1) shows the reduced form results for those who underestimated the likelihood of removal by at least 30pp at baseline, column (2) shows reduced form results for the full sample, and column (3) shows IV results for the full sample. Each regression includes stratum fixed effects and controls selected by double-LASSO. See Online Appendix Table E.4 for a list of selected controls.

Appendix Table A.18: Mechanism experiment effects on parent work outcomes

Dependent Var:	Employed			Unemployed		
	Parent Career Book	Work more, kid < 18	Work more, kid > 18	Parent Career Book	Work, kid < 18	Work, kid > 18
	(1)	(2)	(3)	(4)	(5)	(6)
Panel A. Treatment effect of information on resource take-up						
Information	-0.051	0.076	0.093	0.073	0.011	0.012
	[0.045]	[0.050]	[0.051]	[0.039]	[0.047]	[0.045]
Control Mean	0.24	0.25	0.26	0.12	0.56	0.67
N (Individuals)	327	327	327	350	350	350
N (Control)	161	161	161	183	183	183
N (Information)	166	166	166	167	167	167
Panel B. IV estimate of effect of beliefs on resource take-up						
Endline Beliefs	-0.0020	0.0035	0.0043	0.0018	-0.0003	-0.0018
	[0.0020]	[0.0022]	[0.0022]	[0.0020]	[0.0023]	[0.0021]
Control Mean	0.26	0.26	0.26	0.15	0.59	0.70
N (Individuals)	445	445	445	445	445	445
N (Control)	216	216	216	223	223	223
N (Information)	229	229	229	222	222	222

Notes: Table shows OLS regressions where the dependent variables are 0/1 indicators for parent work plans, separately for currently employed and currently unemployed parents. "Parent Career Book" indicates choosing the $35 survey payment plus the parent career book (versus $40 survey payment or no response). "Work more, kid </> 18" indicates that the currently employed parent said they plan to work more when the child is above/below age 18. "Work, kid </> 18" indicates that the currently unemployed parent said they plan to get a job when the child is above/below age 18. Robust standard errors are in brackets. The sample limits to those who underestimate the removal probability by at least 30pp at baseline. Each regression includes controls selected by double-LASSO. See Online Appendix Table E.4 for a list of selected controls.

B Appendix to the experimental design

B.1 OLS Prediction

We used historical Social Security Administration data on age 18 removal decisions for children receiving SSI to create an OLS prediction of the likelihood of removal for any given child based on their observable characteristics. Alternative methods such as LASSO and causal forest yielded similar predictions. We applied our model to the universe of all current SSI recipients to generate individual-level predictions of the likelihood of removal.

To create the prediction, we started with the Supplemental Security Record linked to parental earnings from the Master Earnings File. We included individuals with years of birth between 1991 and 2002, inclusive, so that we could observe the outcome of the age 18 redetermination. For each integer age between 14 and 17, we created a sample of individuals who received SSI in that year and, for this sample, regressed an indicator for not being on SSI at age 19 on the following observable characteristics: sex, primary and secondary diagnosis code, medical diary (which determines how often the individual is supposed to receive a medical review, generally based on severity or expected recovery), family structure, number of years on SSI, number of moves, age at last medical review, number of older siblings who received SSI, race, parental earnings, and 3-digit ZIP code. The R-squared on the prediction regression is 0.216. While this R-squared may appear low at first glance, because the dependent variable in the prediction regression is binary (an indicator for not being on SSI at age 19), there is a natural upper bound on the R-squared. Cox and Wermuth (1992) write that "in linear regressions with binary responses...low values of R^2, roughly .1, are inevitable even if an important relation is present" (page 1).

B.2 Sampling

We drew our sample from administrative records provided by the Social Security Administration. From the universe of all current SSI recipients, we selected our sample nationally from across the US, oversampling three states (Michigan, Wisconsin, and Massachusetts) where we had connections for later administrative data, as well as six additional states (Arizona, Connecticut, Illinois, Maryland, New Jersey, and Ohio) where we had connections to state vocational rehabilitation offices. We drew our sample based on the following criteria:

1. The child had a predicted likelihood of removal at age 18 of above 35% and below 95%. Roughly 2/3 of all SSI child recipients had a predicted likelihood of removal in this range. We limited to those with an above 35% likelihood so as not to bother parents of children who are likely to continue on to adult SSI. We also did not include those with a likelihood above 95% because we did not want to tell anyone their child's removal was guaranteed (since our model is imperfect and reviews have some natural

variation).

2. The child was 14–17 years old. We wanted to reach kids for whom the age 18 review wasn't too far off, but we didn't want to risk contaminating our sample with anyone who had already been contacted about their age 18 review (which occurs 6 months before the 18th birthday).
3. The parent's primary language must be English or Spanish as recorded in the SSA administrative data. We wanted to ensure that parents would be able to understand the presented information.
4. The child must not have been included in any of our previous rounds of piloting, nor had any of the parents' other children.
5. The child must not have an older sibling who received SSI at age 17, since parents would be more likely to be well-informed about the age 18 review.
6. The child must have a living parent reported in the SSI administrative data.
7. The child must have been receiving SSI at the time the sampling was drawn from SSA, 10 months before the experiment began.
8. The child must live in the contiguous United States, excluding Florida and New York. We excluded Alaska and Hawaii because of mailing costs and delivery times. We excluded Florida and New York because state law prohibits lotteries and one of our real-stakes questions was a lottery.

For all states other than Michigan, Massachusetts, and Wisconsin, we also applied an additional restriction:

9. The child must have a likelihood of removal above the median likelihood of removal. The median was determined on a state-by-state basis and was the median of the 35%-95% removal probability sample.

If there was more than one child meeting these criteria in the household, the oldest child was included in the sample.

Sampling took place in two stages. We first selected a sample based on the criteria outlined above. Our nine over-sampled states were sampled at a sampling rate of 100%. Our other states were sampled at a 72% sampling rate. This first draw of the sample was then sent through an address check service. Some of our respondents were updated to reside in other states, so we applied restriction (8) again. From this sample that was returned from the address check service, we sampled our nine over-sampled states at 100% sampling rate and our other states at a 68% sampling rate.

When assigning treatment, we stratified our sample based on state of residence and above-

median removal probability. We grouped states where we expected fewer than 110 completes together regionally. We grouped Maine, New Hampshire, and Vermont; North Dakota, South Dakota, and Nebraska; Washington D.C. and Delaware; and Montana, Wyoming, and Utah. In our selected sample, we then defined above median removal probability on a state-by-state basis. In our pilot rounds, median removal defined state-by-state rather than nationally was a better predictor of the baseline beliefs gap. In Massachusetts, Michigan, and Wisconsin, where we did not initially restrict our sample based on having an above-median removal probability, we stratified based on state of residence and quartile of predicted removal probability defined on a state-by-state basis. We then randomly assigned households to treatment groups (Information, Information-Perverse, History, and Geography) within strata.

B.3 Logistics and Implementation

We then mailed letters to parents asking them to complete a web survey for which they would receive $40 if they completed the survey within 2 weeks or $25 after that. The letter included the web link and an individual PIN that was programmed to lead them through the correct version of the survey (Information, Information-Perverse, History, or Geography). We sent several reminder mailings during the 9 weeks the survey was accepting responses: a postcard during week 2, a letter during week 3, a postcard during week 4, a postcard during week 5, and a "last chance" letter during week 7. We followed-up by phone 4 weeks after the initial letter with non-responders. Note that the Treatment and Control groups were treated exactly the same (e.g., identical letters and phone calls) until they reached the video portion of the survey.[41]

Our experimental sample represents the 16% of parents who started the web or phone survey and made it to the beginning of the treatment or placebo video, with the vast majority (96%) responding by web (see Figure 2). A small fraction of participants (4%) completed the survey by phone instead of online. These participants answered all questions over the phone, and watched the videos on their phones or computers. We began calling non-responders 4 weeks after sending the initial letter inviting parents to complete the survey. If telephone surveyors reached the participant and gained their consent to proceed, they first asked the baseline questions, then emailed or texted the appropriate video to the participant, stayed on the line while the participant watched the video, and finally asked the endline questions and offered the two endline resources. However, participants who completed the survey by phone still only had the option of visiting the Resource Center online. Due to staffing issues,

[41] The only exception is that individuals assigned to the Information-Perverse group were asked one additional question in the baseline survey that the other groups did not receive: "If your child were to graduate from high school and excel academically, do you think that would make him/her more or less likely to remain eligible for SSI? " This question was part of the Information-Perverse subtreatment.

we stopped the telephone portion of the survey early.

B.4 Potential "perverse incentive" effects

We are interested in the effect that the expectation of future benefits has on current human capital investment. However, in our setting, there is another channel through which information about the likelihood of removal from benefits could affect behavior: it could affect beliefs about the responsiveness of removal from SSI to the child's level of human capital. Specifically, parents might expect that children with higher human capital are more likely to be removed. If they think removal is unlikely, this belief is unlikely to affect behavior. However, if they receive information that removal is highly likely, they might update to think that they can decrease their child's likelihood of removal by ensuring that their child does not have high human capital. Thus, information that increases the perceived likelihood of removal could cause parents to decrease their human capital investment.

Note that in practice, parents do not appear to be concerned about this possibility. When we asked parents in our baseline survey "Would graduating from high school and excelling academically make your child more or less likely to remain eligible for SSI?" (see Online Appendix Table A.13), the most common response was to say "About as likely" (33% of parents). More parents responded that their child was *less* likely to be removed (with 21% responding "somewhat less likely" and 23% responding "much less likely") than more likely (11% saying "much more likely" and 12% saying "somewhat more likely").

Still, if there is any perverse incentive effect, then the net effect of information estimated by comparing parents who did and did not watch the information treatment video will incorporate the "perverse incentive" effects in addition to the dynamic discouragement (income and substitution) effects, posing a measurement problem. In order to disentangle the "perverse incentive" effect from our effect of interest, we implemented two subtreatments in our main experiment:

1. *Subtreatment 1: Shut down perverse incentive effect.* Our first subtreatment attempts to "shut down" the perverse incentives effect as much as possible. For ethical reasons, it is impossible to fully shut down the perverse incentives channel, since SSA reviewers—who are attempting to determine whether the 18-year-old can work in adulthood—may in fact use measures of human capital in their decision making. Instead, we partially shut down the perverse incentives channel with a "Confidentiality message" (cross-randomized across 50% of our Control and Information groups) shown before participants are given a link to the Resource Center and again when they enter the Resource Center: "The University of Chicago will keep your responses to these offers confidential." The objective of the Confidentiality message is to reduce the likelihood that parents think taking up our resources would be observable to SSA and thus affect

their child's likelihood of removal. Of course, this message does not address the issue that taking up human capital opportunities, even if unobservable to SSA, may affect downstream human capital outcomes that *are* observable to SSA.

2. *Subtreatment 2: Amplify perverse incentive effect.* Since Subtreatment 1 cannot fully shut down the perverse incentive channel, we implemented a second subtreatment designed instead to amplify the perverse incentive channel. We randomized a small fraction of our Treatment group into an auxiliary "Information-Perverse" arm, as shown in Figure 1. (We made this treatment arm small in case the perverse effect was strong enough to offset the main effects of interest.) After watching the information treatment video, the Information-Perverse arm was shown an additional message with (true) information about what SSA considers in the age 18 decision. The message told parents that the age 18 removal decision will depend upon whether their child is "able to earn a living as an adult," and that they will be asked to "provide information about your child's schooling, teachers and counselors, counseling and therapy, work, hospital and doctor visits, and medicines." The latter list is taken directly from SSA documents disseminated to families.[42]

   We also ask the Information-Perverse group one additional question in the baseline survey that the other groups did not receive: "If your child were to graduate from high school and excel academically, do you think that would make him/her more or less likely to remain eligible for SSI?" We consider this question part of the Information-Perverse subtreatment.

   None of the participants in the Information-Perverse group received the confidentiality message (subtreatment 1). Our pre-analysis plan excludes this arm from our primary treatment effect estimation; we then compare this arm with the Information arm (that does not receive this additional message) to assess the existence of perverse incentives in our setting.

[42] See https://www.ssa.gov/pubs/EN-05-11005.pdf. The full Information-Perverse message was as follows: *One last note about your child's SSI benefits: The age 18 re-evaluation mentioned in the video will be conducted by Social Security. Someone from Social Security will evaluate your child to see whether he or she is able to earn a living as an adult.*

To help them determine if your child is able to earn a living, a representative from Social Security may ask you to provide information about your child's schooling, teachers and counselors, counseling and therapy, work, hospital and doctor visits, and medicines. If they determine that your child is able to earn a living, then your child's benefits will end.

C Video scripts and screenshots

C.1 Information script

The following are the scripts for the Treatment group video. Sections 1 and 3 appeared in all videos. Section 2 had different versions for the Treatment group than the Control group, and within the Treatment group, for children with different removal probabilities, as indicated. All removal probabilities were rounded to the nearest 10%.

Section 1. Basic overview of SSI [all videos]

We want to share some useful information about your child's SSI benefits. Your child receives SSI benefits for a disability. This means you receive monthly SSI payments and your child receives access to Medicaid. SSI is an important resource for many families who have children with disabilities.

Section 2. Group-specific information

Treatment group: Information intervention script

Note: There are 6 versions of this script, one for each of 40%, 50%, 60%, 70%, 80%, and 90% removal probabilities. The [X] values are specific to the video.

But what families often don't know is that many children stop receiving SSI benefits when they turn 18. This is because the medical conditions that qualify someone for benefits are different for adults than they are for children [screenshot in Online Appendix Figure C.1]. At the age of 18, children are re-evaluated to see if their condition still qualifies and many kids with your child's condition do not qualify and stop receiving benefits.

We have looked at children who have the same medical condition as your child, whose condition is just as severe, and who are also the same age as your child and live in the same state.

We find that ["almost all" (for 80-90%), "most" (for 50-70%), "a lot" (for 40%)] of these children lose SSI when they enter adulthood at the age of 18. In fact, [X] out of 10 of these children lose their SSI benefits as adults [screenshot in Online Appendix Figure C.2]. That means that [X%] of these children stop receiving SSI [screenshot in Online Appendix Figure C.3]. Because these children have the same severe medical condition as your child, we think that your child also has a [X%] chance of losing their SSI benefits when they turn 18.

That means your child [will almost certainly (for 90%) / will most likely (for 70-80%) / will likely (for 50-60%) / could very well (40%)] not receive SSI benefits as an adult [screenshot in Online Appendix Figure C.4]. If that happens, they will not receive any monthly payments from SSI, they will not qualify for Medicaid through SSI, and they will need to find other sources of income to support themselves [screenshot in Online Appendix Figure C.5].

We're showing you this video so that you can help prepare your child for an adulthood without benefits. Your child can still be successful in adulthood as long as you both take the right steps to prepare.

Section 3. Ending and overview of Resource Center [Everyone]

Of course, success looks different for different children. If success for your child means earning a living in adulthood, then education and training are the best way to help them get there [screenshot in Online Appendix Figure C.6]. And we can help. We have set up an education and training Resource Center where you'll find resources like math tutoring and job readiness training. You can select as many resources as you want, and you will receive them at no cost to you. We'll direct you to the Resource Center at the end of the survey.

We want to make sure we communicated all of this information effectively. Please click NEXT to answer a question about the information we just presented.

C.2 Information screenshots

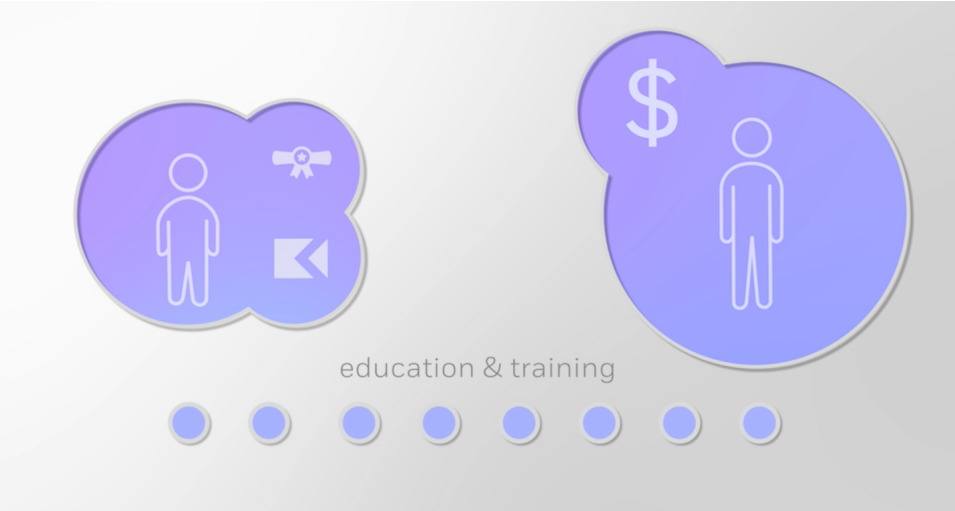
Appendix Figure C.1: Information Screenshot: "The medical conditions that qualify someone for benefits are different for adults than they are for children"

Appendix Figure C.2: Information Screenshot: "[8] out of 10 of these children lose their SSI benefits as adults"

Appendix Figure C.3: Information Screenshot: "[80%] of these children stop receiving SSI"

Appendix Figure C.4: Information Screenshot: "Your child [will most likely] not receive SSI benefits as an adult"

Appendix Figure C.5: Information Screenshot: "If that happens...they will need to find other sources of income to support themselves"



Appendix Figure C.6: Screenshot: Resource Center Lead-In

C.3 History and geography script

The following are the scripts for the History and Geography group videos. Sections 1 and 3 appeared in all videos. Section 2 had different versions for the Treatment group than the Control group.

Section 1. Basic overview of SSI [all videos]

We want to share some useful information about your child's SSI benefits. Your child receives SSI benefits for a disability. This means you receive monthly SSI payments and your child receives access to Medicaid. SSI is an important resource for many families who have children with disabilities.

Section 2. Group-specific information

Geography placebo script

There are many different types of people who receive SSI. They all have a disability, but they have very different types of disabilities and they are different in other ways too. They are different ages, both children and adults, and have different goals and interests.

People who receive SSI live in all different parts of the United States. That includes all 50 states and the District of Columbia. If we look at the statistics on children who receive SSI, about 20% live in the Midwest, 20% in the Northeast, 20% in the West, 20% in the South, and 20% in the Southwest. That means that only 20% of children receiving SSI live in the same region as your child [screenshot in Online Appendix Figure C.7]. In other words, just 2 out of 10 children receiving SSI live in the same region as your child.

This 20% number comes from looking at all of the children in the US who receive SSI, and seeing what share live in your region.

Even though there are many different types of people who receive SSI and they live in many different places in the country, the SSI program has the same basic structure and rules in all of these places. For example, each recipient's monthly SSI payments are calculated in the same way.

We're showing you this video so that you can help prepare your child for adulthood. Your child can be successful in adulthood as long as you both take the right steps to prepare.

History placebo script

The SSI program has an interesting history. In the 1950s and 60s, different states and cities had different programs that provided support for people with disabilities. In fact, there were more than one thousand separate programs across the United States run by state, county, and local governments! These programs were all different from each other. Some were more generous and some were less generous. Some allowed more people to qualify and others allowed fewer people to qualify.

Then, about 50 years ago, in 1972, Congress replaced these state and local programs with a federal program. The federal program had the same rules for everyone regardless of where they lived. This new program called SSI was founded in 1972 and started making payments to people two years later [screenshot in Online Appendix Figure C.8].

The SSI program continued to evolve after 1972. In the 1980s and 90s, new legislation and court decisions changed the types of conditions that qualify for SSI and how benefits are calculated. There have also been changes in the way decisions are made. But in most ways SSI is still the same program that it was when it was founded in 1972.

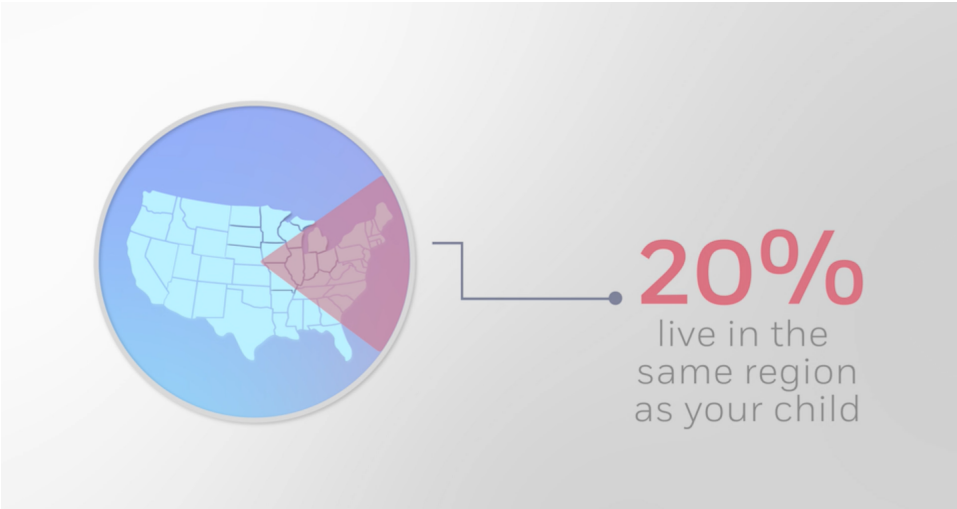
We want you to know this information so that you can help prepare your child for adulthood. Your child can be successful in adulthood as long as you both take the right steps to prepare.

Section 3. Ending and overview of Resource Center [Everyone]

Of course, success looks different for different children. If success for your child means earning a living in adulthood, then education and training are the best way to help them get there. And we can help. We have set up an education and training Resource Center where you'll find resources like math tutoring and job readiness training. You can select as many resources as you want, and you will receive them at no cost to you. We'll direct you to the Resource Center at the end of the survey.

We want to make sure we communicated all of this information effectively. Please click NEXT to answer a question about the information we just presented.

C.4 History and geography screenshots



Appendix Figure C.7: Geography Screenshot: "Only 20% of the children receiving SSI live in the same region as your child"

Appendix Figure C.8: History Screenshot: "This new program called SSI was founded in 1972"

D Measuring beliefs

D.1 Main Experiment

We solicited parents' beliefs about their child's likelihood of removal from SSI at age 18 three times during the main experiment: before the video intervention (baseline survey), after the video intervention (endline survey), and at the end of the Resource Center.

The baseline and endline questions are shown in Section 3.3.1. Recall from Section 3.3.1 that we only collected endline beliefs for a random subset of the Control group. To keep the survey experience constant, we asked the Control group parents who did not receive the endline beliefs questions two placebo questions, structured identically to the beliefs questions.[43] Once again, we did not ask parents the second question if they answered "No" to the first question. Parents who answered "No" had their answer recorded as 0% for the second question. (There was a minor pathing issue with the endline question, described in more detail in Online Appendix Section E.1.)

After parents had selected resources in the Resource Center, we assessed their beliefs about their child's likelihood of losing SSI benefits again. This time, we asked one question:

1. Do you think that [KID] will receive SSI benefits as an adult? There is no right or wrong answer; we just want to know what you think.
    - Yes, will definitely receive benefits
    - Will probably receive benefits
    - May or may not receive benefits
    - Will probably not receive benefits
    - No, definitely will not receive benefits

We asked the Resource Center question to the Treatment group and to the same random subset of the Control group from whom we had collected beliefs at endline.

D.2 Mechanism Experiment

For the mechanism experiment conducted between January and April 2022, we made a few adjustments to our beliefs questions. First, we assessed beliefs for all parents at baseline, endline, and after the Resource Center. Second, for both the baseline and endline beliefs questions, we dropped the restriction that parents were asked the second beliefs question only if they did not answer "No" to the first question. We dropped this restriction so we could collect more detailed endline beliefs for all parents in the sample. As a result, we added

[43] The first placebo question was "Do you think that [KID] will live outside the [REGION] as an adult?' The second placebo question was "How likely do you think it is that [KID] will live outside the [REGION] as an adult?"

"0% (definitely will not lose benefits)" as an answer option to the second beliefs question.

Third, we changed the answer options on the first question at baseline to allow for more nuance. The question for the mechanism experiment was:

1. Do you think there's any chance [KID] will lose SSI benefits over the next 10 years?
    - No, will definitely not lose benefits
    - Will probably not lose benefits
    - May or may not lose benefits
    - Will probably lose benefits
    - Yes, will definitely lose benefits

D.3 Differences across studies in baseline responses

In our main experiment, 60% of the sample said there was no chance their child will lose SSI benefits at baseline. In the mechanism experiment, where respondents had more answer options than just "Yes" and "No," only 29% said their child "will definitely not" lose benefits. An additional 20% said their child "will probably not" lose benefits.

Responses to the second baseline beliefs question were also different across main and mechanism experiments. Parents in the main experiment thought on average that their child had a 20% chance of losing benefits in the next 10 years, compared to a 29% chance among parents in the mechanism experiment. Similarly, the average baseline beliefs gap (the difference in a parent's believed removal probability and our predicted removal probability) was 50pp in the main experiment, compared to 39pp in the mechanism experiment.

Some of the difference in baseline beliefs between the main and mechanism experiments comes from the different treatment of "No" responses to the first question. In the main experiment, everyone who said "No" to the first question was considered to have a 0% perceived likelihood of removal. In the mechanism experiment, when we let those who said "No" select their perceived likelihood of removal, 68% selected a 0% likelihood and the other 32% selected a larger probability. But even if we replace the perceived likelihood of removal for those 32% with 0% (analogous to our procedure in the main experiment), the average expected likelihood for the mechanism experiment is still 27%, well above the main experiment average of 20%.

E Analysis details

E.1 Survey Pathing Issue

There was a minor pathing issue in our main experiment at launch. In the endline beliefs section, parents were supposed to be asked the second question unless they had answered "No, won't lose benefits" to the first question. Due to a glitch in the survey, respondents were also not asked the second question if they had answered "Yes, will definitely lose benefits" to the first question. This error was fixed at the same time that we changed the survey settings to collect endline beliefs from everyone.

As a result, we are missing endline beliefs on the likelihood of removal for the 3% of parents who said "Yes, will definitely lose benefits" to question one before the fix was made. In our analysis, we replace these missing beliefs with the average likelihood of those who answered "Yes, will definitely lose benefits" to the first question after the error was fixed separately for the treatment and control groups (87% and 80%, respectively). The average likelihood among those who say "Yes, will definitely lose benefits" is not statistically different for the Treatment and Control groups.

In Online Appendix Table E.1, we present our results using only the sample from after we fixed this pathing error. We also do bounding exercises in Online Appendix Table E.2. Column (1) shows our first-stage results with the fix described above. Column (2) shows first-stage results limited to those who completed the survey after the pathing issue was fixed. Columns (3) and (4) are akin to Manski bounds for our strategy for replacing missing beliefs. In column (3), we replace missings that resulted from our pathing issue with the highest observed response post-fix (100) for the Treatment group and the lowest observed response post-fix (10) for the Control group. We do the opposite in column (4): we replace missings with the lowest observed response post-fix for the Treatment group and the highest observed response post-fix for the Control group. Thus, (3) and (4) represent "best" and "worst" case scenarios, respectively.

Appendix Table E.1: Robustness: Treatment effects restricting to sample who responded after pathing issue was fixed

Dependent Var:	Job Training	Math Skills	Tutoring	Career Book	Pooled
	(1)	(2)	(3)	(4)	(5)
Endline Beliefs	-0.0010	-0.0015	-0.0010	-0.0001	-0.0009
	[0.0017]	[0.0018]	[0.0018]	[0.0018]	[0.0012]
Control Mean	0.26	0.29	0.27	0.32	0.29
N (Individuals)	712	712	712	712	712
N (Control)	333	333	333	333	333
N (Information)	379	379	379	379	379
N (Observations)	712	712	712	712	2,848

Notes: Table shows IV regressions where the dependent variables are 0/1 indicators for the take-up of human capital investments, restricting to the sample who responded after the pathing issue had been fixed (see Online Appendix Section E.1). "Training" indicates completing an intake form for vocational rehabilitation services (in applicable states) or requesting information on how to sign up for those services. "Math Skills" indicates requesting log-in information for the math/computer skills platform in the Resource Center. "Tutoring" indicates choosing the $300 in tutoring, versus $50 in cash in the lottery or no response. "Career Book" indicates choosing a $35 survey payment plus career book (worth $16), versus a $40 survey payment or no response. Column (5) pools the outcomes from columns (1)–(4) into one regression. Robust standard errors are in brackets, except for regression (5) where standard errors are clustered at the individual level. In columns (1)–(4), each individual has one observation; in column (5), each individual has four observations—one observation for each resource. The sample excludes those in the Information-Perverse group and is limited to those who completed the survey after the pathing issue had been resolved. All regressions control for stratum fixed effects, confidentiality sub-treatment, and a vector of controls selected by double-LASSO for our "pooled" outcome. See Online Appendix Table E.3 for a list of selected controls.

Appendix Table E.2: Robustness: Bounding exercises to account for pathing issue

Dependent Var:	Endline perceived probability of SSI removal			
	Baseline	Post-Fix	Best case	Worst case
	(1)	(2)	(3)	(4)
Information	16.08	18.22	17.33	11.48
	[1.34]	[2.13]	[1.34]	[1.35]
Control Mean	30.02	29.88	29.54	30.16
N (Individuals)	3,194	712	3,194	3,194
N (Control)	436	333	436	436
N (Information)	2,758	379	2,758	2,758

Notes: Table shows OLS regressions where the dependent variable is the endline perceived probability of removal (on a scale from 0-100) as measured in our endline survey. The sample is the Information group and the subset of the Control group we collected endline beliefs from. Regression (1) presents baseline results from Table 2, where we replace missing endline beliefs that resulted from our pathing issue with the average post-fix beliefs of the Treatment and Control groups. The sample in regression (2) is limited to those who completed the survey after the pathing issue had been resolved ("post-fix"). Regression (3) presents a "best case" scenario for the missing data where we replace missings that resulted from our pathing issue with the highest value observed post-fix (100) for the Information group and the lowest value (10) for the Control group. Regression (4) presents a "worst case" scenario for the missing where we replace missings that result from our pathing issue with the lowest value observed post-fix for the Information group and the highest value for the Control group. All regressions control for stratum fixed effects, confidentiality sub-treatment, and a vector of controls selected by double-LASSO for our "pooled" outcome. See Online Appendix Table E.3 for a list of selected controls.

E.2 Double-LASSO control selection

We selected a vector of controls for each outcome using double-LASSO. Controls were selected individually for each outcome. Each outcome has the same controls across models, regardless of sample restrictions (e.g., underestimators only, subgroup analysis). For variables marked with a *, we also include the variable squared as a potential control. Variables marked with † are controls that only appear in the main experiment, and variables marked with § are the ones that only appear in the mechanism experiment.

For the main experiment, selected controls for each outcome are shown in Online Appendix Table E.3. For the mechanism experiment, selected controls for each outcome are shown in Online Appendix Table E.4. LASSO selected controls from the following list for the main and mechanism experiment:

Demographics: female respondent, male respondent, respondent lives with child, respondent does not live with child, respondent is adoptive parent, respondent is child, respondent is a relative of child, respondent is a friend of child, respondent is child's parent, respondent has had no formal schooling, respondent's highest level of education (less than high school, high school graduate, some college, associate's or technical degree, bachelor's degree, graduate degree), respondent's race/ethnicity (White, Black/African American, AIAN, Asian, Hispanic/Latino other), respondent does not have a disability, respondent has a physical disability, respondent has a psychological disability, respondent has a cognitive disability, respondent-reported amount child receives in SSI benefits each month*, child receives special education services, child does not receive special education services, child receives accommodations in school, child is attending school, child is in some sort of post-high-school education, child attends a special school for kids with disabilities, child attends an online school, child attends a regular school, child attends an alternative school, child does not go to school, child's grade in school*, parent is unemployed[§], parent is unemployed and looking for work[§], parent has part-time employment[§], parent has full-time employment[§]

Baseline questions: How far child will go in school*, how likely to be able to pay for college*, thinks child won't have a job in adulthood, thinks child will have a part-time job in adulthood, thinks child will have a full-time job in adulthood, thinks high-school / 2y college / 4y college is worth it[†], I feel personally responsible for making sure my child has a good future*, it's too early to think about my child's life as an adult*, my actions can help ensure a good future for my child*, primary education goal: realize potential / engage in activities child enjoys / ensure child has stable financial future[§], thinks graduating from high school will increase kid's future earnings a lot / a little / not at all[§], thinks 2yr college would increase kid's future earnings enough to cover the cost / yes but not enough to cover the cost / not at all[§], thinks 4yr college would increase kid's future earnings enough to

cover the cost / yes but not enough to cover the cost / not at all[§], respondent-perceived SSI marginal tax rate on earnings*[§], expects child to live with them in adulthood[§], expects child to support them in adulthood[§], expects to support child financially in adulthood[§], expects child to be independent in adulthood[§], my actions today can help increase my child's future earnings*[§], I feel like I am doing all I can to help my child succeed*[§], I feel like I don't have the time/space to plan for my child's future*[§]

Usefulness of resources: For each of the following resources, an indicator for whether the resources is extremely useful, somewhat useful, or not useful: attending school, a career book, tutoring, math skills, employment training, education planning, savings account

Survey: Incentive amount, survey completed in English, survey completed over the phone

Administrative data: Child lives with mom, child lives with dad, child lives with both parents, child's age*, female child, child has an intellectual disability, child has a mental disability, child has a physical disability, child's medical diary reason, number of months child has been receiving SSI*, mother's age*, has a sibling on SSI, has ever had a child disability review, has ever lost SSI from a child disability review

Flag for missing data: For each of the following questions, a flag that the respondent did not answer the question: respondent relationship to child, respondent education, amount child receives in SSI benefits, type of school child attends, child's grade, how far child will go in school, how likely to be able to pay for college, if child will have a job as an adult, I feel responsible for making sure my child has a good future, it's too early to think about my child's life as an adult, my actions can help ensure a good future for my child, usefulness question for each resource, parent employment status[§], perceived marginal tax rate[§], HS / 2Y / 4Y is "worth it"[§], primary education goal[§], my actions today can help increase my child's future earnings[§], I feel like I am doing all I can to help my child succeed[§], I feel like I don't have the time/space to plan for my child's future[§]

Appendix Table E.3: Double-LASSO selected controls for each outcome (main experiment)

Outcome:	Primary					Secondary		
	Job Training	Math Skills	Tutoring	Career Book	Pooled	Future College	Future Work	Savings Account
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Panel A: Demographics								
Child's age		X						
Female respondent	X	X						
Race: Black						X		X
Race: White						X		
Respondent graduated HS					X			
Respondent graduated community college					X			
Panel B: Baseline questions								
Amount of SSI benefits, missing	X	X			X			
Thinks 2yr college is worth it	X		X	X	X			
Thinks 4yr college is worth it	X				X	X		
How far child will go in school				X				
How far child will go in school, squared					X	X		
How likely to be able to pay for college						X		
How likely to be able to pay for college, squared						X		
Thinks child won't have job in adulthood						X	X	
Thinks child will have full-time job in adulthood						X	X	
It's too early to think about my child's life as an adult	X	X		X	X			X
My actions can ensure a good future for my child, squared							X	
Panel C: Usefulness of resources								
Savings account: extremely useful	X					X	X	X
Savings account: not useful						X		X
Attending school: extremely useful						X	X	
Career book: extremely useful				X		X	X	
Career book: not useful						X		
Tutoring: extremely useful	X	X	X		X			
Tutoring: not useful		X			X			
Math skills: extremely useful	X	X	X		X		X	X
Math skills: not useful	X	X						
Job training: extremely useful	X	X		X	X		X	X
Job training: not useful	X							
Education planning: extremely useful	X	X	X	X	X	X	X	X
Education planning: not useful	X				X	X	X	
Panel D: Survey								
Phone survey	X	X			X			X

Notes: Table shows controls that were selected for each outcome by double-LASSO for the specification shown in equation 1, as discussed in Online Appendix Section E.2.

Appendix Table E.4: Double-LASSO selected controls for each outcome (mechanism experiment)

Outcome:	Primary				Parent Work, Employed			Parent Work, Unemployed			Secondary			
	Job Training	Math Skills	Tutoring	Pooled	Parent Career Book	Work more, kid < 18	Work more, kid > 18	Parent Career Book	Work, kid < 18	Work, kid > 18	Future College	Future Work	Savings Account	Hypoth. Insurance
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Panel A: Demographics														
Race: Black											X			
Race: White											X			
Respondent has no disability										X				
Respondent has a physical disability						X			X	X				
Medical diary: unpredictable outcome						X								
Panel B: Baseline questions														
Parent unemp. but looking for work									X	X				
Thinks 4yr college increase earnings enough to cover cost												X		
Thinks 4yr college will not increase earnings											X			
Thinks HS increase earnings a lot												X		
Thinks HS will not increase earnings												X		
How far child will go in school, squared											X			
How far child will go in school, missing											X	X		
How likely to be able to pay for college									X					
How likely to be able to pay for college, squared											X			
Thinks child won't have job in adulthood											X	X		X
Thinks child will have full-time job in adulthood											X	X		
Will child work in adulthood, missing								X	X	X	X	X		
Excepts to live with child once child turns 18											X			
I don't have the time/space to plan for my child's future, squared												X		
My actions can help ensure a good future for my child, missing	X	X	X	X									X	
Panel C: Usefulness of resources														
Savings account: extremely useful											X			
Savings account: not useful	X													
Attending school: extremely useful											X	X		
Tutoring: extremely useful			X	X										
Education planning: extremely useful											X			
Education planning: not useful			X											
Career book: extremely useful												X		
Panel D: Survey														
Incentive amount														X

Notes: Table shows controls that were selected for each outcome by double-LASSO as discussed in Online Appendix Section E.2.

E.3 Predicted IV specification

Our pre-analysis plan specified that, if the first stage F-statistic were not sufficiently large, to increase power, we would use the following "predicted beliefs" IV specification. The specification uses baseline beliefs (and other baseline variables) to predict endline beliefs, separately in the Treatment and Control groups, and then estimates equation (2) using predicted endline beliefs (as opposed to actual endline beliefs) as the endogenous regressor.

Specifically, the procedure proceeds in two steps:

1. Use the coefficients from column (2) of Table 2 to predict $EndlineBeliefs$ for the full sample, both for those whom we do and those for whom we do not have data on $EndlineBeliefs$.
2. Estimate equation (2) replacing actual $EndlineBeliefs$ with the predicted beliefs generated in step 1.

We use a two-stage bootstrap approach, bootstrapping steps 1 and 2, to get the standard errors.

Online Appendix Table E.5 shows the results. As with the IV approach shown upfront, we find no effects of (predicted) beliefs on investments.

Appendix Table E.5: Robustness: "Predicted" IV specification

Dependent Var:	Job Training	Math Skills	Tutoring	Career Book	Pooled
	(1)	(2)	(3)	(4)	(5)
Endline Beliefs	0.0008	-0.0010	-0.0004	-0.0001	-0.0002
	[0.0006]	[0.0007]	[0.0006]	[0.0006]	[0.0005]
Control Mean	0.30	0.34	0.23	0.27	0.29
N (Individuals)	5,727	5,727	5,727	5,727	5,626
N (Control)	2,854	2,854	2,854	2,854	2,854
N (Information)	2,873	2,873	2,873	2,873	2,873
N (Observations)	5,727	5,727	5,727	5,727	22,908

Notes: Table shows instrumental variable regressions where the dependent variables are 0/1 indicators for the take-up of human capital investments; the endogenous regressor ("Endline Beliefs") is the *predicted* endline perceived probability of removal (on a scale from 0-100); and the instruments are Treatment, Treatment interacted with the predicted likelihood of removal, and Treatment interacted with baseline beliefs about the likelihood of removal. All regressions control for the predicted likelihood of removal and baseline beliefs about the likelihood of removal, and stratum fixed effects. The sample for the regressions includes the Control group and the Information group (i.e., Treatment excluding Information-Perverse). Column (5) pools the outcomes from columns (1)–(4) into one regression and clusters the standard errors at the individual level.

F Demand effects

We use several unincentivized survey questions as outcome variables in treatment effect analyses—specifically, the demand for insurance, parents' work plans, parents' plans for their child's future work and schooling, and parents' updated beliefs. Because these outcomes are unincentivized (unlike our primary outcomes, the take-up of resources), one might be concerned about demand effects wherein the treatment group expresses a certain answer more not because they truly believe it but because they think the experimenter wants them to. We think this concern is relatively muted in our context because we see no treatment effects on parents' expectations for their child's future work and college-going plans (Table 4). Since the Information video emphasizes the need for the child to find other sources of income and suggests that education and training are the best way to do that, we think that demand effects would be most likely to show up in those responses. The apparent absence of demand effects is consistent with recent evidence suggesting that demand effects tend to be quite minimal in survey experiments, even with hypothetical outcomes (Mummolo and Petersen, 2018; de Quidt et al., 2018).

G Calibration based on Heathcote et al. (2017)

In this section, we calibrate the model presented in Heathcote et al. (2017) using an SSI-like transfer program. Our goal is to predict what the magnitude of the dynamic discouragement effect of SSI would be using a neoclassical model that incorporates income and substitution effects.

G.1 Model setup

We begin with the general set-up of the Heathcote et al. (2017) model, including the tax function, demographics and agent life cycle, aggregate production function, preferences, and individual earnings, as well as market structures and government spending. We also make the same set of assumptions made in the simplified model used to explore skill investment responses to taxes (i.e., Section V.B.2 of Heathcote et al., 2017).[44]

The agent's problem involves choosing the optimal level of human capital investment, s, to maximize utility U.[45] More specifically, the agent's problem, as outlined in equation (7) to (9) of Heathcote et al. (2017), is

$$\max_{\{c,h,s\}} \; U = -\frac{\kappa^{-1/\psi}}{1+1/\psi} s^{1+1/\psi} + (1-\beta\delta)\sum_{a=0}^{\infty}(\beta\delta)^a u(c_a, h_a) \tag{3}$$

where

$$u(c_a, h_a) = \log(c_a) - \frac{e^{(1+\sigma)\varphi}}{1+\sigma} h_a^{1+\sigma}$$

subject to a budget constraint, where h_a and c_a are hours worked and consumption in period a, respectively; β is the discount factor; δ is the probability of survival until the next period; κ is learning ability (distributed exponentially in the population with parameter η); ψ is a parameter that determines the elasticity of human capital investment with respect to the return to human capital; and σ and φ determine the disutility of work.

To estimate the magnitude of the dynamic discouragement effect of SSI on human capital investment s, we compute the solution to the agent's problem from equation (3) in two scenarios: one where the agent does not receive any government transfer and one where they receive an SSI-like transfer. Note that the utility function remains unchanged regardless of whether individuals are receiving SSI, but the budget constraint varies based on SSI receipt.

[44] In particular, the parameter for disutility of work φ is assumed to be non-random. All parameters involved in the stochastic processes for labor productivity $\alpha, \omega, \varepsilon$ are identically zero throughout, so there is no uncertainty with respect to productivity and income. As a result, there is no market for private insurance. Finally, agents are assumed to derive no utility from public goods G, i.e. $\chi = 0$.

[45] In Heathcote et al. (2017), human capital investment is referred to as "skills." We use "human capital investment" instead in order to be consistent with the language used in this paper.

G.2 Optimum under the no-SSI case

Under the no-SSI scenario, all agents face a baseline tax level of λ_0 and do not receive any lump sum transfers. In this case, the budget constraint (equation (16) from Heathcote et al., 2017) is

$$c = \lambda_0 (p(s) * h)^{1-\tau}$$

where λ_0 indexes the tax rate (with higher λ_0 meaning lower tax rate) and τ indicates the progressivity of the tax system.[46]

The optimal human capital investment (equation (25) from Proposition 2 of Heathcote et al., 2017) is given by

$$s_0(\kappa) = \left[\frac{\eta}{\theta}(1-\tau)\right]^{\frac{\psi}{1+\psi}} \kappa \tag{4}$$

where θ is the parameter determining elasticity of substitution between different levels of human capital and all other parameters are defined as above.[47] Note that λ_0 does not appear in (4), indicating that the optimal choice of s under the baseline case does not depend on the tax rate.

G.3 Optimum under SSI

The case where the agent receives SSI differs from the no-SSI case in two ways. First, agents enrolled in the program receive a lump sum transfer L. Second, agents enrolled in the program face higher marginal tax rates (corresponding to a lower $\lambda_1 < \lambda_0$). The budget constraint for SSI agents then becomes

$$c^{SSI} = \lambda_1 (p(s) * h)^{1-\tau} + L$$

To solve the agent's problem under the SSI scenario, we assume that the decisions of SSI recipients do not affect aggregate quantities and general-equilibrium values, most notably the prices of different skills $p(s)$.[48] We think this is a reasonable assumption because the SSI program only affects a small subset of the population.

We proceed following the steps given in Appendix B of Heathcote et al. (2017). Since the equilibrium is static, we drop the time subscript in c_a and h_a. Equation (3) then simplifies to

$$\max_{\{c,h,s\}} \quad U = -\frac{\kappa^{-1/\psi}}{1+1/\psi} s^{1+1/\psi} + \log(c) - \frac{e^{(1+\sigma)\varphi}}{1+\sigma} h^{1+\sigma} \tag{5}$$

[46] This comes from the fact that net taxes are assumed to be $T(y) = y - \lambda_0 y^{(1-\tau)}$.

[47] This result is proved in Appendix B of Heathcote et al. (2017), equations (B1)-(B4). There appears to be a typo in the budget constraint in the appendix, where $p(s)$ in equation (B1) should be $\log(p(s))$ in order to match the form of the budget constraint that appears earlier in the paper and to agree with equation (B3). While this does not affect the baseline results, it does matter for the SSI case.

[48] Technically, this means we are exploring the impact of SSI within a subset of agents with measure zero.

We proceed in the same way as Heathcote et al. (2017) to find the optimal hours worked. We have

$$\log(c) = \log(\lambda_1(p(s) * h)^{1-\tau} + L)$$

Substituting this into (5), and differentiating with respect to h, we get the following first order condition (FOC):

$$-h^{\sigma}\, \mathrm{e}^{\varphi\,(\sigma+1)} + \frac{\lambda_1\, p\, (1-\tau)}{(h\, p)^{\tau}\, \left(L + \lambda_1\, (h\, p)^{1-\tau}\right)} = 0$$

Equivalently,

$$Lh^{\sigma+\tau} + \lambda_1 p^{1-\tau} h^{1+\sigma} - \lambda_1(1-\tau)p^{1-\tau}e^{-(1+\sigma)\varphi} = 0 \tag{6}$$

Given the form of (6), there is no closed-form expression for h in terms of p. Therefore, no analytical expression for $\partial U/\partial s$ is available for deriving the FOC with respect to s. We thus use a nested optimization procedure, consisting of an inner and outer optimization, to numerically estimate the optimal s for each level of κ:

1. Inner: given s and $p(s)$, find h that satisfies (6)
2. Outer: given h, find s that maximizes (5)

Since (5) is concave in h, p, and s given learning ability level κ, necessary conditions in terms of the gradients are sufficient for global optimality.

G.4 Parameter values

We take all parameters (absent the tax function parameters which we calibrate to our setting) directly from Heathcote et al. (2017). Specifically, we use the following values, following Heathcote et al. (2017)'s base case assumptions: $\sigma = 2, \theta = 3.124, \psi = 0.65, \varphi = 0$. Heathcote et al. (2017) does not specify the choice for η as it is not a very consequential parameter; we assume $\eta = 1$ and show that the results are robust to varying η.

For simplicity (and transparency in highlighting the main channels of interest), we assume a tax progressivity level of $\tau = 0$ (i.e., flat tax schedule), regardless of whether the agent is receiving SSI. We set the baseline tax rate parameter in the absence of SSI, λ_0, to be 0.9, resulting in a constant marginal tax rate of 0.1. We choose this value to match the normal US marginal tax rate for non-SSI recipients with relatively low earnings. We set the tax rate parameter with SSI, λ_1, to be 0.5, to match the 0.5 marginal tax rate of the SSI program.[49]

We calculate the lump sum transfer from SSI, L, using the fact that the SSI lump sum amount of \$10,000 per year is roughly half the annual household income for the program-

[49]For simplicity, we ignore the fact that the marginal tax rate for SSI program decreases again once they've "earned out" of the program.

eligible population. Therefore, we set the amount of the lump sum transfer as the weighted average of the after-tax income in the no-SSI scenario for the agents in the bottom 10% in the learning ability level (and hence earnings) distribution. That is,

$$L = \left(\int_0^{\tilde{\kappa}} \lambda \left[p(s(\kappa))h \right]^{1-\tau_0} f(\kappa)\, d\kappa \right) / 0.1 \tag{7}$$

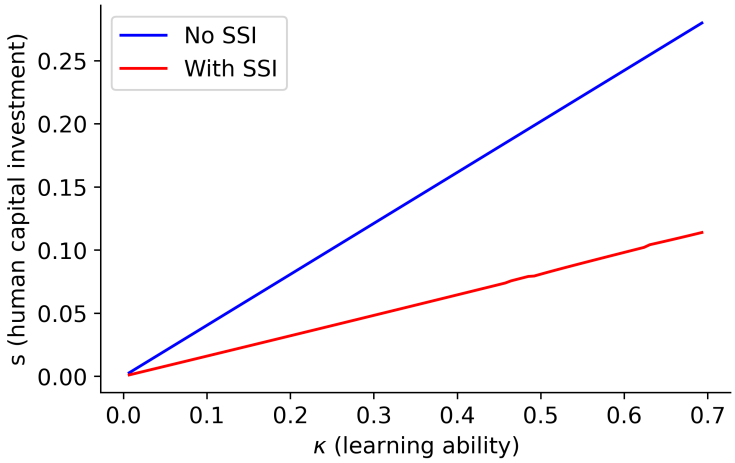
where $\tilde{\kappa}$ is such that $P(\kappa < \tilde{\kappa}) = .1$ and f is the exponential distribution pdf for κ. We choose the bottom 10% to match the fact that SSI recipients tend to be lower earners.[50]

G.5 Results

Online Appendix Figure G.1 shows human capital investment s as a function of learning ability κ, with and without SSI. SSI meaningfully decreases human capital investment, with roughly proportional decreases across the learning ability distribution. Assuming that SSI recipients are drawn primarily from the bottom 10 percent of the learning ability distribution, average human capital choices are 59% lower with SSI than without.[51] This is the treatment effect we would expect from our experiment if participants' probability of removal went from 0% to 100%. In reality, participants' probability of removal in the underestimator sample increased by 18.5pp. Hence, this calibration suggests we should expect a treatment effect on human capital investment of $59\% \times 18.5\% = 11\%$. Online Appendix Figure G.2 shows that the 59% estimate of the percent decrease in human capital level from SSI is relatively invariant to our choice of η.

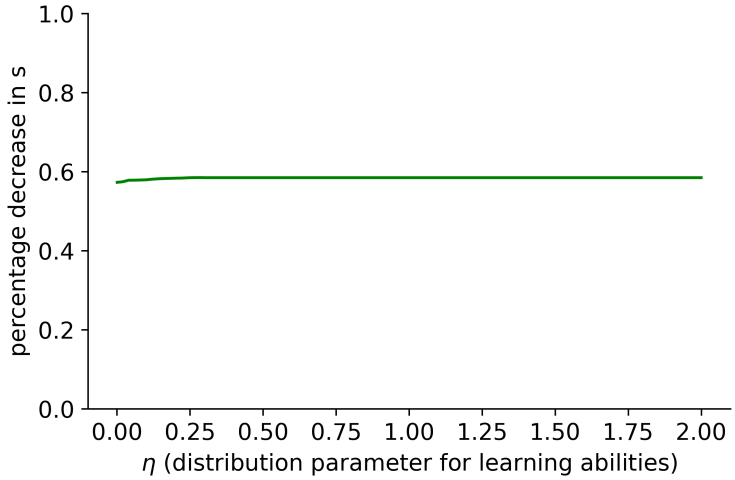
[50] This assumption is somewhat conservative; if we chose the lump sum to match the average earnings of higher earners, the effect of the SSI program on s is larger.

[51] Given the near linearity of the relationships, this estimate is nearly the same regardless of what portion of the distribution we assume that the SSI recipients are drawn from.



Appendix Figure G.1: In a neoclassical model, SSI decreases human capital investment

Notes: Figure presents optimal human capital investment with and without SSI as a function of learning ability κ. The x-axis displays values of κ running from the bottom (κ=0) of the learning ability distribution until the 50th percentile (κ=0.7). Results are calculated with the following set of parameter values: $\sigma = 2, \theta = 3.124, \psi = 0.65, \varphi = 0, \eta = 1$, $\lambda_0 = 0.9$ (no SSI), $\lambda_1 = 0.5$ (SSI), and L half of after-tax income (excluding SSI) among agents at the bottom 10% of the learning ability distribution.



Appendix Figure G.2: Predicted decrease in human capital from SSI robust to values of η

Notes: Figure presents the average percentage decrease in human capital investment s in the "with SSI" scenario relative to the "no SSI" scenario for agents at the bottom 10% in the learning ability distribution under different assumptions for the learning ability distribution parameter η. Other model parameters are held constant: $\sigma = 2$, $\theta = 3.124$, $\psi = 0.65$, and $\varphi = 0$. SSI program parameters are $\lambda_0 = 0.9$ (no SSI), $\lambda_1 = 0.5$ (SSI), and L half of after-tax income (excluding SSI) among agents at the bottom 10% of the learning ability distribution, where the 10th percentile of the learning distribution shifts with changes in η.

H Expert prediction survey text

The following is the text of the expert prediction survey.

Background on SSI: The Supplemental Security Income (SSI) program provides monthly cash payments to low-income children and adults with a range of disabilities. The SSI children's program has grown rapidly in the past two decades, mostly driven by mental and behavioral conditions such as ADHD, speech delay, and autism. Children with these conditions have high dropout rates from school, high arrest rates, and low employment rates in adulthood.

When children who receive SSI turn 18, they are reevaluated by SSI under the adult criteria. This means that the Social Security Administration must decide whether the child is capable of working in adulthood. About 70% of those with mental and behavioral conditions lose their benefits at age 18 as a result of this reevaluation. The loss of SSI benefits has large financial implications for families, since the annual benefit amount (about $10,000/year) is roughly half of total household income for the average SSI family.

The Inaccurate Beliefs of SSI Parents: Our study will focus on parents whose children have at least a 40% chance of losing SSI benefits at age 18.

According to our baseline survey data, **roughly 80% of these parents underestimate their child's likelihood of losing benefits** by a substantial margin (at least 30%). 60% of parents believe there is no chance of losing benefits at all. If parents do not understand that their child could lose SSI benefits in adulthood, they might not realize that their child might have to support themselves in adulthood by working. As a result of this mistaken belief, parents might underinvest in their child's education and career development.

Randomization and Sample: Our sample consists of roughly 5,000 parents who have a child receiving SSI who is 14-17 years old, who completed our baseline survey, and who, in the survey, underestimated their children's likelihood of removal by at least 30%. We selected participants for our baseline survey from administrative records from the Social Security Administration (the office that manages SSI).

We randomized half of this sample into a treatment group that received an intervention, described below, and half to a control group that did not receive the intervention.

Intervention: Our intervention provides information to parents in our sample on their children's predicted likelihood of losing their SSI benefits at age 18. We deliver the information through a video. As an example, here are some screenshots and excerpts from the video for a child with an 80% removal probability:

- We have looked at children who have the same medical condition as your child.... **We**

find that almost all of these children lose SSI when they enter adulthood at the age of 18.

- In fact, 8 out of 10 of these children lose their SSI benefits as adults. That means that 80% of these children stop receiving SSI.
- Because these children have the same severe medical condition as your child, **we think that your child also has an 80% chance of losing their SSI benefits when they turn 18.**
- That means your child will most likely not receive SSI benefits as an adult. If that happens, they will not receive any monthly payments from SSI, they will not qualify for Medicaid through SSI, and **they will need to find other sources of income to support themselves.**
- Respondents were also shown Online Appendix Figures C.2, C.3, and C.4

Effect of Intervention on Beliefs: After the information treatment, we conducted a survey with parents to find out if our information affected their beliefs. We find that the information had large effects on parent beliefs: **parents in the treatment group believe that the likelihood that their children will lose benefits is 17 percentage points higher than parents in the control group.**

Educational Outcomes: To measure the impact of our intervention on educational investment, immediately after the information intervention, we offered parents the opportunity to sign up for educational services for their child. Specifically, we created an online portal that parents could visit to sign-up for educational services such as tutoring and career preparation. Our outcome is an indicator for whether parents visited the portal and signed up for any of the educational services. Our survey data suggest that the vast majority of parents believe that these services would help their children excel in school and/or their careers. Roughly 40% of parents in the control group signed up for the educational services.

Prediction: We ask you to predict the proportion of the treatment group that signed up for the educational services. Our sample consists of parents who at baseline underestimated their children's chance of losing benefits by at least 30 percentage points.
Respondents were then shown a slider to predict the treatment effect.

I Survey Instruments

I.1 Main Experiment

Para la versión en español, haga clic en el botón "Español" arriba.

Thank you for visiting the Plan for the Future survey!

This survey will take 15-18 minutes of your time. After you complete the survey, we will send your payment in the amount printed in the letter you received.

To complete the survey, please login with the PIN number that was mailed to you.

PIN: **INSERT BOX FOR PIN**

Forgot your PIN? Contact the HelpDesk by phone at XXX or via email at XXX.

New Page

(*If this is the respondent's first time entering the survey*) Welcome to the Plan for the Future Survey! Please press NEXT to begin.

(*If respondent is returning to the survey after partially completing it*) Welcome back to the Plan for the Future Survey! Please press NEXT to pick up where you left off.

New Page

S_CONSENT

The Plan for the Future Survey is for parents and guardians of children receiving Supplemental Security Income (SSI). Your answers will provide information to help understand the goals and needs of children receiving SSI benefits and help you plan for your child's future.

The survey should take no more than 15-18 minutes of your time.

RESPONDENT SAW ONE OF THE BELOW DEPENDING ON THE DATE
Complete it now for $40 during the Early Bird period, which ends on 11/06/2021, or $25 after that date.

OR

Complete it now for $25.

CONFIDENTIALITY: Your participation in the survey is voluntary and confidential. Your information will be kept private, be used only for research purposes, and you will never be identified by name without your consent. Your responses will be combined with those from others who take the survey. Your participation will not affect any SSI benefits that you or your children may receive now or apply for in the future. The University of Chicago and NORC are responsible for this survey. We are not contacting you on behalf of SSA. No one at SSA involved in administering benefits will see your answers.

New Page

PLACE INTERNAL TIMESTAMP HERE

I_RELATIONSHIP. What is your relationship to [KID_FIRST]?

01. I'm [KID_FIRST]'s mother and live with [KID_FIRST]
02. I'm [KID_FIRST]'s father and live with [KID_FIRST]
03. I'm [KID_FIRST]'s relative (not a parent) and live with [KID_FIRST]
04. I'm [KID_FIRST]'s mother and **don't** live with [KID_FIRST]
05. I'm [KID_FIRST]'s father and **don't** live with [KID_FIRST]
06. I'm [KID_FIRST]'s relative (not a parent) and **don't** live with [KID_FIRST]
07. Other [specify:]

99. REFUSED

I_EDUCATION. What is the highest level of education you have completed?

01. No formal schooling
02. Less than high school
03. High school graduate
04. Some college
05. Associate's, Vocational, or Technical degree
06. Bachelor's degree
07. Graduate degree

99. REFUSED

I_RACE. What is your race/ethnicity? Check all that apply.

01. White
02. Latino
03. Black or African American
04. American Indian or Alaska Native
05. East Asian, South Asian, or Pacific Islander
06. Some other race
    a. Please name:_____

99. REFUSED

I_DISABILITY. Do you have a disability? Check all that apply.

01. No
02. Yes, cognitive or learning disability (e.g., ADHD, dyslexia)
03. Yes, psychological disability (e.g., depression, anxiety)
04. Yes, physical disability

99. REFUSED

New Page

B_SSI_AMOUNT. We will now ask you some questions about your child. What is the monthly amount [KID_FIRST] currently receives in SSI benefits?

01. $0 - $199
02. $200 - $399
03. $400 - $599
04. $600 - $799
05. $800 or more
06. My child doesn't currently receive SSI.

77. DON'T KNOW
99. REFUSED

New Page

C_CHANCESTOP. Do you think there's any chance [KID_FIRST] **will stop receiving SSI benefits** over the next 10 years?

01. No, there is no chance that [PN2] benefits will stop. [**SKIP TO E_SCHOOLTYPE**]
02. Yes, there is some chance that [PN2] benefits will stop.

99. REFUSED

New Page

PROGRAMMER NOTES
Make the CATI prompt for C_ODDSLOSE be "How likely do you think it is that [KID_FIRST] will stop receiving benefits? Please give your answer in percentage terms, in which 10% means highly unlikely to lose benefits and 100% means certainly losing benefits."

[**IF C_CHANCESTOP ≠ 1**]

C_ODDSLOSE. How likely do you think it is that [KID_FIRST] **will stop receiving SSI benefits** over the next 10 years?

01. **10%** (highly unlikely to lose benefits)
02. **20%** (unlikely)
03. **30%** (some chance)
04. **40%** (could very well)
05. **50%** (good chance)
06. **60%** (likely)
07. **70%** (probably)
08. **80%** (most likely)
09. **90%** (almost certainly)
10. **100%** (certainly will lose benefits)

97. 0% [**Answer available only for respondents answering the survey on the phone**]
99. REFUSED

New Page

E_SCHOOLTYPE. What type of school is [KID_FIRST] attending? If [KID_FIRST] is currently learning virtually from home because of the COVID-19 pandemic, please report the type of school they attended before the pandemic.

01. Regular school, receiving special education services
02. Regular school, NOT receiving special education services
03. Special school for persons with disabilities
04. Post-secondary, vocational, technical, business, or trade school
05. Special education but not in a school
06. Home schooled
08. My child does not go to school
07. Other [specify:]
99. REFUSED

E_GRADE. What grade is [KID_FIRST] in?

01. 5th grade
02. 6th grade
03. 7th grade
04. 8th grade
05. 9th grade
06. 10th grade
07. 11th grade
08. 12th grade
99. REFUSED

G_FUTURESCHL. If money were not an issue, what's the farthest you think [KID_FIRST] would go in school?

01. Not finish high school
02. Graduate from high school
03. Attend a community college or vocational/technical school
04. Attend a four-year college or university
99. REFUSED

[IF G_FUTURESCHL = 01,02]

G_FUTURESCHL_COST. If [KID_FIRST] wanted to go to college (vocational/technical program, community college, or four-year college or university), do you think your family could afford it?

01. Definitely not
02. Unlikely
03. Maybe
04. Likely
05. Definitely yes

[IF G_FUTURESCHL=03,04]

G_FUTURESCHL_AFFORD. Do you think your family can afford college (vocational/technical program, community college, or four-year college or university) for [KID_FIRST]?

01. Definitely not
02. Unlikely
03. Maybe
04. Likely
05. Definitely yes

[THIS QUESTION WAS ONLY ASKED IN THE SECOND MONTH OF THE SURVEY]

H_DECISIONS. My primary goal when making decisions about my child's education is to help them:

01. Realize their potential
02. Engage in activities they enjoy
03. Achieve a stable financial future
04. Other [specify:]

F_LIVING. Do you think that [KID_FIRST] will have a job as an adult?

01. No
02. Yes, a part-time job
03. Yes, a full-time job
99. REFUSED

[IF F_LIVING=02,03]

F_WORTHIT. Which of the following do you think would increase [KID_FIRST]'s earnings from their future job enough to cover the cost (i.e., would be "worth it")? Costs can include tuition, expenses, and/or the cost of lower earnings while in school. Select all that apply.

01. Four-year college or university
02. Community college or vocational/technical program
03. High school diploma
04. None of the above

[THIS QUESTION WAS ONLY ASKED IN THE SECOND MONTH OF THE SURVEY]

H_BEENOUGH. Assuming your child's SSI benefits continue at the current amount, do you think SSI will provide enough income for your child in adulthood?

01. More than enough
02. Enough
03. Not quite enough
04. Definitely not enough

[THIS QUESTION WAS ONLY ASKED IN THE SECOND MONTH OF THE SURVEY]

H_MTR. Assuming your child's SSI benefits continue into adulthood and your child also works in adulthood, by how much do you think their earnings from work will affect their SSI benefit amount? For every $1 that your child earns from working as an adult, will their SSI benefit amount in adulthood…

01. Fall by $1
02. Fall by 50 cents

03. No change
04. Increase by 50 cents
05. Increase by $1

[THIS QUESTION WAS ONLY ASKED IN THE SECOND MONTH OF THE SURVEY]
H_FUTUREREL. When your child is in early adulthood (age 18-25), which of the following do you expect to be true? Select all that apply.

01. I expect my child to live with me.
02. I expect to financially support my child.
03. I expect my child to financially support me.
04. I expect my child's SSI income to contribute to our household's income.

[IF ASKELIGIBLE = 1.]
G_ELIGIBLE. If your child were to graduate from high school and excel academically, do you think that would make [PN1] more or less likely to remain eligible for SSI?

01. Much more likely
02. Somewhat more likely
03. About as likely
04. Somewhat less likely
05. Much less likely

99. REFUSED

New Page

How strongly do you agree or disagree with the following statements?

G_RESPONSIBLE. I feel personally responsible for making sure that my child has a good future.

G_THINKING. It's too early to start thinking about my child's life as an adult.

G_AFFECTFUTURE. I am confident that my actions can help ensure a good future for my child.

[THIS QUESTION WAS ONLY ASKED IN THE SECOND MONTH OF THE SURVEY]
H_ACTIONS. I am confident that my actions today can help increase my child's earnings from work in adulthood.

[THIS QUESTION WAS ONLY ASKED IN THE SECOND MONTH OF THE SURVEY]
H_EVERYTHING. I feel like I am doing everything I can to help my child be successful in adulthood.

[THIS QUESTION WAS ONLY ASKED IN THE SECOND MONTH OF THE SURVEY]
H_PLANNING. I feel like I don't have the time or space to plan for my child's future.

PROGRAMMER NOTES
The following should be the answer choices to the questions above, displayed in a grid format:

01. Strongly disagree
02. Disagree
03. Neutral
04. Agree
05. Strongly agree

New Page

F_HELPATTENDANCE. How much would **attending school regularly** help your child excel in school and/or in their career?

01. Not at all helpful
02. Somewhat helpful
03. Extremely helpful

99. REFUSED

F_HELPBOOK How much would **a book on preparing your child for a career** help your child excel in school and/or in their career?

01. Not at all helpful
02. Somewhat helpful
03. Extremely helpful

99. REFUSED

F_HELPINPERSON. How much would **one-on-one tutoring** help your child excel in school and/or in their career?

01. Not at all helpful
02. Somewhat helpful
03. Extremely helpful

99. REFUSED

F_HELPTUTORS. How much would **online math tutoring and computer skills training** help your child excel in school and/or in their career?

01. Not at all helpful
02. Somewhat helpful
03. Extremely helpful

99. REFUSED

F_HELPVREHAB. How much would **employment training services** (such as workplace readiness and job skills training) help your child excel in school and/or in their career?

01. Not at all helpful
02. Somewhat helpful
03. Extremely helpful

99. REFUSED

F_HELPVREHAB_ED. How much would **college planning services** (such as help finding and paying for a vocational/technical program, community college, or four-year college or university) help your child excel in school and/or in their career?

01. Not at all helpful
02. Somewhat helpful
03. Extremely helpful

99. REFUSED

F_HELPABLE. How much would **opening a savings account for your child's future expenses** help your child excel in school and/or in their career?

01. Not at all helpful
02. Somewhat helpful
03. Extremely helpful

99. REFUSED

New Page

[Skip if F_HELPATTENDANCE, F_HELPBOOK, F_HELPINPERSON, F_HELPTUTORS, F_HELPABLE, F_HELPVREHAB, and F_HELPVREHAB_ED are all 01]

F_HELPCOLLEGE. You indicated that the following may be useful to your child. Which of these would still be useful if your child does not pursue college or other education after high school? Check all that apply.

01. Attending school regularly (DISPLAY IF F_HELPATTENDANCE=02,03)
02. A book to help prepare for a career (DISPLAY IF F_HELPBOOK=02,03)
03. One-on-one tutoring (DISPLAY IF F_HELPINPERSON=02,03)
04. Online math tutoring and computer skills training (DISPLAY IF F_HELPTUTORS=02,03)
05. Employment training services (DISPLAY IF F_HELPVREHAB=02,03)
06. College planning services (DISPLAY IF F_HELPFVREHAB_ED=02,03)
07. Opening a savings account for your child's future expenses (DISPLAY IF F_HELPABLE=02,03)
08. None of the above

99. REFUSED

New Page*

PROGRAMMER NOTES
If SAMPTYPE = 1, skip to NUDGEONLYINT1. Otherwise, proceed to KNOWINTRO1. In other words, if SAMPTYPE = 1, skip sections marks with asterisks.
PLACE INTERNAL TIMESTAMP HERE

KNOWINTRO1
Screen 1

[IF E_GRADE ≠ 77 OR 99, DISPLAY THE FOLLOWING SENTENCE.]

Since [KID_FIRST] is in the [E_GRADE], now is the perfect time to plan for [PN3] future.

To help you plan for [PN3] future, we are going to show you a video with **important and helpful information** about SSI benefits for children in [STATEAG].

Please watch the entire video and make sure your volume is on.

We will ask you some questions on it afterwards to make sure we conveyed it clearly.

New Page*

Screen 2 (video)

You will not be able to move on to the next screen without watching the entire video.

PROGRAMMER NOTES

Next button will display after 90 seconds. Display video associated with VIDEOTYPE.

New Page*

VIDEOCHECK_KNOW. Were you able to view the video successfully? If not, don't worry, you can still proceed with the survey!

01. Yes [**PROCEED TO SCREEN 4 IF OBS_1 = 1. OTHERWISE SKIP TO KNOWCHECK**.]
02. No

New Page*

[**IF VIDEOCHECK_KNOW = 2**]

VIDEOCHECK_KNOWWHY. Do you know why you were not able to watch the video?

01. Yes, I have some idea why.
02. No, I have no idea why. [**PROCEED TO SCREEN 3.1**]

New Page*

[**IF VIDEOCHECK_KNOWWHY = 1**]

VIDEOCHECK_KNOWREASON. Why do you think the video did not play?

PROGRAMMER NOTES

Text box as response entry. Minimum of 20 characters. Proceed to Screen 3.1.

New Page*

PROGRAMMER NOTES
Only show Screens 3.1 – 3.5 if VIDEOCHECK_KNOW = 2.

Screen 3.1
We want to share some useful information about your child's SSI benefits.

Your child receives SSI benefits for a disability. This means that you receive monthly SSI benefits, and your child receives access to Medicaid. SSI is an important resource for many families who have children with disabilities.

New Page*

Screen 3.2
But what families often don't know is that **many children stop receiving SSI benefits when they turn 18**. This is because the medical conditions that qualify someone for benefits are different for adults than they are for children. At the age of 18, children are re-evaluated to see if their condition still qualifies and many kids with your child's condition do not qualify and stop receiving benefits.

New Page*

Screen 3.3
We have looked at children who have the same medical condition as your child, whose condition is just as severe, and who are also the same age as your child and live in the same state. **We find that [REMOVAL_DESC1] of these children lose SSI when they enter adulthood** at the age of 18. In fact, [N] out of 10 of these children lose their SSI benefits as adults. That means that [REMOVAL_PROB]% of these children stop receiving SSI.

Because these children have the same severe medical condition as your child, we think that your child also has a [REMOVAL_PROB]% chance of losing their SSI benefits when they turn 18.

New Page*

Screen 3.4
That means your child [REMOVAL_DESC2] not receive SSI benefits as an adult. If that happens, they will **not** receive any monthly payments from SSI, they will **not** qualify for Medicaid through SSI, and **they will need to find other sources of income to support themselves.**

We're showing you this information so that you can help prepare your child for an adulthood without benefits. Your child can still be successful in adulthood as long as you both take the right steps to prepare.

New Page*

Screen 3.5
Of course, success looks different for different children. If success for your child means earning a living in adulthood, then education and training are the best way to help them get there. And we can help. We have set up an education and training Resource Center where you'll find resources like math tutoring and

job readiness training. You can select as many resources as you want, and you will receive them at no cost to you. We'll direct you to the Resource Center at the end of the survey.

We want to make sure we communicated all of this information effectively. Please click NEXT to answer a question about the information we just presented.

PROGRAMMER NOTES
If OBS_1 = 1, proceed to Screen 4. Otherwise, skip to KNOWCHECK.

New Page*

[IF OBS_1 = 1]
Screen 4
One last note about your child's SSI benefits: The age 18 re-evaluation mentioned in the video will be conducted by Social Security. Someone from Social Security will evaluate your child to see whether he or she is able to earn a living as an adult.

To help them determine if your child is able to earn a living, a representative from Social Security may ask you to provide information about your child's schooling, teachers and counselors, counseling and therapy, work, hospital and doctor visits, and medicines. **If they determine that your child is able to earn a living, then your child's benefits will end.**

New Page*

KNOWCHECK. The information that was just presented is important. To make sure we did a good job of communicating it, please answer the following question:

Among children who are similar to [KID_FIRST], how many will **not receive SSI benefits** as adults?

01. **10%** (1 in 10 will not receive SSI benefits)
02. **20%** (2 in 10)
04. **30%** (3 in 10)
05. **40%** (4 in 10)
06. **50%** (5 in 10)
07. **60%** (6 in 10)
08. **70%** (7 in 10)
09. **80%** (8 in 10)
10. **90%** (9 in 10)
11. **100%** (10 in 10 will not receive SSI benefits)

99. REFUSED

PROGRAMMER NOTES
Depending on the response, direct respondent to the appropriate path

Code	Skip To	Attribute

01	KNOWCHECK INCORRECT	VAL_KNOWCHECK=0 WRONG and VAL_KNOWCHECK2 has no value
02	KNOWCHECK CORRECT	VAL_KNOWCHECK=1 CORRECT and VAL_KNOWCHECK2 has no value
03	KNOWCHECK INCORRECT2	VAL_KNOWCHECK2=0 WRONG
04	KNOWCHECK CORRECT	VAL_KNOWCHECK2=1 CORRECT

New Page*

KNOWCHECK CORRECT
You are correct. **[REMOVAL_PROB]%** of children like [KID_FIRST] -- roughly [N] in 10 -- **will not receive SSI benefits** as adults. These children often **need to find other sources of income**.

That's why it's important to prepare [KID_FIRST] for the future, because [PN2] might not receive SSI benefits as an adult.

PROGRAMMER NOTES
Skip to ALL_TRANSITION. No back option on this screen.

New Page*

KNOWCHECK INCORRECT
Actually, that's not quite correct. In reality, **[REMOVAL_PROB]% of children like [KID_FIRST] -- roughly [N] in 10 -- will not receive SSI benefits** as adults. These children often **need to find other sources of income**.

That's why it's important to prepare [KID_FIRST] for the future, because **there is a significant chance that [PN2] will not receive SSI benefits as an adult.**

Since this information is so important for your child's future, we want to make sure we've communicated it clearly. We'll present this information again before proceeding. Please press CONTINUE.

PROGRAMMER NOTES
Direct respondent to Screen 3.1. Afterwards, ask KNOWCHECK again. No back option on this screen.

New Page*

KNOWCHECK INCORRECT 2
Actually, that's not quite correct. In reality, **[REMOVAL_PROB]% of children like [KID_FIRST] -- roughly [N] in 10 – will not receive SSI benefits** as adults. These children often **need to find other sources of income**.

That's why it's important to prepare [KID_FIRST] for the future, because **there is a significant**

chance that [PN2] will not receive SSI benefits as an adult.

PROGRAMMER NOTES
Skip to ALL_TRANSITION. No back option on this screen.

New Page#

PROGRAMMER NOTES
If SAMPTYPE = 1, proceed to NUDGEONLYINT1, i.e., display sections marked with pound signs.

PLACE INTERNAL TIMESTAMP HERE

NUDGEONLYINT1
Screen 1

[IF E_GRADE ≠ 77 OR 99, DISPLAY THE FOLLOWING SENTENCE.]

Since [KID_FIRST] is in the [E_GRADE], now is the perfect time to plan for [PN3] future.

To help you plan for [PN3] future, we are going to show you a video with **important and helpful information** about SSI benefits for children in [STATEAG].

Please watch the entire video and make sure your volume is on.

We will ask you some questions on it afterwards to make sure we conveyed it clearly.

New Page#

Screen 2 (video)
You will not be able to move on to the next screen without watching the entire video.

Turn on English subtitles by clicking "CC" → "English". Para ver subtitulos en Español cambie su idioma a Español arriba.

New Page#

VIDEOCHECK_NUDGE. Were you able to view the video successfully? If not, don't worry, you can still proceed with the survey!

01. Yes . [**IF VIDEOTYPE = 10, PROCEED TO NUDGECHECK_GEOGRAPHY. IF VIDEOTYPE = 11, PROCEED TO NUDGECHECK_HISTORY.**]
02. No

New Page#

[**IF VIDEOCHECK_NUDGE = 2**]
VIDEOCHECK_NUDGEWHY. Do you know why you were not able to watch the video?
01. Yes, I have some idea why.

02. No, I have no idea why. [**IF VIDEOTYPE = 10, PROCEED TO SCREEN 3.1. IF VIDEOTYPE = 11, PROCEED TO SCREEN 3.6.**]

New Page#

[**IF VIDEOCHECK_NUDGEWHY = 1**]
VIDEOCHECK_NUDGEREASON. Why do you think the video did not play?

PROGRAMMER NOTES
Text box as response entry. Minimum of 20 characters. If VIDEOTYPE = 10, proceed to Screen 3.1. If VIDEOTYPE = 11, proceed to Screen 3.6.

New Page#

PROGRAMMER NOTES
If VIDEOTYPE = 10 AND VIDEOCHECK_NUDGE = 2, show Screens 3.1 – 3.5.
If VIDEOTYPE = 11 AND VIDEOCHECK_NUDGE = 2, show Screens 3.6 – 3.10.

Screen 3.1
We want to share some useful information about your child's SSI benefits.

Your child receives SSI benefits for a disability. This means that you receive monthly SSI benefits, and your child receives access to Medicaid. SSI is an important resource for many families who have children with disabilities.

New Page#

Screen 3.2
There are many different types of people who receive SSI. They all have a disability, but they have very different types of disabilities and they are different in other ways too**.** They are different ages, both children and adults, and have different goals and interests.

New Page#

Screen 3.3
People who receive SSI live in all different parts of the United States. That includes all 50 states and the District of Columbia. If we look at the statistics on children who receive SSI, about 20% live in the Midwest, 20% in the Northeast, 20% in the West, 20% in the South, and 20% in the Southwest. **That means that only 20% of children receiving SSI live in the same region as your child.** In other words, just 2 out of 10 children receiving SSI live in the same region as your child.

This 20% number comes from looking at all of the children in the US who receive SSI, and seeing what share live in your region.

New Page#

Screen 3.4

Even though there are many different types of people who receive SSI and they live in many different places in the country, the SSI program has the same basic structure and rules in all of these places. For example, each recipient's monthly SSI payments are calculated in the same way.

We're showing you this information so that you can help prepare your child for adulthood. Your child can be successful in adulthood as long as you both take the right steps to prepare.

New Page#

Screen 3.5
Of course, success looks different for different children. If success for your child means earning a living in adulthood, then education and training are the best way to help them get there. And we can help. We have set up an education and training Resource Center where you'll find resources like math tutoring and job readiness training. You can select as many resources as you want, and you will receive them at no cost to you. We'll direct you to the Resource Center at the end of the survey.

We want to make sure we communicated all of this information effectively. Please click NEXT to answer a question about the information we just presented.

PROGRAMMER NOTES
Proceed to NUDGECHECK_GEOGRAPHY.

New Page#

Screen 3.6
We want to share some useful information about your child's SSI benefits.

Your child receives SSI benefits for a disability. This means that you receive monthly SSI benefits, and your child receives access to Medicaid. SSI is an important resource for many families who have children with disabilities.

New Page#

Screen 3.7
The SSI program has an interesting history. In the 1950s and 60s, different states and cities had different programs that provided support for people with disabilities. In fact, there were more than one thousand separate programs across the United States run by state, county, and local governments! **These programs were all different from each other.** Some were more generous and some were less generous. Some allowed more people to qualify and others allowed fewer people to qualify.

New Page#

Screen 3.8
Then, about 50 years ago, in 1972, Congress replaced these state and local programs with a federal program. The federal program had the same rules for everyone regardless of where they lived. This new program called SSI was founded in 1972 and started making payments to people two years later.

New Page#

Screen 3.9
The SSI program continued to evolve after 1972. In the 1980s and 90s, new legislation and court decisions changed the types of conditions that qualify for SSI and how benefits are calculated. There have also been changes in the way decisions are made. But in most ways SSI is still the same program that it was when it was founded in 1972.

We want you to know this information so that you can help prepare your child for adulthood. Your child can be successful in adulthood as long as you both take the right steps to prepare.

New Page#

Screen 3.10
Of course, success looks different for different children. If success for your child means earning a living in adulthood, then education and training are the best way to help them get there. And we can help. We have set up an education and training Resource Center where you'll find resources like math tutoring and job readiness training. You can select as many resources as you want, and you will receive them at no cost to you. We'll direct you to the Resource Center at the end of the survey.

We want to make sure we communicated all of this information effectively. Please click NEXT to answer a question about the information we just presented.

New Page#

[**IF VIDEOTYPE = 10**]
NUDGECHECK_GEOGRAPHY. The information that was just presented is important. To make sure we did a good job of communicating it, please answer the following question:

What share of children receiving SSI live in the [REGION]ern region of the United States?

01. Zero
02. 10% (1 in 10)
03. 20% (2 in 10)
04. 30% (3 in 10)
05. 40% (4 in 10)
06. 50% (5 in 10)
07. 60% (6 in 10)
08. 70% (7 in 10)
09. 80% (8 in 10)
10. 90% (9 in 10)
11. 100%

99. REFUSED

PROGRAMMER NOTES
Depending on the response, direct respondent to the appropriate path

Code	Skip To	Attribute

01	NUDGECHECK GEOGRAPHY INCORRECT	VAL_NUDGECHECK_GEOGRAHY=0 WRONG and VAL_NUDGECHECK2_GEOGRAPHY has no value
02	NUDGECHECK GEOGRAPHY CORRECT	VAL_NUDGECHECK_GEOGRAPHY=1 CORRECT and VAL_NUDGECHECK2_GEOGRAPHY has no value
03	NUDGECHECK GEOGRAPHY INCORRECT2	VAL_NUDGECHECK2_GEOGRAPHY=0 WRONG
04	NUDGECHECK GEOGRAPHY CORRECT	VAL_NUDGECHECK2_GEOGRAPHY=1 CORRECT

New Page#

NUDGECHECK GEOGRAPHY CORRECT
That's right – about 2 in 10 children who receive SSI live in the same region of the United States as your child.

PROGRAMMER NOTES
Skip to ALL_TRANSITION. No back option on this screen.

New Page#

NUDGECHECK GEOGRAPHY INCORRECT
Actually, that's not quite correct. In reality, roughly 20% or 2 in 10 children who receive SSI live in the same region of the United States as your child.

Since this information is ~~so~~ important for your child's future, we want to make sure we've communicated it clearly. We'll present this information again before proceeding. Please press NEXT to continue.

PROGRAMMER NOTES
Direct respondent to Screen 3.1. Afterwards, ask NUDGECHECK_GEOGRAPHY again. No back option on this screen.

New Page#

NUDGECHECK GEOGRAPHY INCORRECT 2
Actually, that's not quite correct. In reality, roughly 20% or 2 in 10 children who receive SSI live in the same region of the United States as your child.

PROGRAMMER NOTES
Skip to ALL_TRANSITION. No back option on this screen.

New Page#

[**IF VIDEOTYPE = 11**]

NUDGECHECK_HISTORY. The information that was just presented is important. To make sure we did a good job of communicating it, please answer the following question:

In which year was the federal SSI program established?

01. 1776
02. 1865
03. 1972
04. 2000
05. 2020

99. REFUSED

PROGRAMMER NOTES
Depending on the response, direct respondent to the appropriate path

Code	Skip To	Attribute
01	NUDGECHECK HISTORY INCORRECT	VAL_NUDGECHECK_GEOGRAHY=0 WRONG and VAL_NUDGECHECK2_HISTORY has no value
02	NUDGECHECK HISTORY CORRECT	VAL_NUDGECHECK_HISTORY=1 CORRECT and VAL_NUDGECHECK2_HISTORY has no value
03	NUDGECHECK HISTORY INCORRECT2	VAL_NUDGECHECK2_HISTORY=0 WRONG
04	NUDGECHECK HISTORY CORRECT	VAL_NUDGECHECK2_HISTORY=1 CORRECT

New Page#

NUDGECHECK HISTORY CORRECT
That's right – the federal SSI program was established in 1972!

PROGRAMMER NOTES
Skip to ALL_TRANSITION. No back option on this screen.

New Page#

NUDGECHECK HISTORY INCORRECT
Actually, that's not quite correct. The federal SSI program was established in 1972.

Since this information is ~~so~~ important for your child's future, we want to make sure we've communicated it clearly. We'll present this information again before proceeding. Please press NEXT to continue.

PROGRAMMER NOTES
Direct respondent to Screen 3.6. Afterwards, ask NUDGECHECK_HISTORY again. No back option on this screen.

New Page#

NUDGECHECK HISTORY INCORRECT 2
Actually, that's not quite correct. The federal SSI program was established in 1972.

PROGRAMMER NOTES
Skip to ALL_TRANSITION. No back option on this screen.

New Page

PLACE INTERNAL TIMESTAMP HERE

ALL_TRANSITION

We would now like to ask a few more questions about **[KID_FIRST].**

New Page

[IN THE FIRST MONTH OF THE SURVEY, THIS QUESTION WAS ASKED TO THE TREATMENT GROUP AND A RANDOM SUBSET OF THE CONTROL GROUP ONLY. IN THE SECOND MONTH, IT WAS ASKED OF EVERYONE]
C_CHANCESTOP2. Do you think that [KID_FIRST] **will lose SSI benefits** as an adult? There is no right or wrong answer; we just want to know what you think.

01. No, won't lose benefits
02. Will probably not lose benefits
03. May or may not lose benefits
04. Will probably lose benefits
05. Yes, will definitely lose benefits

99. REFUSED

New Page

[IF C_CHANCESTOP2 ≠ 1]
C_ODDSLOSE2. How likely do you think it is that [KID_FIRST] will **lose** SSI benefits as an adult?

01. **10%** (highly unlikely)
02. **20%** (unlikely)
03. **30%** (some chance)
04. **40%** (could very well)
05. **50%** (good chance)
06. **60%** (likely)
07. **70%** (probably)
08. **80%** (most likely)
09. **90%** (almost certainly)
10. **100%** (certainly will)

99. REFUSED

New Page

[THIS QUESTION WAS ONLY ASKED TO A RANDOM SUBSET OF THE CONTROL GROUP IN THE FIRST MONTH OF THE SURVEY. IN THE SECOND MONTH OF THE SURVEY, THIS QUESTION WAS NEVER ASKED.]
[IF SAMPTYPE = 1 AND ASKREGION = 1]
C_REGION2. Do you think that [KID_FIRST] will live **outside** the [REGION] as an adult?

01. Yes
02. Probably
03. May or may not
04. No
99. REFUSED

New Page

[THIS QUESTION WAS ONLY ASKED TO A RANDOM SUBSET OF THE CONTROL GROUP IN THE FIRST MONTH OF THE SURVEY. IN THE SECOND MONTH OF THE SURVEY, THIS QUESTION WAS NEVER ASKED.]
[IF C_REGION2 ≠ 1]
C_REGIONODDS2. How likely do you think it is that [KID_FIRST] will live **outside** the [REGION] as an adult?

01. **10%** (highly unlikely to live outside your region)
02. **20%** (unlikely)
03. **30%** (some chance)
04. **40%** (could very well)
05. **50%** (good chance)
06. **60%** (likely)
07. **70%** (probably)
08. **80%** (most likely)
09. **90%** (almost certainly)
10. **100%** (certainly will live outside your region)

99. REFUSED

New Page

[IF:
a) SAMPTYPE = 3, 4, 5, 6, 7, 8, 9 AND
b) C_ODDSLOSE2 IS DIFFERENT FROM REMOVAL_PROB BY MORE THAN 30 PERCENTAGE POINTS AND
c) ASKWHYDIFFERENT = 1]
C_WHYDIFFERENT. Why do you think your child has a different chance of losing benefits as an adult than other kids have?

New Page

G_FUTURESCHL2. Do you think your child will go to college (vocational/technical program, community college, or a four-year college or university)?

01. Yes
02. No, because I don't think we can afford it
03. No, because college is not a good fit for my child
04. Other [specify:]

F_LIVING2. Different children have different abilities and goals in life. Is a job a part of your vision for [KID_FIRST]'s future?

01. No, I have other goals for my child.
02. Somewhat – it's part of my vision, but it's not the most important part.
03. Yes, it's central to my vision for my child.

[IF F_LIVING2 = 02,03]

F_LIVING2_HRS. How many hours a week do you expect your child to work?

01. A few hours a week (less than 10 hours a week)
02. Part-time (10-30 hours a week)
03. Full-time (more than 30 hours a week)

New Page

[THIS QUESTION WAS ONLY ASKED IN THE SECOND MONTH OF THE SURVEY]

G_OPTIMISM. In this moment, how are you feeling about your child's future? Select all that apply.

01. Hopeful
02. Happy
03. Anxious
04. Discouraged
05. Angry

New Page

How strongly do you agree or disagree with the following statements?

G_CONTROL. I have control over the things that happen to my child in the future.

G_PREPARE. I want to do something to prepare my child for the future.

G_TAKEACTION. I know what steps I can take to prepare my child for the future, and I plan to take them soon.

PROGRAMMER NOTES

The following should be the answer choices to the questions above:

01. Strongly disagree
02. Disagree

03. Neutral
04. Agree
05. Strongly agree

New Page

It's almost time – we're about to offer you some exciting resources for your child. Please note they are available at no cost to you.

Just a few more questions to make sure that your payment is sent to the right address.

New Page

J_NAME. Is this your correct name?
[FIRSTNAME] [LASTNAME]
01. Yes [**PROCEED TO J_ADDRESS**]
02. No [**PROCEED TO J_NAME2**]

New Page

[**IF J_NAME = 2**]
J_NAME2. Please spell your full name

J_FIRSTNAME: _____
J_LASTNAME: _____

PROGRAMMER NOTES
Proceed to J_ADDRESS.

New Page

J_ADDRESS. Is this your current address?
[BESTADD1]
[BESTADD2]
[BESTCITY] [BESTSTATE] [BESTZIP]
01. Yes [**PROCEED TO J_PHONE**]
02. No [**PROCEED TO J_ADDRESS2**]

New Page

J_ADDRESS2. Please provide your current address.
PROGRAMMER NOTES: COLLECT NEW ADDRESS AND SAVE IN THIS FIELD
Street Address **[J_ADDRESS1]**
Street Address 2 **[J_ADDRESS2]**
City **[J_CITY]**

State **[J_STATE]**
Zip code **[J_ZIP]**

PROGRAMMER NOTES
Proceed to J_PHONE.

New Page

J_PHONE. What is the best phone number we can reach you at?
XXXYYYZZZZ [**ONLY ALLOW 10 CONSECUTIVE DIGITS**]

J_PHONE_TYPE. Is this phone number a cell or landline?
01. Cell
02. Landline
99. Prefer not to answer

New Page

J_TEXT_CONSENT. We'd love to send you text messages and emails with education resources for your child. We would also send you the video we just presented, and we would encourage you to share it with your child. Would this be okay with you?
01. Yes – both text and email
02. Yes – text only
03. Yes – email only
04. No

New Page

[IF J_PHONE_TYPE = 2 AND J_TEXT_CONSENT = 1 OR 2]
J_TEXT_CONSET_PH. What is your cell phone number?

New Page

[IF J_TEXT_CONSENT = 1 OR 3]
J_EMAIL. What is the best email address we can reach you at?

New Page

BOOK
We really appreciate your time today. After you complete a few final questions, you can expect to receive your survey payment within 2-4 weeks. Our first question is about how you would like to receive the survey payment. There are two options for what we can send you in the mail:

- $[BOOKINCENT] cash plus a Career Guide Book for Teens (worth $16) with secrets to nailing job interviews and preparing for college entrance exams

- $[INCENT] cash OR

Either is fine with us, we just want to give you some options. You should choose whichever one you prefer! Which would you prefer?

02 $[BOOKINCENT] cash plus a Career Guide Book for Teens
01 $[INCENT] cash

New Page

J_TUTOR
In addition to the survey payment, as a token of our appreciation, we are also going to select **some** respondents to receive one of the following:

- $300 worth of one-on-one tutoring designed to improve your child's grades in any subject(s) OR
- $50 in cash for your other family needs.

If you are selected, which one would you prefer? Choose carefully, because you won't be able to change your mind later. We will let you know later if you are selected.

01. $300 worth of one-on-one tutoring designed to improve your child's grades in any subject(s)
02. $50 in cash for my other family needs

NO PURCHASE OR PAYMENT OF ANY KIND IS NECESSARY TO ENTER OR WIN. PURCHASE OR PAYMENT DOES NOT IMPROVE YOUR CHANCE OF WINNING. NORC Project 8365 Survey Sweepstakes is open only to legal residents of the 50 US States + DC excluding NY and FL, 18 +. Void elsewhere and where prohibited. Ends 12/31/2021. Subject to complete Official Rules XXX

❑ By checking the box, you agree to the terms of the Official Rules and our Privacy Policy.

Programmer note: if box is checked, response = 1. If not, response = 0 skipped

New Page

[IF SAMPTYPE != 1]
[THIS QUESTION WAS ONLY ASKED IN THE SECOND MONTH OF THE SURVEY]
H_WORSEOFF How much worse off would your family be if your child did not receive SSI benefits?

01. Not much worse off
02. Somewhat worse off
03. Much worse off
04. It would be catastrophic

[IF SAMPTYPE != 1]
[THIS QUESTION WAS ONLY ASKED IN THE SECOND MONTH OF THE SURVEY]
H_DIFFERENT If you knew for sure that your child would lose benefits at age 18, would you do anything differently now, and what would that be?

[IF SAMPTYPE != 1]
[THIS QUESTION WAS ONLY ASKED IN THE SECOND MONTH OF THE SURVEY]

H_HOWRECOVER. If your child were to lose SSI benefits at the age of 18, would you try to make up for that lost income? If so, how?

01. No, I wouldn't try to make up for the lost income.
02. Yes, by trying to have my child work more in adulthood.
03. Yes, by trying to work more myself.
04. Yes, by trying to get benefits from another program.
05. Other, specify:

New Page

PLAN FOR THE FUTURE SURVEY

Thank you very much for your time today. You have now completed the survey.

You can now proceed to the Resource Center to claim valuable resources at no cost to you!

- Online Math and Computer Skills Tutoring
- Employment Training Services
- Education Planning Services
- Savings Account for Your Child's Future Expenses

[PUT A BIG GREEN BUTTON HERE.]

[**IF J_TEXT_CONSENT = 2**] We will also text you the link to the Resource Center!
[**IF J_TEXT_CONSENT = 3**] We will also e-mail you the link to the Resource Center!
[**IF J_TEXT_CONSENT = 1**] We will also e-mail and text you the link to the Resource Center!

You can also return to the Resource Center later by going to [GENERAL WEBADDRESS] and entering your PIN (**PIN**).

If you have any questions, please feel free to contact us at XXX or email us at XXX

[**IF OBS_2 = 1**] Plan for the Future will keep your responses to these offers confidential.

RESOURCE CENTER

Welcome to Plan for the Future's Resource Center! Login with your PIN to claim any of the following resources for your child:

Online Math and Computer Skills Tutoring

Employment Training Services

Education Planning Services

Savings Account for Your Child's Future Expenses

Forgot your PIN? Contact the HelpDesk by phone at XXX or via email at XXX

New Page

NUDGEPRES

Now it's time to choose which resources you want for your child! Remember, they are all available at **no cost to you**. Check the boxes below to indicate which resources you are interested in. We'll tell you more about them and give you the chance to sign up. You can check as many or as few boxes as you want.

PROGRAMMER NOTES

Show the list below with accompanying check boxes. Proceed to the pages with the resources that they choose.

☐☐**Online Math and Computer Skills Tutoring** [**MATHINTRO**]

☐☐**Employment Training Services** (such as workplace readiness and job skills training) [**IF STATE = CT, NJ, MA, MI, IL, WI, AZ, OH, MD VRINTRO1. OTHERWISE, VRINTRO2**]

☐☐**Education Planning Services** (such as assistance in choosing the right college or vocational/technical program and finding scholarships) [**IF STATE = CT, NJ, MA, MI, IL, WI, AZ, OH, MD VRINTRO1. OTHERWISE, VRINTRO2**]

Savings Account for Your Child's Future Expenses [**ABLEINTRO**]

[**IF OBS_2 = 1**] Plan for the Future will keep your responses to these offers confidential.

New Page

MATHINTRO

Online Math and Computer Skills Tutoring

Taking steps to build your child's math and computer skills is one of the best things you can do to ensure they succeed in high school and beyond.

To help with this, we're providing [**KID_FIRST**] with free access to Math Champ, an online tutoring program. Math Champ coaches students using fun, interactive videos, and students collect badges for

every quiz they pass. To help you get started, **we'll provide your child with a $20 gift certificate after they complete their first two lessons!**

Signing into mymathchamp.com with your login information will allow you to access these resources for free. Would you like to sign up?

01. Yes, I want to sign my child up for math tutoring and computer training. Please send me an email or text with the details. [**PROCEED TO MATHEMAIL**]
02. No, thank you. I'm not interested in receiving an email about math tutoring and computer training. [**SKIP TO NEXT RESOURCE**]

New Page

[**IF MATHINTRO = 1**]
MATHEMAIL
Please provide your email address.
If you do not receive the email in a few minutes, please check your spam folder.

[**SKIP TO NEXT RESOURCE**]

New Page

[**IF BESTSTATE = CT, IL, MA, MI, WI, NJ, AZ, OH, MD**]
VRINTRO1

Employment Training and Education Planning Services
Your state helps young adults like [KID_FIRST] plan for the future by providing two types of services: Employment Training Services and Education Planning Services. These services are provided for free.

- **Employment training services:**
  - Workplace readiness and skills training
  - Training to promote leadership and self-advocacy
  - Help finding a job
- **Education planning services:**
  - Information about college and vocational/technical programs
  - Help with finding college scholarships
  - Strategies to succeed in education after high school

We can help you sign up now; if you would like to sign up, you just need to fill out a few pages of paperwork. Do you want to sign up now? If so, mark all that you are interested in.

01. Employment training
02. Education planning
03. I'm not interested in signing up now.

PROGRAMMER NOTES
If the respondent chooses 1 or 2 (or both) direct respondent to their state's relevant VR sign up pages, i.e., VRCT if STATE = CT, etc. If the respondent chooses 3, skip to the next resource screen.

New Page

[**IF BESTSTATE ≠ CT, IL, MA, MI, WI, NJ, AZ, OH, or MD**]

VRINTRO2

Employment Training and Education Planning Services
Your state helps young adults like [KID_FIRST] plan for the future by providing two types of services: Employment Training Services and Education Planning Services. These services are provided for free.

- **Employment training services:**
  - Workplace readiness and skills training
  - Training to promote leadership and self-advocacy
  - Help finding a job
- **Education planning services:**
  - Providing information about college options (vocational/technical programs, community college, or a four-year college or university)
  - Help with finding scholarships and paying for college and vocational/technical programs
  - Strategies to succeed in college and vocational/technical programs

We can send you information to help you sign up. If you would like to sign up, you will need to fill out some paperwork. Do you want to sign up? If so, mark all that you are interested in.

01. Employment training
02. Education planning
03. I'm not interested in signing up

PROGRAMMER NOTES
If the respondent chooses 1 or 2 (or both) direct respondent to VREMAIL. If the respondent chooses 3, skip to to the next resource screen.

New Page

VRCT
Please enter the following information to complete the intake form for vocational rehabilitation services.

First Name: [KID_FIRST] Last Name: [KID_LAST]
Gender: _____ Birthdate: _____
Race (check all that apply): ☐ White ☐ Black or African American ☐ American Indian or Alaska Native ☐ Asian ☐ Native Hawaiian or Other Pacific Islander ☐ Ethnicity- Hispanic or Latino
Street Address: _____
City: _____ State: _____ ZIP: _____

Parent Name: _____
Parent Phone Number: _____
Parent Email Address: _____
Best time to contact: _____

Current grade: _____ Anticipated Graduation Year: _____
High school: _____
Disability: _____

Please describe your child's disability: _____

Does your child receive social security benefits? ☐ YES ☐ NO
Does your child have two forms of identification? ☐ YES ☐ NO
Does your child have a current resume? ☐ YES ☐ NO
Does your child have a current cover letter? ☐ YES ☐ NO
Has your child ever gone for an interview? ☐ YES ☐ NO
Does your child have any work-related experience? ☐ YES ☐ NO
Has your child completed a career assessment? ☐ YES ☐ NO
Does your child have reliable transportation? ☐ YES ☐ NO

What are your child's post-secondary interests and goals? _____

Services provided by school (check if yes):
- ☐ IEP
- ☐ 504 Plan

By submitting this form, you are granting NORC permission to securely transfer your responses on this form, including child's name and date of birth, to the vocational rehabilitation agency in your state so they may contact you about services for your child. Personal information provided to the state vocational rehabilitation agency may be used and/or shared with schools and other partners in order to provide services to your child.

New Page

VRIL
Please enter the following information to complete the intake form for vocational rehabilitation services.

First Name: [KID_FIRST] Last Name: [KID_LAST]
Gender: _____ Birthdate: _____
Street Address: _____
City: _____ State: _____ ZIP: _____ County: _____
Language Preference: ☐ English ☐ Spanish
Service interested in (check if yes):
- ☐ I would like help getting or keeping a job
- ☐ I would like living independently at home

[KID_FIRST] has most difficulty…
PROGRAMMER NOTES: ONLY ALLOW TO SELECT ONE
- ☐ Seeing
- ☐ Hearing
- ☐ Talking
- ☐ Using hands
- ☐ Getting around
- ☐ Interacting with others
- ☐ Learning or thinking
- ☐ Other

Parent Phone Number: _____ Phone Type: ☐ Landline ☐ Mobile

Parent Email Address: _____

By submitting this form, you are granting NORC permission to securely transfer your responses on this form, including child's name and date of birth, to the vocational rehabilitation agency in your state so they may contact you about services for your child. Personal information provided to the state vocational rehabilitation agency may be used and/or shared with schools and other partners in order to provide services to your child.

New Page

VRMA
Please enter the following information to complete the intake form for vocational rehabilitation services.

First Name: [KID_FIRST] Last Name: [KID_LAST]
Birthdate: _____ Gender: _____ Language: ☐ English ☐ Spanish
Street Address: _____
City: _____ State: _____ ZIP: _____
Parent Name: _____
Parent Phone Number: _____
Parent Email Address: _____
Child's Disability Diagnosis: _____
Child's Functional Limitations: _____

What form will you use to document the disability?
PROGRAMMER NOTES: ONLY ALLOW TO SELECT ONE

- ☐ IEP
- ☐ 504 Plan
- ☐ Medical Documentation
- ☐ Other

School Name: _____
Grade: _____ Expected Exit Date: _____
School Contact Name: _____
School Contact Phone: _____
School Contact Email: _____

Parent/Guardian Signature: _____ Today's Date: _____
(Please enter the FULL name)

By submitting this form, you are granting NORC permission to securely transfer your responses on this form, including child's name and date of birth, to the vocational rehabilitation agency in your state so they may contact you about services for your child. Personal information provided to the state vocational rehabilitation agency may be used and/or shared with schools and other partners in order to provide services to your child.

New Page

VRMI

Please enter the following information to complete the intake form for vocational rehabilitation services.

First Name: [KID_FIRST] Last Name: [KID_LAST]
Gender: _____ Birthdate: _____
Race (check all that apply): ☐ White ☐ Black ☐ Hispanic/Latino ☐Arab ☐ Asian
☐ Hmong ☐ American Indian/Alaskan Native ☐ Native Hawaiian or Other Pacific Islander
Street Address: _____
City: _____ State: _____ ZIP: _____
Parent Phone Number: _____
Parent Email Address: _____
Student Phone Number: _____
Student Email Address: _____
Contact Preference:
PROGRAMMER NOTES: ONLY ALLOW TO SELECT ONE
☐ Telephone
☐ Email
List of student's disability(ies): _____

School Name _____
Grade _____ Expected Exit Date _____

Parent/Guardian Signature _____ Today's Date _____
(Please enter the FULL name)

By submitting this form, you are granting NORC permission to securely transfer your responses on this form, including child's name and date of birth, to the vocational rehabilitation agency in your state so they may contact you about services for your child. Personal information provided to the state vocational rehabilitation agency may be used and/or shared with schools and other partners in order to provide services to your child.

New Page

VRWI
Please enter the following information to complete the intake form for vocational rehabilitation services.

First Name: [KID_FIRST] Last Name: [KID_LAST] Birthdate: _____ Gender: _____
Race (check all that apply): ☐ White ☐ Black or African American ☐ Asian ☐ American Indian or Alaska Native ☐ Native Hawaiian or Other Pacific Islander ☐ Choose not to identify
Is your child Hispanic or Latino? ☐ YES ☐ NO ☐ Choose not to identify

Street Address: _____
City: _____ State: _____ ZIP: _____ County: _____
In which WI county would you like to receive service? _____
Parent Name: _____
Parent Email Address: _____
Parent Phone Number: _____
What is your preferred method of contact?
PROGRAMMER NOTES: ONLY ALLOW R TO SELECT ONE
☐ Email

☐ Mail
☐ Phone

What is your child's disability? _____

Describe how your child's disability might impact their ability to find a job, keep a job, or get a better job:

Does your child have a 504 plan, IEP, or neither?
☐ 504 Plan
☐ IEP
☐ Neither

School Name: _____
School District: _____

Is your child currently receiving any of the following public support?
SSDI – Social Secuirty Disability Insurance ☐ YES ☐ NO
SSI – Supplemental Security Income for the Aged, Blind, or Disabled ☐ YES ☐ NO
TANF – Temporary Assistance for Needy Families (e.g., Kinship Care, Wisconsin Shares) ☐ YES ☐ NO
General Assistance – State or Local Government (e.g., county funds, etc.) ☐ YES ☐ NO
Veterans' Disability Benefits ☐ YES ☐ NO
Worker's Compensation (WC) ☐ YES ☐ NO
Unemployment Insurance (UI) ☐ YES ☐ NO
Other Public Support ☐ YES ☐ NO

Is your child receiving medical insurance through any of the following services?
Medicaid/BadgerCare/MAPP ☐ YES ☐ NO
Medicare ☐ YES ☐ NO
State or Federal Affordable Care Act Exchange ☐ YES ☐ NO
Public From Other Sources ☐ YES ☐ NO
Private Through Employer ☐ YES ☐ NO
Private Insurance Through Other Means ☐ YES ☐ NO
Not Eligible for Private Insurance through current employer, but will be eligible after a period of employment ☐ YES ☐ NO

By submitting this form, you are granting NORC permission to securely transfer your responses on this form, including child's name and date of birth, to the vocational rehabilitation agency in your state so they may contact you about services for your child. Personal information provided to the state vocational rehabilitation agency may be used and/or shared with schools and other partners in order to provide services to your child.

New Page

VRNJ
Please enter the following information to complete the intake form for vocational rehabilitation services.

First Name: [KID_FIRST] Last Name: [KID_LAST] Birthdate: _____ Gender: _____
Language: ☐ English ☐ Spanish

Does your child need assistance with communicating in English? ☐ Yes ☐ No ☐ Deaf or Hard of Hearing
Does your child need assistance with reading English? ☐ Yes ☐ No
Race/Ethnicity (check all that apply): ☐ American Indian or Alaskan Native ☐ Asian ☐ Black ☐Native Hawaiian or Other Pacific Islander ☐ White ☐ Do not wish to self-identify
Is your child Hispanic or Latino? ☐ Yes ☐ No

Street Address: _____
City: _____ State: _____ ZIP: _____
Parent Email Address: _____
Parent Phone Number: _____ Type: ☐ Home ☐ Cell ☐ Work
Preferred correspondence format? ☐ Phone ☐ Email
What is your child's disability? (insert box here)

What grade is your child in? _____
What school does your child attend? _____
What year did your child begin HS? _____
What year will your child graduate or exit school? _____
Is your child receiving education services and support under a 504 Accomodation Plan? ☐ YES ☐ NO
If not, is your child receiving education services under an IEP? ☐ YES ☐ NO

What services are you interested in?
☐ Job Exploration Counseling
☐ Counseling on Post-Secondary Educational Options
☐ Work Based Learning Experiences (internships, apprenticeships)
☐ Workplace Readiness Training
☐ Instruction in Self Advocacy
☐ Referral to RCC (Deaf / Hard of Hearing)

By submitting this form, you are granting NORC permission to securely transfer your responses on this form, including child's name and date of birth, to the vocational rehabilitation agency in your state so they may contact you about services for your child. Personal information provided to the state vocational rehabilitation agency may be used and/or shared with schools and other partners in order to provide services to your child.

New Page

VRAZ
Please enter the following information to complete the intake form for vocational rehabilitation services.

First Name: [KID_FIRST] Last Name: [KID_LAST]
Date of Birth: _____ Gender: ____
Address: _____
City: _____ State: _____ ZIP: _____

Parent First Name: _____ Parent Last Name: _____
Parent Address (if different from above): _____
City: _____ State: _____ ZIP: _____
Parent Phone Number: _____

Parent Email: _____

Race/Ethnicity:
☐ White
☐ Black or African American
☐ Asian
☐ Hispanic or Latino
☐ Native Hawaiian or Pacific Islander
☐ American Indian or Alaska Native; Tribal Affiliation: _____

What accommodations does your child need for their first appointment?
☐ Interpreter Services
☐ ASL
☐ Transliteration
☐ CART
☐ Large Print documents
☐ Braille documents
☐ Transportation assistance
☐ Other: _____

Primary Language: _____
Does your child have a DDD case worker? ☐ Yes ☐ No
If yes, what is the name of your child's case worker? _____
Does your child receive services from a Behavioral Health Clinic? ☐ Yes ☐ No
If yes, what is the name of your child's case manager? _____
If yes, what is the name of your child's clinic? _____

What is your child's disability(ies)? Check all that apply.
☐ Behavioral Health
☐ Blind or Visually Impaired
☐ Deaf or Hard of Hearing
☐ Developmental Delay
☐ Cognitive Delay
☐ Other: _____

Does your child want to work? ☐ Yes ☐ No
If yes, please describe your child's job goal: _____
Are you a family member or close associate of an Arizona Rehabilitation Services Administration (RSA) program employee? _____

By submitting this form, you are granting NORC permission to securely transfer your responses on this form, including child's name and date of birth, to the vocational rehabilitation agency in your state so they may contact you about services for your child. Personal information provided to the state vocational rehabilitation agency may be used and/or shared with schools and other partners in order to provide services to your child.

New Page

VROH
Please enter the following information to complete the intake form for vocational rehabilitation services.

First Name: [KID_FIRST] Last Name: [KID_LAST] Gender: ☐ Male ☐Female
County of Residence: _____
Home Address: _____
City: _____State: _____ ZIP: _____
Home Phone Number: _____ Alternate Phone Number: _____
Parent email address: _____
What is your child's disability?:_____
Race/ethnicity:
☐ American Indian/Alaska Native
☐ Asian
☐ Black/African-American
☐ Hispanic/Latino
☐ Native Hawaiian/Other Pacific Islander
☐ White

Is your child currently working? ☐ Yes ☐ No
If yes, what is their hourly wage? _____ How many hours per week? _____

Is your child currently enrolled in high school? ☐ Yes ☐ No
If yes, what is the school name: _____

Parent Name: _____

Parent/Guardian Signature _____ Today's Date _____
(Please enter the FULL name)

By submitting this form, you are granting NORC permission to securely transfer your responses on this form, including child's name and date of birth, to the vocational rehabilitation agency in your state so they may contact you about services for your child. Personal information provided to the state vocational rehabilitation agency may be used and/or shared with schools and other partners in order to provide services to your child.

New Page

VRMD
Please enter the following information to complete the intake form for vocational rehabilitation services.

First Name: [KID_FIRST] Last Name: [KID_LAST]
Child's Birth Date: MM/DD/YYYY Child's Age: _____
Is the person being referred legally blind or have low vision? ☐ Yes ☐ No
Gender: ☐ Female ☐ Male ☐ Does not wish to self identify

Mailing Address: _____
City: _____ State: _____ ZIP: _____ County: _____
Phone Number: _____ Email: _____

In which city would you like to receive services?
☐ Accident
☐ Annapolis
☐ Baltimore City at Park Avenue
☐ Bel Air
☐ Columbia
☐ Cumberland
☐ Easton
☐ Elkton
☐ Frederick
☐ Hagerstown
☐ Lanham
☐ Leonardtown
☐ Linthicum
☐ Germantown/Wheaton
☐ Owings Mills
☐ Prince Frederick
☐ Salisbury
☐ Suitland
☐ Towson
☐ Waldorf
☐ Westminster

Please select the **one** option that most closely describes your child's disability:
☐ Communication Impairments—difficulty making others understand or difficulty understanding others
☐ Deafness—Communicate by speaking
☐ Deafness—Communicate by sign language
☐ Hearing Loss—Communicate by speaking
☐ Hearing Loss—Communicate by sign language
☐ Other Hearing Impairments (e.g., Tinnitus, Meniere's Disease)
☐ Cognitive Impairments (learning, processing information, and concentrating)
☐ Psychosocial Impairments (emotional / behavioral / psychiatric)
☐ Other Mental Impairments
☐ Manipulation/Dexterity Impairments (orthopedic or neurological)
☐ Mobility Impairments (orthopedic or neurological)
☐ Other Orthopedic Impairments
☐ General Physical Impairment
☐ Respitory Impairments

Is your child currently in high school? ☐ Yes ☐ No
High School Name: _____
Current Grade: _____ What year is your child expected to exit high school? _____
When your child finishes high school, which will they receive?

☐ Diploma
☐Certificate of Program Completion

By submitting this form, you are granting NORC permission to securely transfer your responses on this form, including child's name and date of birth, to the vocational rehabilitation agency in your state so they may contact you about services for your child. Personal information provided to the state vocational rehabilitation agency may be used and/or shared with schools and other partners in order to provide services to your child.

New Page

VREMAIL. We will send your state's information via email. Please provide your email address.
If you do not receive the email in a few minutes, please check your spam folder.

[**SKIP TO NEXT RESOURCE or ATTENDANCE**]

New Page

ABLEINTRO

Savings Account for Your Child's Future Expenses
It's important to save for your child's future expenses. Unfortunately, SSI does not allow families to save very much in a regular bank account. But SSI now allows families to save for their children's future expenses using a special savings account known as an ABLE account. You can use money saved in an ABLE account to pay for all types of expenses for your child, including education, housing, transportation, and medical care.

It takes just 10 minutes to sign up for an ABLE account. We will provide you with easy-to-follow instructions on how to do so.

Please indicate below if you want to sign up for an ABLE account.

01. Yes, I want to open an ABLE account for my child. Please send me an email or text with the details. [**PROCEED TO ABLELINK**]
02. No, thank you. I'm not interested in opening an ABLE account for my child. [**PROCEED TO ATTENDANCE**]

New Page

[**IF ABLEINTRO = 1**]
ABLELINK. Please provide your email address so that we can send you the instructions on opening an ABLE account.

If you do not receive the email in a few minutes, please check your spam folder.

New Page

ATTENDANCE

We hope these resources have helped you.

One more suggestion: Encourage [KID_FIRST] to attend school every day! Consistent attendance is one of the best ways to help [KID_FIRST] graduate high school and prepare for the future.

New Page

Also, make sure your child sees a medical provider regularly! And if you move, don't forget to let your provider and SSA know your new address.

New Page

C_CHANCESTOP3. Just one last question! Do you think that [KID_FIRST] **will receive SSI benefits** as an adult? There is no right or wrong answer; we just want to know what you think.

01. Yes, will definitely receive benefits
02. Will probably receive benefits
03. May or may not receive benefits
04. Will probably not receive benefits
05. No, definitely will not receive benefits

Thanks so much for your time! If you have any questions, please feel free to contact us at XXX or email us at XXX

I.2 Mechanism Experiment

Thank you for visiting the Plan for the Future survey!

This survey will take 15-18 minutes of your time. After you complete the survey, we will send your payment in the amount printed in the letter you received.

To complete the survey, please login with the PIN number that was mailed to you.

PIN: **INSERT BOX FOR PIN**

Forgot your PIN? Contact the HelpDesk by phone at XXX or via email at XXX

New Page

(*If this is the respondent's first time entering the survey*) Welcome to the Plan for the Future Survey! Please press NEXT to begin.

(*If respondent is returning to the survey after partially completing it*) Welcome back to the Plan for the Future Survey! Please press NEXT to pick up where you left off.

New Page

S_CONSENT

The Plan for the Future Survey is for parents and guardians of children receiving Supplemental Security Income (SSI). Your answers will provide information to help understand the goals and needs of children receiving SSI benefits and help you plan for your child's future.

The survey should take no more than 15-18 minutes of your time.

RESPONDENT SAW EITHER DEPENDING ON THE DATE:
Complete it now for $25.

OR

Complete it now for $40 during the Early Bird period, which ends on 02/05/2022, or $25 after that date.

CONFIDENTIALITY: Your participation in the survey is voluntary and confidential. Your information will be kept private, be used only for research purposes, and you will never be identified by name without your consent. Your responses will be combined with those from others who take the survey. Your participation will not affect any SSI benefits that you or your children may receive now or apply for in the future. The University of Chicago and NORC are responsible for this survey. We are not contacting you on behalf of SSA. No one at SSA involved in administering benefits will see your answers.

New Page

PLACE INTERNAL TIMESTAMP HERE

I_RELATIONSHIP. What is your relationship to [KID_FIRST]?

01. I'm [KID_FIRST]'s mother and live with [KID_FIRST]
02. I'm [KID_FIRST]'s father and live with [KID_FIRST]
03. I'm [KID_FIRST]'s relative (not a parent) and live with [KID_FIRST]
04. I'm [KID_FIRST]'s mother and **don't** live with [KID_FIRST]
05. I'm [KID_FIRST]'s father and **don't** live with [KID_FIRST]
06. I'm [KID_FIRST]'s relative (not a parent) and **don't** live with [KID_FIRST]
07. Other [specify:]

99. REFUSED

I_EDUCATION. What is the highest level of education you have completed?

01. No formal schooling
02. Less than high school
03. High school graduate
04. Some college
05. Associate's, Vocational, or Technical degree
06. Bachelor's degree
07. Graduate degree

99. REFUSED

I_WORK. Do you currently have a job?

01. No
02. No, but I'm looking for a job
03. Yes, part-time
04. Yes, full-time

I_RACE. What is your race/ethnicity? Check all that apply.

01. White
02. Latino
03. Black or African American
04. American Indian or Alaska Native
05. East Asian, South Asian, or Pacific Islander
06. Some other race
    a. Please name:_____

99. REFUSED

I_DISABILITY. Do you have a disability? Check all that apply.

01. No
02. Yes, cognitive or learning disability (e.g., ADHD, dyslexia)
03. Yes, psychological disability (e.g., depression, anxiety)
04. Yes, physical disability

99. REFUSED

New Page

B_SSI_AMOUNT. We will now ask you some questions about your child. What is the monthly amount [KID_FIRST] currently receives in SSI benefits?

01. $0 - $199
02. $200 - $399
03. $400 - $599
04. $600 - $799
05. $800 or more
06. My child doesn't currently receive SSI.

77. DON'T KNOW
99. REFUSED

New Page

C_CHANCESTOP. Do you think there's any chance [KID_FIRST] **will lose SSI benefits** over the next 10 years?

01. No, will definitely not lose benefits
03. Will probably not lose benefits
04. May or may not lose benefits
05. Will probably lose benefits
06. Yes, will definitely lose benefits

99. REFUSED

New Page

C_ODDSLOSE. How likely do you think it is that [KID_FIRST] **will lose SSI benefits** over the next 10 years?

11. 0% (definitely will not lose benefits)

01. **10%** (highly unlikely)
02. **20%** (unlikely)
03. **30%** (some chance)
04. **40%** (could very well)
05. **50%** (good chance)
06. **60%** (likely)
07. **70%** (probably)
08. **80%** (most likely)
09. **90%** (almost certainly)
10. **100%** (certainly will lose benefits)

97. 0% [**Answer available only for respondents answering the survey on the phone**]

99. REFUSED

New Page

E_SCHOOLTYPE. What type of school is [KID_FIRST] attending? If [KID_FIRST] is currently learning virtually from home because of the COVID-19 pandemic, please report the type of school they attended before the pandemic.

01. Regular school, receiving special education services
02. Regular school, NOT receiving special education services
03. Special school for persons with disabilities
04. Post-secondary, vocational, technical, business, or trade school
05. Special education but not in a school
06. Home schooled
08. My child does not go to school
07. Other [specify:]
99. REFUSED

E_GRADE. What grade is [KID_FIRST] in?

01. 5th grade
02. 6th grade
03. 7th grade
04. 8th grade
05. 9th grade
06. 10th grade
07. 11th grade
08. 12th grade
99. REFUSED

G_FUTURESCHL. If money were not an issue, what's the farthest you think [KID_FIRST] would go in school?

01. Not finish high school
02. Graduate from high school
03. Attend a community college or vocational/technical school
04. Attend a four-year college or university
99. REFUSED

[IF G_FUTURESCHL = 01,02]
G_FUTURESCHL_COST. If [KID_FIRST] wanted to go to college (vocational/technical program, community college, or four-year college or university), do you think your family could afford it?

01. Definitely not
02. Unlikely
03. Maybe
04. Likely
05. Definitely yes

[IF G_FUTURESCHL=03,04]

G_FUTURESCHL_AFFORD. Do you think your family can afford college (vocational/technical program, community college, or four-year college or university) for [KID_FIRST]?

01. Definitely not
02. Unlikely
03. Maybe
04. Likely
05. Definitely yes

H_DECISIONS. My primary goal when making decisions about my child's education is to help them:

01. Realize their potential
02. Engage in activities they enjoy
03. Achieve a stable financial future
04. Other [specify:]

F_LIVING. Do you think that [KID_FIRST] will have a job as an adult?

01. No
02. Yes, a part-time job
03. Yes, a full-time job
99. REFUSED

New Page

F_WORTHIT_HS Do you think **graduating from high school** would increase [KID_FIRST]'s future earnings from work (if they worked in adulthood)?

01. No, would not increase earnings
02. Yes, would increase earnings a little
03. Yes, would increase earnings a lot

F_WORTHIT_2Y Do you think **graduating from community college** (or a vocational/technical program) would increase [KID_FIRST]'s future earnings from work (if they worked in adulthood)?

01. No
02. Yes, but not enough to cover the cost
03. Yes, enough to cover the cost

F_WORTHIT_4Y Do you think **graduating from a four year college or university** would increase [KID_FIRST]'s future earnings from work (if they worked in adulthood)?

01. No
02. Yes, but not enough to cover the cost
03. Yes, enough to cover the cost

H_MTR. Assuming your child's SSI benefits continue into adulthood and your child also works in adulthood, by how much do you think their earnings from work will affect their SSI benefit amount? For every $1 that your child earns from working as an adult, will their SSI benefit amount in adulthood…

01. Fall by $1
02. Fall by 50 cents
03. No change
04. Increase by 50 cents
05. Increase by $1

H_FUTUREREL. When your child is in early adulthood (age 18-25), which of the following do you expect to be true? Select all that apply.

01. I expect my child to live with me.
05. I expect my child to live separately, but I would still financially support them.

06.I expect my child to be completely independent.

03. I expect my child to financially support me.

[IF ASKELIGIBLE = 1.]
G_ELIGIBLE. If your child were to graduate from high school and excel academically, do you think that would make [PN1] more or less likely to remain eligible for SSI?

01. Much more likely
02. Somewhat more likely
03. About as likely
04. Somewhat less likely
05. Much less likely

99. REFUSED

New Page

How strongly do you agree or disagree with the following statements?

G_RESPONSIBLE. I feel personally responsible for making sure that my child has a good future.

G_THINKING. It's too early to start thinking about my child's life as an adult.

G_AFFECTFUTURE. I am confident that my actions can help ensure a good future for my child.

H_ACTIONS. I am confident that my actions today can help increase my child's earnings from work in adulthood.

H_EVERYTHING. I feel like I am doing everything I can to help my child be successful in adulthood.

H_PLANNING. I feel like I don't have the time or space to plan for my child's future.

PROGRAMMER NOTES

The following should be the answer choices to the questions above, displayed in a grid format (see image below):

01. Strongly disagree
02. Disagree
03. Neutral
04. Agree
05. Strongly agree

New Page

F_HELPATTENDANCE. How much would **attending school regularly** help your child excel in school and/or in their career?

01. Not at all helpful
02. Somewhat helpful
03. Extremely helpful

99. REFUSED

F_HELPBOOK How much would **a book on preparing your child for a career** help your child excel in school and/or in their career?

01. Not at all helpful
02. Somewhat helpful
03. Extremely helpful

99. REFUSED

F_HELPINPERSON. How much would **one-on-one tutoring** help your child excel in school and/or in their career?

01. Not at all helpful
02. Somewhat helpful
03. Extremely helpful

99. REFUSED

F_HELPTUTORS. How much would **online math tutoring and computer skills training** help your child excel in school and/or in their career?

01. Not at all helpful
02. Somewhat helpful
03. Extremely helpful

99. REFUSED

F_HELPVREHAB. How much would **employment training services** (such as workplace readiness and job skills training) help your child excel in school and/or in their career?

01. Not at all helpful
02. Somewhat helpful

03. Extremely helpful

99. REFUSED

F_HELPVREHAB_ED. How much would **college planning services** (such as help finding and paying for a vocational/technical program, community college, or four-year college or university) help your child excel in school and/or in their career?

01. Not at all helpful
02. Somewhat helpful
03. Extremely helpful

99. REFUSED

F_HELPABLE. How much would **opening a savings account for your child's future expenses** help your child excel in school and/or in their career?

01. Not at all helpful
02. Somewhat helpful
03. Extremely helpful

99. REFUSED

New Page

[Skip if F_HELPATTENDANCE, F_HELPBOOK, F_HELPINPERSON, F_HELPTUTORS, F_HELPABLE, F_HELPVREHAB, and F_HELPVREHAB_ED are all 01]

F_HELPCOLLEGE. You indicated that the following may be useful to your child. Which of these would still be useful if your child does not pursue college or other education after high school? Check all that apply.

01. Attending school regularly (DISPLAY IF F_HELPATTENDANCE=02,03)
02. A book to help prepare for a career (DISPLAY IF F_HELPBOOK=02,03)
03. One-on-one tutoring (DISPLAY IF F_HELPINPERSON=02,03)
04. Online math tutoring and computer skills training (DISPLAY IF F_HELPTUTORS=02,03)
05. Employment training services (DISPLAY IF F_HELPVREHAB=02,03)
06. College planning services (DISPLAY IF F_HELPFVREHAB_ED=02,03)
07. Opening a savings account for your child's future expenses (DISPLAY IF F_HELPABLE=02,03)
08. None of the above

99. REFUSED

New Page*

PROGRAMMER NOTES
If SAMPTYPE = 1, skip to NUDGEONLYINT1. Otherwise, proceed to KNOWINTRO1. In other words, if SAMPTYPE = 1, skip sections marks with asterisks.
PLACE INTERNAL TIMESTAMP HERE

KNOWINTRO1
Screen 1

[IF E_GRADE ≠ 77 OR 99, DISPLAY THE FOLLOWING SENTENCE.]
Since [KID_FIRST] is in the [E_GRADE], now is the perfect time to plan for [PN3] future.

To help you plan for [PN3] future, we are going to show you a video with **important and helpful information** about SSI benefits for children in [STATEAG].

Please watch the entire video and make sure your volume is on.

We will ask you some questions on it afterwards to make sure we conveyed it clearly.

New Page*

Screen 2 (video)
You will not be able to move on to the next screen without watching the entire video.

PROGRAMMER NOTES
Next button will display after 90 seconds. Display video associated with VIDEOTYPE.

New Page*

VIDEOCHECK_KNOW. Were you able to view the video successfully? If not, don't worry, you can still proceed with the survey!

01. Yes [**PROCEED TO SCREEN 4 IF OBS_1 = 1. OTHERWISE SKIP TO KNOWCHECK**.]
02. No

New Page*

[**IF VIDEOCHECK_KNOW = 2**]
VIDEOCHECK_KNOWWHY. Do you know why you were not able to watch the video?

01. Yes, I have some idea why.
02. No, I have no idea why. [**PROCEED TO SCREEN 3.1**]

New Page*

[**IF VIDEOCHECK_KNOWWHY = 1**]
VIDEOCHECK_KNOWREASON. Why do you think the video did not play?

PROGRAMMER NOTES
Text box as response entry. Minimum of 20 characters. Proceed to Screen 3.1.

New Page*

PROGRAMMER NOTES
Only show Screens 3.1 – 3.5 if VIDEOCHECK_KNOW = 2.

Screen 3.1
We want to share some useful information about your child's SSI benefits.

Your child receives SSI benefits for a disability. This means that you receive monthly SSI benefits, and your child receives access to Medicaid. SSI is an important resource for many families who have children with disabilities.

New Page*

Screen 3.2
But what families often don't know is that **many children stop receiving SSI benefits when they turn 18**. This is because the medical conditions that qualify someone for benefits are different for adults than they are for children. At the age of 18, children are re-evaluated to see if their condition still qualifies and many kids with your child's condition do not qualify and stop receiving benefits.

New Page*

Screen 3.3
We have looked at children who have the same medical condition as your child, whose condition is just as severe, and who are also the same age as your child and live in the same state. **We find that [REMOVAL_DESC1] of these children lose SSI when they enter adulthood** at the age of 18. In fact, [N] out of 10 of these children lose their SSI benefits as adults. That means that [**REMOVAL_PROB**]% of these children stop receiving SSI.

Because these children have the same severe medical condition as your child, we think that your child also has a [**REMOVAL_PROB**]% chance of losing their SSI benefits when they turn 18.

PROGRAMMER NOTES
Display image associated with SAMPTYPE below the text.

New Page*

Screen 3.4
That means your child [REMOVAL_DESC2] not receive SSI benefits as an adult. If that happens, they will **not** receive any monthly payments from SSI, they will **not** qualify for Medicaid through SSI, and **they will need to find other sources of income to support themselves.**

We're showing you this information so that you can help prepare your child for an adulthood without benefits. Your child can still be successful in adulthood as long as you both take the right steps to prepare.

New Page*

Screen 3.5
Of course, success looks different for different children. If success for your child means earning a living in adulthood, then education and training are the best way to help them get there. And we can help. We have set up an education and training Resource Center where you'll find resources like math tutoring and job readiness training. You can select as many resources as you want, and you will receive them at no cost to you. We'll direct you to the Resource Center at the end of the survey.

We want to make sure we communicated all of this information effectively. Please click NEXT to answer a question about the information we just presented.

PROGRAMMER NOTES
If OBS_1 = 1, proceed to Screen 4. Otherwise, skip to KNOWCHECK.

New Page*

[**IF OBS_1 = 1**]
Screen 4
One last note about your child's SSI benefits: The age 18 re-evaluation mentioned in the video will be conducted by Social Security. Someone from Social Security will evaluate your child to see whether he or she is able to earn a living as an adult.

To help them determine if your child is able to earn a living, a representative from Social Security may ask you to provide information about your child's schooling, teachers and counselors, counseling and therapy, work, hospital and doctor visits, and medicines. **If they determine that your child is able to earn a living, then your child's benefits will end.**

New Page*

KNOWCHECK. The information that was just presented is important. To make sure we did a good job of communicating it, please answer the following question:

Among children who are similar to [KID_FIRST], how many will **not receive SSI benefits** as adults?

01. **10%** (1 in 10 will not receive SSI benefits)
02. **20%** (2 in 10)
04. **30%** (3 in 10)
05. **40%** (4 in 10)
06. **50%** (5 in 10)
07. **60%** (6 in 10)
08. **70%** (7 in 10)
09. **80%** (8 in 10)
10. **90%** (9 in 10)

11. **100%** (10 in 10 will not receive SSI benefits)

99. REFUSED

PROGRAMMER NOTES
Depending on the response, direct respondent to the appropriate path

Code	Skip To	Attribute
01	KNOWCHECK INCORRECT	VAL_KNOWCHECK=0 WRONG and VAL_KNOWCHECK2 has no value
02	KNOWCHECK CORRECT	VAL_KNOWCHECK=1 CORRECT and VAL_KNOWCHECK2 has no value
03	KNOWCHECK INCORRECT2	VAL_KNOWCHECK2=0 WRONG
04	KNOWCHECK CORRECT	VAL_KNOWCHECK2=1 CORRECT

New Page*

KNOWCHECK CORRECT
You are correct. **[REMOVAL_PROB]% of** children like [KID_FIRST] -- roughly [N] in 10 -- **will not receive SSI benefits** as adults. These children often **need to find other sources of income**.

That's why it's important to prepare [KID_FIRST] for the future, because [PN2] might not receive SSI benefits as an adult.

PROGRAMMER NOTES
Skip to ALL_TRANSITION. No back option on this screen.

New Page*

KNOWCHECK INCORRECT
Actually, that's not quite correct. In reality, **[REMOVAL_PROB]% of children like [KID_FIRST] -- roughly [N] in 10 -- will not receive SSI benefits** as adults. These children often **need to find other sources of income**.

That's why it's important to prepare [KID_FIRST] for the future, because **there is a significant chance that [PN2] will not receive SSI benefits as an adult.**

Since this information is so important for your child's future, we want to make sure we've communicated it clearly. We'll present this information again before proceeding. Please press CONTINUE.

PROGRAMMER NOTES
Direct respondent to Screen 3.1. Afterwards, ask KNOWCHECK again. No back option on this screen.

New Page*

KNOWCHECK INCORRECT 2
Actually, that's not quite correct. In reality, **[REMOVAL_PROB]% of children like [KID_FIRST] -- roughly [N] in 10 – will not receive SSI benefits** as adults. These children often **need to find other sources of income**.

That's why it's important to prepare [KID_FIRST] for the future, because **there is a significant chance that [PN2] will not receive SSI benefits as an adult.**

PROGRAMMER NOTES
Skip to ALL_TRANSITION. No back option on this screen.

New Page#

PROGRAMMER NOTES
If SAMPTYPE = 1, proceed to NUDGEONLYINT1, i.e., display sections marked with pound signs.

PLACE INTERNAL TIMESTAMP HERE

NUDGEONLYINT1
Screen 1

[IF E_GRADE ≠ 77 OR 99, DISPLAY THE FOLLOWING SENTENCE.]
Since [KID_FIRST] is in the [E_GRADE], now is the perfect time to plan for [PN3] future.

To help you plan for [PN3] future, we are going to show you a video with **important and helpful information** about SSI benefits for children in [STATEAG].

Please watch the entire video and make sure your volume is on.

We will ask you some questions on it afterwards to make sure we conveyed it clearly.

New Page#

Screen 2 (video)
You will not be able to move on to the next screen without watching the entire video.

Turn on English subtitles by clicking "CC" → "English". Para ver subtitulos en Español cambie su idioma a Español arriba.

PROGRAMMER NOTES
Next button will display after 90 seconds. Display video associated with VIDEOTYPE.

New Page#

VIDEOCHECK_NUDGE. Were you able to view the video successfully? If not, don't worry, you can still proceed with the survey!

01. Yes . [**IF VIDEOTYPE = 10, PROCEED TO NUDGECHECK_GEOGRAPHY. IF VIDEOTYPE = 11, PROCEED TO NUDGECHECK_HISTORY.**]
02. No

New Page#

[**IF VIDEOCHECK_NUDGE = 2**]
VIDEOCHECK_NUDGEWHY. Do you know why you were not able to watch the video?

01. Yes, I have some idea why.
02. No, I have no idea why. [**IF VIDEOTYPE = 10, PROCEED TO SCREEN 3.1. IF VIDEOTYPE = 11, PROCEED TO SCREEN 3.6.**]

New Page#

[**IF VIDEOCHECK_NUDGEWHY = 1**]
VIDEOCHECK_NUDGEREASON. Why do you think the video did not play?

PROGRAMMER NOTES
Text box as response entry. Minimum of 20 characters. If VIDEOTYPE = 10, proceed to Screen 3.1. If VIDEOTYPE = 11, proceed to Screen 3.6.

New Page#

PROGRAMMER NOTES
If VIDEOTYPE = 10 AND VIDEOCHECK_NUDGE = 2, show Screens 3.1 – 3.5.
If VIDEOTYPE = 11 AND VIDEOCHECK_NUDGE = 2, show Screens 3.6 – 3.10.

Screen 3.1
We want to share some useful information about your child's SSI benefits.

Your child receives SSI benefits for a disability. This means that you receive monthly SSI benefits, and your child receives access to Medicaid. SSI is an important resource for many families who have children with disabilities.

New Page#

Screen 3.2
There are many different types of people who receive SSI. They all have a disability, but they have very different types of disabilities and they are different in other ways too**.** They are different ages, both children and adults, and have different goals and interests.

New Page#

Screen 3.3

People who receive SSI live in all different parts of the United States. That includes all 50 states and the District of Columbia. If we look at the statistics on children who receive SSI, about 20% live in the Midwest, 20% in the Northeast, 20% in the West, 20% in the South, and 20% in the Southwest. **That means that only 20% of children receiving SSI live in the same region as your child.** In other words, just 2 out of 10 children receiving SSI live in the same region as your child.

This 20% number comes from looking at all of the children in the US who receive SSI, and seeing what share live in your region.

PROGRAMMER NOTES
Display graphics here.

New Page#

Screen 3.4
Even though there are many different types of people who receive SSI and they live in many different places in the country, the SSI program has the same basic structure and rules in all of these places. For example, each recipient's monthly SSI payments are calculated in the same way.

We're showing you this information so that you can help prepare your child for adulthood. Your child can be successful in adulthood as long as you both take the right steps to prepare.

New Page#

Screen 3.5
Of course, success looks different for different children. If success for your child means earning a living in adulthood, then education and training are the best way to help them get there. And we can help. We have set up an education and training Resource Center where you'll find resources like math tutoring and job readiness training. You can select as many resources as you want, and you will receive them at no cost to you. We'll direct you to the Resource Center at the end of the survey.

We want to make sure we communicated all of this information effectively. Please click NEXT to answer a question about the information we just presented.

PROGRAMMER NOTES
Proceed to NUDGECHECK_GEOGRAPHY.

New Page#

Screen 3.6
We want to share some useful information about your child's SSI benefits.

Your child receives SSI benefits for a disability. This means that you receive monthly SSI benefits, and your child receives access to Medicaid. SSI is an important resource for many families who have children with disabilities.

New Page#

Screen 3.7
The SSI program has an interesting history. In the 1950s and 60s, different states and cities had different programs that provided support for people with disabilities. In fact, there were more than one thousand separate programs across the United States run by state, county, and local governments! **These programs were all different from each other.** Some were more generous and some were less generous. Some allowed more people to qualify and others allowed fewer people to qualify.

New Page#

Screen 3.8
Then, about 50 years ago, in 1972, Congress replaced these state and local programs with a federal program. The federal program had the same rules for everyone regardless of where they lived. This new program called SSI was founded in 1972 and started making payments to people two years later.

PROGRAMMER NOTES
Display graphics supplied by U of C here.

New Page#

Screen 3.9
The SSI program continued to evolve after 1972. In the 1980s and 90s, new legislation and court decisions changed the types of conditions that qualify for SSI and how benefits are calculated. There have also been changes in the way decisions are made. But in most ways SSI is still the same program that it was when it was founded in 1972.

We want you to know this information so that you can help prepare your child for adulthood. Your child can be successful in adulthood as long as you both take the right steps to prepare.

New Page#

Screen 3.10
Of course, success looks different for different children. If success for your child means earning a living in adulthood, then education and training are the best way to help them get there. And we can help. We have set up an education and training Resource Center where you'll find resources like math tutoring and job readiness training. You can select as many resources as you want, and you will receive them at no cost to you. We'll direct you to the Resource Center at the end of the survey.

We want to make sure we communicated all of this information effectively. Please click NEXT to answer a question about the information we just presented.

PROGRAMMER NOTES
Proceed to NUDGECHECK_HISTORY.

New Page#

[IF VIDEOTYPE = 10]
NUDGECHECK_GEOGRAPHY. The information that was just presented is important. To make sure we did a good job of communicating it, please answer the following question:

What share of children receiving SSI live in the [REGION]ern region of the United States?

01. Zero
02. 10% (1 in 10)
03. 20% (2 in 10)
04. 30% (3 in 10)
05. 40% (4 in 10)
06. 50% (5 in 10)
07. 60% (6 in 10)
08. 70% (7 in 10)
09. 80% (8 in 10)
10. 90% (9 in 10)
11. 100%

99. REFUSED

PROGRAMMER NOTES
Depending on the response, direct respondent to the appropriate path

Code	Skip To	Attribute
01	NUDGECHECK GEOGRAPHY INCORRECT	VAL_NUDGECHECK_GEOGRAHY=0 WRONG and VAL_NUDGECHECK2_GEOGRAPHY has no value
02	NUDGECHECK GEOGRAPHY CORRECT	VAL_NUDGECHECK_GEOGRAPHY=1 CORRECT and VAL_NUDGECHECK2_GEOGRAPHY has no value
03	NUDGECHECK GEOGRAPHY INCORRECT2	VAL_NUDGECHECK2_GEOGRAPHY=0 WRONG
04	NUDGECHECK GEOGRAPHY CORRECT	VAL_NUDGECHECK2_GEOGRAPHY=1 CORRECT

New Page#

NUDGECHECK GEOGRAPHY CORRECT
That's right – about 2 in 10 children who receive SSI live in the same region of the United States as your child.

PROGRAMMER NOTES
Skip to ALL_TRANSITION. No back option on this screen.

New Page#

NUDGECHECK GEOGRAPHY INCORRECT
Actually, that's not quite correct. In reality, roughly 20% or 2 in 10 children who receive SSI live in the same region of the United States as your child.

Since this information is important for your child's future, we want to make sure we've communicated it clearly. We'll present this information again before proceeding. Please press NEXT to continue.

PROGRAMMER NOTES
Direct respondent to Screen 3.1. Afterwards, ask NUDGECHECK_GEOGRAPHY again. No back option on this screen.

New Page#

NUDGECHECK GEOGRAPHY INCORRECT 2
Actually, that's not quite correct. In reality, roughly 20% or 2 in 10 children who receive SSI live in the same region of the United States as your child.

PROGRAMMER NOTES
Skip to ALL_TRANSITION. No back option on this screen.

New Page#

[**IF VIDEOTYPE = 11**]
NUDGECHECK_HISTORY. The information that was just presented is important. To make sure we did a good job of communicating it, please answer the following question:

In which year was the federal SSI program established?

01. 1776
02. 1865
03. 1972
04. 2000
05. 2020

99. REFUSED

PROGRAMMER NOTES
Depending on the response, direct respondent to the appropriate path

Code	Skip To	Attribute
01	NUDGECHECK HISTORY INCORRECT	VAL_NUDGECHECK_GEOGRAHY=0 WRONG and VAL_NUDGECHECK2_HISTORY has no value
02	NUDGECHECK HISTORY CORRECT	VAL_NUDGECHECK_HISTORY=1 CORRECT and VAL_NUDGECHECK2_HISTORY has no value
03	NUDGECHECK HISTORY INCORRECT2	VAL_NUDGECHECK2_HISTORY=0 WRONG
04	NUDGECHECK HISTORY CORRECT	VAL_NUDGECHECK2_HISTORY=1 CORRECT

New Page#

NUDGECHECK HISTORY CORRECT
That's right – the federal SSI program was established in 1972!

PROGRAMMER NOTES
Skip to ALL_TRANSITION. No back option on this screen.

New Page#

NUDGECHECK HISTORY INCORRECT
Actually, that's not quite correct. The federal SSI program was established in 1972.

Since this information is ~~so~~ important for your child's future, we want to make sure we've communicated it clearly. We'll present this information again before proceeding. Please press NEXT to continue.

PROGRAMMER NOTES
Direct respondent to Screen 3.6. Afterwards, ask NUDGECHECK_HISTORY again. No back option on this screen.

New Page#

NUDGECHECK HISTORY INCORRECT 2
Actually, that's not quite correct. The federal SSI program was established in 1972.

PROGRAMMER NOTES
Skip to ALL_TRANSITION. No back option on this screen.

New Page

PLACE INTERNAL TIMESTAMP HERE

ALL_TRANSITION

We would now like to ask a few more questions about **[KID_FIRST].**

New Page

C_CHANCESTOP2. Do you think that [KID_FIRST] **will lose SSI benefits** as an adult? There is no right or wrong answer; we just want to know what you think.

01. No, will definitely not lose benefits
02. Will probably not lose benefits
03. May or may not lose benefits
04. Will probably lose benefits
05. Yes, will definitely lose benefits

99. REFUSED

New Page

C_ODDSLOSE2. How likely do you think it is that [KID_FIRST] will **lose** SSI benefits as an adult?

11. 0% (definitely will not lose benefits)

01. **10%** (highly unlikely)
02. **20%** (unlikely)
03. **30%** (some chance)
04. **40%** (could very well)
05. **50%** (good chance)
06. **60%** (likely)
07. **70%** (probably)
08. **80%** (most likely)
09. **90%** (almost certainly)
10. **100%** (certainly will lose benefits)

99. REFUSED

New Page

[**IF:**
a) SAMPTYPE = 3, 4, 5, 6, 7, 8, 9 AND
b) C_ODDSLOSE2 IS DIFFERENT FROM REMOVAL_PROB BY MORE THAN 30 PERCENTAGE POINTS AND
c) ASKWHYDIFFERENT = 1]
C_WHYDIFFERENT. Why do you think your child has a different chance of losing benefits as an adult than other kids have?

New Page

[IF SAMPTYPE != 1]
H_WORSEOFF How much worse off would your family be if your child did not receive SSI benefits?

01. Not much worse off
02. Somewhat worse off
03. Much worse off
04. It would be catastrophic

[IF SAMPTYPE != 1]
H_HOWRECOVER. If your child were to lose SSI benefits at the age of 18, would you try to make up for that lost income? If so, what is the primary way you would do that?

01. No, I wouldn't try to make up for the lost income.
02. Yes, by trying to have my child work more in adulthood.
03. Yes, by trying to work more myself.
04. Yes, by trying to get benefits from another program.

05. Other, specify:

New Page

G_FUTURESCHL2. Do you think your child will go to college (vocational/technical program, community college, or a four-year college or university)?

01. Yes
05. No

[IF G_FUTURESCHL2 = 2]

G_FUTURESCHL2_NO. Why don't you think your child will go to college?

02. I don't think we can afford the tuition
03. I think my child will need to work after high school
05. I don't think college is worth the cost
04. I don't think my child would do well in college
05. Other [specify:]

F_LIVING2. Different children have different abilities and goals in life. Is a job a part of your vision for [KID_FIRST]'s future?

01. No, I have other goals for my child.
02. Somewhat – it's part of my vision, but it's not the most important part.
03. Yes, it's central to my vision for my child.

[IF F_LIVING2 = 02,03]

F_LIVING2_HRS. How many hours a week do you expect your child to work?

01. A few hours a week (less than 10 hours a week)
02. Part-time (10-30 hours a week)
03. Full-time (more than 30 hours a week)

New Page

We'd also like to learn more about your own plans for the future.

[IF I_WORK = 1, 2]

H_PARENTWORK_UNEMP In the next few years, while your child is under 18, do you plan to work at a job?

1. Yes
2. No

[IF I_WORK = 1, 2]

H_PARENTWORK_UNEMP2 Once your child becomes a young adult, do you plan to work at a job?

1. Yes
2. No

[IF I_WORK = 3, 4]

H_PARENTWORK_EMP In the next few years, while your child is under 18, do you plan to work more or less than you are currently?

1. Work the same
2. Work more
3. Work less

[IF I_WORK = 3, 4]
H_PARENTWORK_EMP2 Once your child becomes a young adult, do you plan to work more or less than you are currently?

1. Work the same
2. Work more
3. Work less

[(IF SAMPTYPE = 3, 4, 5, 6, 7, 8, 9) OR (IF SAMPTYPE = 1 AND ASKREGION = 0)]
[NOTE: the above restriction for this question was in place for most of the survey; however, towards the end of the survey, we switched to ask H_HYPOTHETICAL to all respondents]
H_HYPOTHETICAL
+This is a hypothetical question about your budget for the next few years. Suppose SSA gives you the option to receive $100 less in SSI benefits each month over the next year (a total of $1,200 less over the year). In return, they would give you $7,000 when your child turns 20 **if** your child is no longer receiving SSI benefits at that time, but nothing if your child is still receiving SSI. Would you take this offer?

01. Yes
02. No

New Page

G_OPTIMISM. In this moment, how are you feeling about your child's future? Select all that apply.

01. Hopeful
02. Happy
03. Anxious
04. Discouraged
05. Angry

New Page

How strongly do you agree or disagree with the following statements?

G_CONTROL. I have control over the things that happen to my child in the future.

G_PREPARE. I want to do something to prepare my child for the future.

G_TAKEACTION. I know what steps I can take to prepare my child for the future, and I plan to take them soon.

The following should be the answer choices to the questions above, displayed in a grid:

01. Strongly disagree
02. Disagree
03. Neutral
04. Agree
05. Strongly agree

New Page

It's almost time – we're about to offer you some exciting resources for your child. Please note they are available at no cost to you.

Just a few more questions to make sure that your payment is sent to the right address.

New Page

J_NAME. Is this your correct name?
[FIRSTNAME] [LASTNAME]

01. Yes [**PROCEED TO J_ADDRESS**]
02. No [**PROCEED TO J_NAME2**]

New Page

[**IF J_NAME = 2**]
J_NAME2. Please spell your full name

J_FIRSTNAME: _____
J_LASTNAME: _____

PROGRAMMER NOTES
Proceed to J_ADDRESS.

New Page

J_ADDRESS. Is this your current address?
[BESTADD1]
[BESTADD2]
[BESTCITY] [BESTSTATE] [BESTZIP]

01. Yes [**PROCEED TO J_PHONE**]
02. No [**PROCEED TO J_ADDRESS2**]

New Page

J_ADDRESS2. Please provide your current address.
PROGRAMMER NOTES: COLLECT NEW ADDRESS AND SAVE IN THIS FIELD
Street Address **[J_ADDRESS1]**
Street Address 2 **[J_ADDRESS2]**
City **[J_CITY]**
State **[J_STATE]**
Zip code **[J_ZIP]**

PROGRAMMER NOTES
Proceed to J_PHONE.

New Page

J_PHONE. What is the best phone number we can reach you at?
XXXYYYZZZZ [**ONLY ALLOW 10 CONSECUTIVE DIGITS**]

J_PHONE_TYPE. Is this phone number a cell or landline?
01. Cell
02. Landline
99. Prefer not to answer

New Page

J_TEXT_CONSENT. We'd love to send you text messages and emails with education resources for your child. We would also send you the video we just presented, and we would encourage you to share it with your child. Would this be okay with you?
01. Yes – both text and email
02. Yes – text only
03. Yes – email only
04. No

New Page

[IF J_PHONE_TYPE = 2 AND J_TEXT_CONSENT = 1 OR 2]
J_TEXT_CONSET_PH. What is your cell phone number?

New Page

[IF J_TEXT_CONSENT = 1 OR 3]
J_EMAIL. What is the best email address we can reach you at?

New Page

BOOK

We really appreciate your time today. After you complete a few final questions, you can expect to receive your survey payment within 2-4 weeks.

[DISPLAY IF VIDEOTYPE = 10]
As a reminder, our video told you that 20% of kids receiving SSI live in your region.
[DISPLAY IF VIDEOTYPE = 11]
As a reminder, our video told you about the history of the SSI program, which was founded in 1972.

[DISPLAY IF SAMPTYPE != 1]
As a reminder, our video told you that [KID_FIRST] [REMOVAL_DESC2] not receive SSI benefits as an adult.
So far we've been focused on your child's future, but **now it's time to think about you.**

The information we've given you today may affect **your own future** financial plans. If you plan to look for work or continue working in the next few years, we have a guide to employment for parents that might be useful for you.

That's why we're offering you a choice for how you would like to receive the survey payment. There are two options for what we can send you in the mail:

- $[BOOKINCENT] cash plus a career guide for parents (list price $17) with strategies for increasing your earnings from work and improving your financial wellbeing. **[NOTE: The first few respondents to answer the survey were offered $[INCENT] - $5 plus a career guide. After only 5 days, we decided to switch the payment amount to $[INCENT] - $3. All respondents ultimately received $[INCENT] - $3 regardless of which amount they saw in the survey]**
- $[INCENT] cash

How would you prefer to receive your survey payment?

03. $[BOOKINCENT] cash plus a career guide for parents (list price $17) with strategies for increasing your earnings from work and improving your financial wellbeing
01. $[INCENT] cash

New Page

J_TUTOR
In addition to the survey payment, as a token of our appreciation, we are also going to select **some** respondents to receive one of the following:

- $300 worth of one-on-one tutoring designed to improve your child's grades in any subject(s) OR
- $50 in cash for your other family needs.

If you are selected, which one would you prefer? Choose carefully, because you won't be able to change your mind later. We will let you know later if you are selected.

01. $300 worth of one-on-one tutoring designed to improve your child's grades in any subject(s)
02. $50 in cash for my other family needs

NO PURCHASE OR PAYMENT OF ANY KIND IS NECESSARY TO ENTER OR WIN. PURCHASE OR PAYMENT DOES NOT IMPROVE YOUR CHANCE OF WINNING. NORC 2022 Project 8365 Survey Sweepstakes is open only to legal residents of the 50 US States + DC excluding NY and FL, 18 +. Void elsewhere and where prohibited. Ends 3/31/2022. Subject to complete Official Rules XXX

❑ By checking the box, you agree to the terms of the Official Rules and our Privacy Policy.

Programmer note: if box is checked, response = 1. If not, response = 0 skipped

New Page

PLAN FOR THE FUTURE SURVEY

Thank you very much for your time today. You have now completed the survey.

[IF J_TEXT_CONSENT = 4] You can now proceed to the Resource Center to claim valuable resources at no cost to you!

[**IF J_TEXT_CONSENT = 2**]
The Resource Center will open in approximately one week. We will text you a link to the Resource Center]. Check your texts so you don't miss your chance to claim valuable resources for your child at no cost to you!

[**IF J_TEXT_CONSENT = 3**]
The Resource Center will open in approximately one week. We will email you a link to the Resource Center. Check your email so you don't miss your chance to claim valuable resources for your child at no cost to you!

[**IF J_TEXT_CONSENT = 1**]
The Resource Center will open in approximately one week. We will email and text you a link to the Resource Center. Check your email and texts so you don't miss your chance to claim valuable resources for your child at no cost to you!

- Online Math and Computer Skills Tutoring
- Employment Training Services
- Education Planning Services
- Savings Account for Your Child's Future Expenses

[IF J_TEXT_CONSENT = 4] [PUT A BIG GREEN BUTTON HERE.]
[IF J_TEXT_CONSENT = 4] You can also return to the Resource Center later by going to [GENERAL WEBADDRESS] and entering your PIN (**PIN**).

If you have any questions, please feel free to contact us at XXX or email us at XXX

[**IF OBS_2 = 1**] Plan for the Future will keep your responses to these offers confidential.

RESOURCE CENTER

Welcome to Plan for the Future's Resource Center! Login with your PIN to claim any of the following resources for your child:

Online Math and Computer Skills Tutoring

Employment Training Services

Education Planning Services

Savings Account for Your Child's Future Expenses

Forgot your PIN? Contact the HelpDesk by phone at XXX or via email at XXX

New Page

NUDGEPRES
Now it's time to choose which resources you want for your child! Remember, they are all available at **no cost to you**. Check the boxes below to indicate which resources you are interested in. We'll tell you more about them and give you the chance to sign up. You can check as many or as few boxes as you want.

PROGRAMMER NOTES
Show the list below with accompanying check boxes. Proceed to the pages with the resources that they choose.

☐☐**Online Math and Computer Skills Tutoring** [**MATHINTRO**]

☐☐**Employment Training Services** (such as workplace readiness and job skills training) [**VRINTRO2**]

☐☐**Education Planning Services** (such as assistance in choosing the right college or vocational/technical program and finding scholarships) [**VRINTRO2**]

Savings Account for Your Child's Future Expenses [**ABLEINTRO**]

[**IF OBS_2 = 1**] Plan for the Future will keep your responses to these offers confidential.

New Page

MATHINTRO

Online Math and Computer Skills Tutoring
Taking steps to build your child's math and computer skills is one of the best things you can do to ensure they succeed in high school and beyond.

To help with this, we're providing [**KID_FIRST**] with free access to Math Champ, an online tutoring program. Math Champ coaches students using fun, interactive videos, and students collect badges for every quiz they pass. To help you get started, **we'll provide your child with a $20 gift certificate after they complete their first two lessons!**

Signing into mymathchamp.com with your login information will allow you to access these resources for free. Would you like to sign up?

01. Yes, I want to sign my child up for math tutoring and computer training. Please send me an email or text with the details. [**PROCEED TO MATHEMAIL**]
02. No, thank you. I'm not interested in receiving an email about math tutoring and computer training. [**SKIP TO NEXT RESOURCE**]

New Page

[**IF MATHINTRO = 1**]
MATHEMAIL
Please provide your email address.
If you do not receive the email in a few minutes, please check your spam folder.

[**SKIP TO NEXT RESOURCE**]

New Page

VRINTRO2

Employment Training and Education Planning Services
Your state helps young adults like [KID_FIRST] plan for the future by providing two types of services: Employment Training Services and Education Planning Services. These services are provided for free.

- **Employment training services:**
  - Workplace readiness and skills training
  - Training to promote leadership and self-advocacy
  - Help finding a job
- **Education planning services:**
  - Providing information about college options (vocational/technical programs, community college, or a four-year college or university)
  - Help with finding scholarships and paying for college and vocational/technical programs
  - Strategies to succeed in college and vocational/technical programs

We can send you information to help you sign up. If you would like to sign up, you will need to fill out some paperwork. Do you want to sign up? If so, mark all that you are interested in.

01. Employment training
02. Education planning
03. I'm not interested in signing up

PROGRAMMER NOTES
If the respondent chooses 1 or 2 (or both) direct respondent to VREMAIL. If the respondent chooses 3, skip to to the next resource screen.

New Page

VREMAIL. We will send your state's information via email. Please provide your email address.
If you do not receive the email in a few minutes, please check your spam folder.

[**SKIP TO NEXT RESOURCE or ATTENDANCE**]

New Page

ABLEINTRO

Savings Account for Your Child's Future Expenses
It's important to save for your child's future expenses. Unfortunately, SSI does not allow families to save very much in a regular bank account. But SSI now allows families to save for their children's future expenses using a special savings account known as an ABLE account. You can use money saved in an ABLE account to pay for all types of expenses for your child, including education, housing, transportation, and medical care.

It takes just 10 minutes to sign up for an ABLE account. We will provide you with easy-to-follow instructions on how to do so.

Please indicate below if you want to sign up for an ABLE account.

01. Yes, I want to open an ABLE account for my child. Please send me an email or text with the details. [**PROCEED TO ABLELINK**]
02. No, thank you. I'm not interested in opening an ABLE account for my child. [**PROCEED TO ATTENDANCE**]

New Page

[**IF ABLEINTRO = 1**]
ABLELINK. Please provide your email address so that we can send you the instructions on opening an ABLE account.

If you do not receive the email in a few minutes, please check your spam folder.

New Page

ATTENDANCE

We hope these resources have helped you.

One more suggestion: Encourage [KID_FIRST] to attend school every day! Consistent attendance is one of the best ways to help [KID_FIRST] graduate high school and prepare for the future.

New Page

Also, make sure your child sees a medical provider regularly! And if you move, don't forget to let your provider and SSA know your new address.

New Page

C_CHANCESTOP3. Just one last question! Do you think that [KID_FIRST] **will receive SSI benefits** as an adult? There is no right or wrong answer; we just want to know what you think.

01. Yes, will definitely receive benefits
02. Will probably receive benefits
03. May or may not receive benefits
04. Will probably not receive benefits
05. No, definitely will not receive benefits

Thanks so much for your time! If you have any questions, please feel free to contact us at XXX or email us at XXX