



U.S. DEPARTMENT OF AGRICULTURE



Capital Consulting  
Corporation



RESEARCH

## Third National Survey of WIC Participants (NSWP-III)

APPENDIX C. TECHNICAL APPENDIX: CASE STUDY OF FORMER WIC  
PARTICIPANTS | CONTRACT #: AG-3198-K-15-0077

Submitted by:

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## OVERVIEW

The NSW-III Former Participants Survey (FPS) was a case study of former WIC participants who were still eligible for the program in order to better understand the barriers and facilitators to WIC retention. Specifically, this case study addressed three research objectives: (1) examine the reasons why former participants discontinued participation in WIC, (2) examine the former participants' satisfaction with WIC, and (3) examine the former participants' involvement in other assistance programs. A total of 125 semi-structured interviews were conducted as part of the FPS.

# STUDY METHODOLOGY

## Sample Design

Since the FPS was a case study, the Study Team was not concerned with obtaining a nationally representative sample of former participants. Each of the States sampled for the NSWP-III Certification Survey submitted administrative records for participants who left the program before the end of their certification period for the six months prior to the data extraction date from which the Study Team selected a simple random sample. Although not representative, the Study Team attempted to obtain a diverse mix of inactive participants in terms of certification category while participating in WIC, FNS Region, race/ethnicity, and location (rural and urban areas) (Table 1). The Study Team created explicit strata defined by certification categories, and within each stratum, the participants were sorted by race, ethnicity, and location to implicitly stratify the sample. This process helped ensure that the sample was proportional to the population.

**Table 1. Distribution of FPS Sample**

| Characteristic                                           | Sample |         | Completed Cases |         |
|----------------------------------------------------------|--------|---------|-----------------|---------|
|                                                          | N      | Percent | N               | Percent |
| <b>Total</b>                                             | 1,054  | 100.0%  | 125             | 100.0%  |
| <b>Certification Category While Participating in WIC</b> |        |         |                 |         |
| Pregnant                                                 | 168    | 15.9%   | 21              | 16.8%   |
| Breastfeeding                                            | 230    | 21.8%   | 34              | 27.2%   |
| Postpartum                                               | 161    | 15.3%   | 23              | 18.4%   |
| Infant                                                   | 201    | 19.1%   | 18              | 14.4%   |
| Child                                                    | 294    | 27.9%   | 29              | 23.2%   |
| <b>FNS Region</b>                                        |        |         |                 |         |
| Mid-Atlantic Region                                      | 129    | 12.2%   | 22              | 17.6%   |
| Midwest Region                                           | 198    | 18.8%   | 20              | 16.0%   |
| Mountain Plains Region                                   | 129    | 12.2%   | 15              | 12.0%   |
| Northeast Region                                         | 161    | 15.3%   | 16              | 12.8%   |
| Southeast Region                                         | 181    | 17.2%   | 14              | 11.2%   |
| Southwest Region                                         | 130    | 12.3%   | 23              | 18.4%   |
| Western Region                                           | 126    | 12.0%   | 15              | 12.0%   |
| <b>Ethnicity</b>                                         |        |         |                 |         |
| Unknown                                                  | 30     | 2.9%    | 2               | 1.6%    |
| Hispanic                                                 | 290    | 27.5%   | 36              | 28.8%   |
| Non-Hispanic                                             | 734    | 69.6%   | 87              | 69.6%   |
| <b>LA Urbanicity</b>                                     |        |         |                 |         |
| Mostly rural                                             | 146    | 13.9%   | 17              | 13.6%   |
| Mostly urban                                             | 908    | 86.2%   | 108             | 86.4%   |

## Data Collection

The data collection period for the FPS was from June 24, 2019 through October 25, 2019. The interviews were administered by telephone. A total of 125 FPSs were conducted, resulting in a cooperation rate of 67.0 percent (Table 2).<sup>1</sup> However, the Study Team did attempt to obtain a diverse mix of respondents in terms of WIC certification category, FNS Region, race/ethnicity, and location (LAs in rural and urban areas) (Table 1).

**Table 2. FPS Data Collection Summary**

| Total Sample Size | Number of Completed Cases | Number of Refusal Cases | Non-Respondents | Number of Ineligible Cases | Cooperation Rate <sup>1</sup> |
|-------------------|---------------------------|-------------------------|-----------------|----------------------------|-------------------------------|
| 1,054             | 125                       | 62                      | 761             | 105                        | 67.0%                         |

<sup>1</sup> Cooperation rate equals the number of completed cases divided by the sum of the number of completed cases and number of refusal cases.

<sup>1</sup> Reasons for refusals include no reason given, uninterested in participating, concern for legitimacy, and respondent busy.

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# ANALYSIS

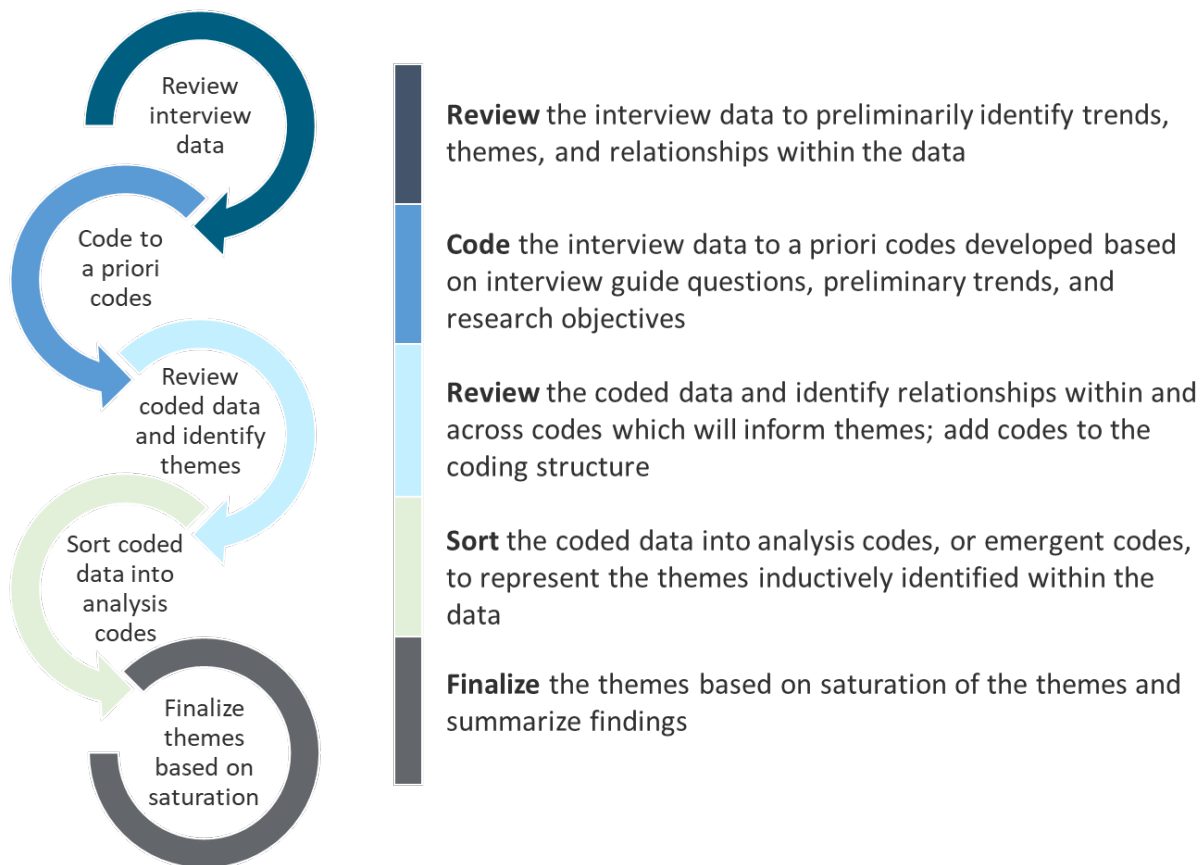
The purpose of the study was to conduct a case study of former WIC participants who are still eligible for the program to better understand the barriers and facilitators to WIC retention. This qualitative study required the use of a comprehensive qualitative analysis approach. Thematic content analysis was conducted to develop the findings. Thematic analysis is a search for themes that emerge as being important to the description of the phenomenon.<sup>2</sup> The thematic content analysis conducted for this study used a hybrid deductive-inductive method, which combines both deductive, a priori coding and inductive, emergent coding to develop the analysis.<sup>3</sup> This hybrid deductive-inductive method for the thematic analysis was selected based on the existence of previous research into why WIC participants leave the program early, which was the basis for the NSWP-III FPS design, as well as the desire to further explore the experiences of former WIC participants. The following discussion presents the coding and analysis approach used for the study. Exhibit 1 presents an overview of the coding and analysis conducted using the hybrid-deductive inductive method for the study's thematic analysis.

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<sup>2</sup> Daly, J., Kellehear, A., & Gliksman, M. (1997). *The Public Health Researcher: A Methodological Approach*. Melbourne, Australia: Oxford University Press.

<sup>3</sup> Fereday, J., & Muir-Cochrane, E. (2006). Demonstrating Rigor Using Thematic Analysis: A Hybrid Approach of Inductive and Deductive Coding and Theme Development. *International Journal of Qualitative Methods*, 80–92.

## Exhibit 1. Overview of the Hybrid Deductive-Inductive Method Used for the Former Participant Survey Thematic Analysis



The majority of the FPS questions were designed to elicit open-ended responses. The responses were coded into appropriate categories to assess the analysis outcomes of the research questions. Data cleaning of FPS interview transcripts was conducted prior to coding and analysis. The transcripts were then prepared for use in NVivo 12 analysis software. A total of 125 interviews were a part of the analysis dataset.

The first step in the analysis process was the review of the FPS qualitative data in preparation for development of the study's initial a priori codebook. The Study Team reviewed each transcript to become familiar with the interview data, which allowed for the identification of preliminary trends, and relationships within the data. This initial data review was used to develop the initial a priori codebook. A priori codes are deductive, or predetermined, codes based on the objectives of the inquiry.<sup>4,5,6</sup> A priori codes are established prior to the coding process and reflect the research questions, objectives, and any pertinent preliminary findings based on initial review of data. This a priori codebook, which served as an initial tool for conceptualizing and organizing the data, was developed into 5 major sections with

<sup>4</sup> Ritchie, J. and Spencer, L. (1994) Qualitative Data Analysis for Applied Policy Research. In: Bryman, A. and Burgess, R., Eds., *Analyzing Qualitative Data*. London, UK: Routledge.

<sup>5</sup> Creswell, J. (2013). *Qualitative inquiry and research design: Choosing among five approaches*. Los Angeles, CA: Sage.

<sup>6</sup> Elliott, V. (2018). Thinking about the coding process in qualitative data analysis. *The Qualitative Report*, 23(11), 2850-2861.



primary, secondary, and tertiary codes broadly corresponding to the study's research questions, and then specific survey questions.

The Study Team tested a priori codes via interrater reliability methods on a sample of transcripts to confirm uniform application prior to coding all transcripts. The interrater reliability process included pairs of coders coding four transcripts each, using the same a priori codes. The Study Team selected transcripts which were average in length, were led by different interviewers, and represented different types of respondents (i.e., child and adult) to include in the interrater reliability exercise. Two coders independently coded the transcripts using the a priori codebook. Once the coders completed coding one transcript, the Study Team calculated the Kappa coefficient to compare the agreement between the pair of coders. The coders reviewed codes with Kappa coefficients below 0.6, discussed the reasons for differences, and reconciled differences by adjusting coding (as needed) to ensure consistency of application of the codebook. The Study Team repeated this process until consensus was reached (i.e., consistent application of codes between coders), resulting in a total of four transcripts being double coded for the interrater reliability exercise. During this process, the Study Team met regularly to discuss findings from the reconciliation process and to make any adjustments needed to the codebook.

The team then applied the a priori codes to the full dataset to identify meaningful units of text. This initial coding process produced coded data that aligned with broad conceptual categories based on the study's research objectives and interview questions. The coded data was then reviewed by the Study Team to identify preliminary relationships across these a priori codes, which were then further explored using inductive, emergent coding.

Inductive emergent coding was conducted iteratively to develop the study's analysis codes. These analysis codes are interpretive, inductive codes used to organize data to represent overarching themes, or subthemes, which are emergent from the data.<sup>7</sup> These codes connect ideas across a priori codes to represent larger, analytical findings. The Study Team used this iterative process to code the data. These inductive codes, now represented as "analysis codes" in NVivo 12, were then used to develop the themes or findings for the study. After the coding was completed, the Study Team conducted the analysis by searching for themes in this coded data. This consisted of sorting, reviewing, and synthesizing the relevant data extracts to identify emerging patterns or themes in the data.<sup>8,9</sup> Once the inductive coding was complete, the inductive codes represented themes within the dataset.

The Study Team reviewed and confirmed the themes to ensure all relevant data had been considered in the development and verification of the study's themes and findings. The themes were then finalized. Finally, the Study Team synthesized and summarized to report study findings under each theme. The findings from the thematic analysis can be found in the thematic tables presented in Appendix H.

The qualitative thematic tables include the following four columns: 1) theme, 2) findings, 3) example quotes, and 4) Former Participant Survey questions used for analysis.

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<sup>7</sup> Saldaña, J. (2016). *The coding manual for qualitative researchers* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage.

<sup>8</sup> Crabtree, B., Miller, W. (1999). Using codes and code manuals: A template for organizing style of interpretation. In Crabtree, B., Miller, W. (Eds.), *Doing qualitative research* (2nd ed., pp. 163–178). Newbury Park, CA: Sage.

<sup>9</sup> Braun, V., Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101.

- The “theme” represents the overarching, summative statements representing the opinions, experiences, and perspectives of the respondents.
- The “findings” provide a more detailed description of the theme, including its application, implications, and examples.
- A set of “example quotes” are provided to illustrate the themes and findings. In addition, for the quotes, the Study Team indicates respondent study identification number (MMID) and certification type (i.e., adult or child) for additional context. At least two quotes are provided for each theme presented in the analysis tables.
- The column labeled “Former Participant Survey questions used for analysis” serves as the crosswalk to identify the survey questions for which qualitative data was specifically coded and analyzed. This column is further divided into “primary” and “supplemental.”
  - “Primary” indicates the main Former Participant Survey questions that were specifically examined in the qualitative coding and analysis to derive the themes and findings.
  - “Supplemental” identifies instances where respondents provided description relevant to the specific research question in their answers to other Former Participant Survey questions.

In these analysis tables:

- the terminology **“most” or “the majority”** is used to describe findings where **almost all of the respondents** expressed a certain sentiment or had a certain experience,
- the terminology **“many”** is used when **more than half of the respondents but less than a strong majority** reported a similar experience or perspective,
- **“some”** is used to describe situations where **less than half but more than approximately one-fourth** of the respondents reported a specific experience,
- **“fewer” or “few”** is used to describe instances where **less than one-fourth** of the respondents expressed the same sentiment or reported a specific experience.

Additionally, the findings include the frequency for the specific number of former WIC participants who contributed to the theme in parentheses for additional context. These frequencies or counts are the number of FPS respondents who indicated a particular response, as coded in the analysis codes for the study. One research question specifically asked whether there is an association between other program participation (e.g., SNAP, NSLP, SBP, SFSP, CACFP, Medicaid, TANF) and participants’ decisions to leave WIC. To address this question, the Study Team conducted a Fisher’s Exact Test on the crosstab of reasons for leaving and prior program participation. These results are exploratory. Inferences about the population of former participants cannot be made based on these survey findings because the FPS utilized convenience sampling.

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# INTERVIEW GUIDE

**Instructions to Reviewers:** The qualitative interviewers will use this instrument when interviewing former WIC participants. In the text below, ALL CAPS signifies a potential response or instructions to the qualitative researchers. Unless noted otherwise, qualitative researchers do not read aloud, verbatim, the text that appears in ALL CAPS.

**INTRO:** Hi. Thanks for agreeing to do this survey. Your answers are private. The questions I am going to ask are about your previous experiences with WIC. This takes about 30 minutes. After we finish, I will confirm your address so I can send a \$25 Visa debit card to thank you for your participation.

According to the Paperwork Reduction Act of 1995, an agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 0584-0641. The time required to complete this information collection is estimated to average 30 minutes (0.50 hours) per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to: U.S. Department of Agriculture, Food and Nutrition Services, Office of Policy Support, 3101 Park Center Drive, Room 1014, Alexandria, VA 22302, ATTN: PRA (0584-0641\*). Do not return the completed form to this address.

## Experience with WIC Program

First, I would like to ask you some questions about your recent experiences and satisfaction with the WIC program. Certification records show that [YOU OR YOUR CHILD] last participated in the WIC program from [certification month and year] to [certification end month and year]. You last picked up food instruments in [month, year] and officially stopped receiving WIC benefits in [month, year]. Are these dates approximately correct? [IF NO, PROBE FOR APPROXIMATE DATES]. Let's get started.

1. How did you first hear about the WIC program?
2. Why did [YOU AND/OR YOUR CHILD] decide to participate in the WIC program?
3. When [YOU AND/OR YOUR CHILD] last participated in WIC, was this time spent at one WIC clinic or office? **PROBE:** How many offices?
4. Do you have children and/or infants who participated in the WIC program during that time? If yes, how many?
5. Was it easy or difficult to enroll in the WIC program? **PROBE:** Why was it easy/difficult? Can you tell me more about that?
- 5A. Please tell me about your experience with the WIC staff who helped you with [YOUR AND/OR YOUR CHILD'S] certification paperwork? **PROBE:** Can you tell me more about that?
6. Was it easy or difficult to maintain [YOUR AND/OR YOUR CHILD'S] participation in the WIC program? **PROBE:** What made it easy to stay enrolled in the WIC program? OR What made it difficult to stay enrolled in the WIC program?
7. Please tell me how you feel about [YOUR AND/OR YOUR CHILD'S] overall experience in the WIC program? **PROBE:** Can you tell me more about that?

## Services Used While in WIC Program

Next, I would like to ask you about the services [YOU AND/OR YOUR CHILD] used while you were in the WIC program.

8. What services did [YOU AND/OR YOUR CHILD] use while in the WIC program? **PROBE:** [FOOD VOUCHER CHECK OR EBT CARD], breastfeeding peer counseling, referrals to other programs/health services, nutrition education and counseling, vaccinations, etc.
9. What was [YOUR AND/OR YOUR CHILD'S] experience with those services? **PROBE:** What could the WIC program do to make those services better?
- 9A. How would you rate [INSERT SERVICES USED IN Q8 ONE AT A TIME] service [YOU AND/OR YOUR CHILD] received from the WIC program?

- ☐ Excellent
- ☐ Good
- ☐ Fair
- ☐ Poor

9B. Can you tell me more about why you rated it that way? **PROBE:** What could the WIC program do to make those services better?

10. Can you tell me something you learned from the WIC program that you did not know before?

**PROBE:** How did you use that information?

## Experiences with WIC Offices or Clinics

Now I have a few questions about **[YOUR OR YOUR CHILD'S]** experience with WIC offices or clinics.

11. How was **[YOUR OR YOUR CHILD'S]** overall experience at the office or clinic? **PROBE:** Can you tell me more about that?

11A. How satisfied were you with the amount of time you had to wait before **[YOUR OR YOUR CHILD'S]** appointment? **PROBE:** Can you tell me more about that?

11B. How satisfied were you with the waiting area in the offices **[YOU AND/OR YOUR CHILD]** used?

**PROBE:** Can you tell me more about that?

12. Were the locations of the offices **[YOU AND/OR YOUR CHILD]** used convenient to get to from where you live? **PROBE:** Why were the offices convenient/not convenient? Can you tell me more about that?

13. How was your experience with the staff at the offices **[YOU AND/OR YOUR CHILD]** used? **PROBE:** Can you tell me more about that?

14. What was your experience with scheduling appointments at the WIC offices or clinics **[YOU AND/OR YOUR CHILD]** used?

14A. How was your experience finding appointment times that fit **[YOUR AND/OR YOUR CHILD'S]** schedule?

**PROBE:**

What made it easy to find an appointment time that fit **[YOUR AND/OR YOUR CHILD'S]** schedule? **[EXAMPLES:** hours of WIC office, your work schedule, number of appointments available during your preferred time frame, etc.]

What made it difficult to find an appointment time that fit **[YOUR AND/OR YOUR CHILD'S]** schedule? **[EXAMPLES:** hours of WIC office, your work schedule, number of appointments available during your preferred time frame, etc.]

14B. What did you do with your child(ren) while you were at **[YOUR AND/OR YOUR CHILD'S]** appointment? **PROBE:** Did that make it easier or more difficult for you to follow through with **[YOUR AND/OR YOUR CHILD'S]** appointment?

14C. How did you usually get to **[YOUR AND/OR YOUR CHILD'S]** WIC office? **PROBE:** Was that easy or difficult? Can you tell me more about that?

15. Overall, how was **[YOUR AND/OR YOUR CHILD'S]** experience with the WIC staff? **PROBE:** Can you tell me more about that?

## Shopping

Now I would like to ask you some questions about the stores where [YOU AND/OR YOUR CHILD] used your WIC vouchers or EBT card.

16. What types of stores did you shop at when using [YOUR AND/OR YOUR CHILD'S] WIC [FOOD VOUCHER CHECK OR EBT CARD]? *PROBE*: What kinds of stores are those? [EXAMPLES: grocery stores, farmers' markets, convenience stores, commissaries, etc.]

17. How did you usually get to the store where you used [YOUR AND/OR YOUR CHILD'S] WIC benefits? Was that easy or difficult?

*PROBE*:

Can you tell me more about that? What made it easy? OR

Can you tell me more about that? What made it difficult?

17A. How was your experience finding transportation to these stores?

*PROBE*:

Can you tell me more about that?

Did you have your own transportation or did you rely on someone else?

18. How was your experience finding WIC-approved foods in the stores where you usually used [YOUR OR YOUR CHILD'S] WIC [FOOD VOUCHER CHECK OR EBT CARD]? *PROBE*: Can you tell me more about that?

19. How comfortable did you feel using [YOUR AND/OR YOUR CHILD'S] WIC [FOOD VOUCHER CHECK OR EBT CARD] at these stores? *PROBE*: Can you tell me more about that?

20. What did you think of the choices or variety of foods you were able to purchase with [YOUR AND/OR YOUR CHILD'S] WIC benefits? *PROBE*: Can you tell me more about that?

20A. **ASK ONLY IF PARTICIPANT HAD CHILDREN ENROLLED IN WIC.**

Were you able to purchase the foods that your infant and/or child usually eats? *PROBE*: Can you tell me more about that?

21. Next, I would like to ask you about your experience with the staff at the store(s) where you usually used [YOUR AND/OR YOUR CHILD'S] WIC [FOOD VOUCHER CHECK OR EBT CARD]. *PROBE*: How would you describe the way the staff treated you?

22. Now, I would like to ask you about the other customers at the store(s) where you usually used [YOUR AND/OR YOUR CHILD'S] WIC [FOOD VOUCHER CHECK OR EBT CARD]. *PROBE*: How would you describe the way the other customers treated you?

23. What could be done to improve the shopping experience and using WIC [FOOD VOUCHER CHECK OR EBT CARD] at stores for other WIC participants? *PROBE*: Can you tell me more about that?

## Reasons for Leaving

Next, I'm going to ask you some questions about why you stopped participating in the WIC program.

24. For what reasons did [YOU AND/OR YOUR CHILD] leave the WIC program? **PROBE:** Can you explain why you think that [YOU AND/OR YOUR CHILD] is [ELIGIBLE OR NOT ELIGIBLE]?

25. Did [YOU AND/OR YOUR CHILD] have any needs that the WIC program did not meet? **[EXAMPLES:** related to breastfeeding counseling, gaining health services or information you needed, receiving nutrition education and counseling, etc.]

25A. Was this because the services were not offered at all or because the services offered did not do enough to meet [YOUR AND/OR YOUR CHILD'S] needs? **PROBE:** Can you tell me more about that?

26. Were there things that made it difficult for [YOU AND/OR YOUR CHILD] to continue participating in the WIC program? **PROBE:** Can you tell me more about that?

27. Do you think [YOU AND/OR YOUR CHILD] are still eligible for the WIC program? **PROBE:** Why do you think that [YOU AND/OR YOUR CHILD] are eligible/not eligible?

28. What could be done to encourage [YOU AND/OR YOUR CHILD] to participate in the WIC program again if [YOU AND/OR YOUR CHILD] are eligible? **PROBE:** Can you tell me more about that?

29. Is there anything that would stop [YOU AND/OR YOUR CHILD] from participating in the WIC program again? **PROBE:** Can you tell me more about that?

30. Were [you and/or was your child] enrolled in any of the following programs between [CERT DATE] and [CERT END DATE]?

**[CHECK ALL THAT APPLY]:**

- ☐ SNAP (Supplemental Nutrition Assistance Program, formerly known as Food Stamps)
- ☐ NSLP (National School Lunch Program) and SBP (School Breakfast Program), also known as free and reduced-price meals at school
- ☐ FDPIR (Food Distribution Program on Indian Reservations)
- ☐ SFSP (Summer Food Service Program)
- ☐ CACFP (Child and Adult Care Food Program)
- ☐ Medicaid
- ☐ TANF (Temporary Assistance for Needy Families)

30A. **IF YES TO ANY:** Did [YOUR AND/OR YOUR CHILD'S] participation in these programs influence your decision to leave the WIC program? **PROBE:** Can you tell me more about that?

## Recommendations

31. Is there anything else that you would like to share with us about [YOUR AND/OR YOUR CHILD'S] experience with the WIC program? Are there any suggestions you have about how to improve the WIC program?

## Demographics

Before we end the survey, I'd like to ask a few questions about you. Remember, everything you tell me will be kept private.

32. What is your age? **[CHECK ONE]**

- ☐ 18–29
- ☐ 30\_39
- ☐ 40\_49
- ☐ 50+
- ☐ Refused to answer

33. What is your current relationship status? **[CHECK ONE]**

- ☐ Single, never married
- ☐ Married or living with a partner
- ☐ Divorced or separated
- ☐ Widowed
- ☐ Refused to answer

34. How many children do you have? **[CHECK ONE]**

- ☐ 0 **[GO TO 34B]**
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6+
- ☐ Refused to answer

34A. What are the ages of your children?

**PLEASE INDICATE AGE OF EACH CHILD. USE "0" FOR CHILDREN UNDER AGE 1.**

\_\_\_\_\_

- ☐ Refused to answer

34B. Are you currently pregnant? **[CHECK ONE]**

- ☐ Yes
- ☐ No
- ☐ Refused to answer

35. What is the highest level of education you have completed? **[CHECK ONE]**

- ☐ Less than high school
- ☐ Some high school



- ☐ High school graduate/GED
- ☐ Some college/technical school
- ☐ Associate's degree/certificate
- ☐ Bachelor's degree
- ☐ Some graduate school or more
- ☐ Refused to answer

36. Are you . . . [READ ALL. CHECK one.]

- ☐ Hispanic or Latino
- ☐ Not Hispanic or Latino

37. How would you characterize your race? **[READ ALL. CHECK ONE.]**

- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Black or African American
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ White

38. What language(s) do you speak at home? **PROBE:** primary language spoken.

- ☐ Refused to answer

## End of Survey

**Prepared by Capital Consulting Corporation (CCC) and 2M Research Services for the USDA Food and Nutrition Service (Project Officer: Karen Castellanos-Brown)**

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