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Research

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Appendix C: WIC-Eligibles Focus Group Report

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Executive Summary

The goal of the Enhancing WIC Services through Electronic Technologies Project is to develop strategies that will support and enhance WIC services with electronic technologies regardless of the various WIC database systems in the Western Region. The project is funded by the U.S. Department of Agriculture's (USDA) Western Region (WR) Food and Nutrition Service (FNS) WIC, administered by the Inter-Tribal Council of Arizona (ITCA), and managed by Barbara Longo and Claudia Desmangles of the California WIC Program in coordination with an advisory group representing WIC programs throughout the Western Region. To achieve its main goal, the project uses a comprehensive, mixed-methods approach, which includes a quantitative survey and a series of focus groups to identify the use of electronic technologies and social media among current WIC participants and potential WIC-eligibles (i.e., future WIC families) to understand how these individuals want to interact with WIC in the future. The focus groups were classified into three separate categories: 1) current WIC participants identified as early adopters of technology, 2) current WIC participants, and 3) non-participating WIC-eligibles. This report describes the focus group findings from the non-participating WIC-eligibles.

Two focus groups were conducted with potential WIC-eligibles (one in English and one in Spanish). Amanda Hovis & Company, LLC partnered with West Group Research in Phoenix, Arizona to recruit the focus group participants. A total of 24 participants were recruited for the study, of which 16 were selected for the focus groups. All participants in the Spanish-speaking group were female, two participants in the English speaking group were male. . The average participant was 30 years of age (age ranged from 21 to 39 years), and the majority (75%) of participants were Hispanic. Many participants (43%) completed some college, and the majority (64%) of participants indicated English as their preferred language.

Topics discussed include but are not limited to: a) types of electronic technologies WIC-eligibles currently use, b) reasons WIC-eligibles are not currently participating in WIC, c) ways in which WIC-eligibles would like to learn about the WIC program and apply for WIC services via technology, and d) outreach methods currently used by Arizona WIC with potential WIC-eligibles.

Key Findings

- WIC-eligible focus group participants were demographically similar to participants in the other two groups (current WIC participants and the WIC participant early adopters of technology).

Types of Technology Used by WIC Eligibles

- WIC-eligibles reported using technology as often as, if not more than the other two groups (current WIC participants and WIC participant early adopters of technology).
- Similar to WIC participants, many WIC-eligibles (56%) use their cellular phone as the primary method to access the Internet.
- Text messaging is the most frequently used technology among WIC-eligibles.
- Twitter is the least frequently used technology among WIC-eligibles.
- The favorite technology of WIC-eligibles is Facebook followed by Smartphone Apps, Internet, Email, and gaming activities.
- English-speaking WIC-eligibles reported using additional types of social media, such as Tumblr, LinkedIn, and Google+.
- WIC-eligibles preferred email or text messaging for appointment reminders and health education messages. Their preference for one over the other is not universal and may depend on the type and/or length of the message being sent.

Barriers and Opportunities for Increasing Participation in WIC

- WIC-eligibles are aware of the WIC program, but are uninformed about the eligibility guidelines, foods offered by the program, and the nutrition and breastfeeding education benefits available.
- WIC-eligibles were surprised to learn the income guidelines for WIC-eligibility and expected that the range to be similar to that of Medicaid and SNAP (Food Stamps).
- WIC-eligibles expressed concern about the stigma associated with being in a government program as well as the potential for embarrassment at the grocery store.

WIC-Eligibles and Outreach Materials

- Participants in the English-speaking WIC-eligible group discussed the need for a WIC Smartphone application and stated that the WIC Connect mock-up was similar to the ideas discussed during the focus groups.
- WIC-eligibles expressed concerned about providing information such as their social security number and driver's license via the Internet.

- WIC-eligibles suggested that outreach materials focus more on the nutrition and education benefits of WIC and include positive messaging and photos of diverse families.

Methodology

Background and Purpose

Amanda Hovis & Company, LLC and Limetree Research, LLC conducted two focus groups with potential WIC-eligibles in December 2011 as part of the Enhancing WIC Services through Electronic Technologies Project. The goal of the Enhancing WIC Services through Electronic Technologies Project is to develop strategies that will support and enhance WIC services with electronic technologies regardless of the various WIC database systems in the Western Region. The project is funded by the U.S. Department of Agriculture's (USDA) Western Region (WR) Food and Nutrition Service (FNS) WIC, administered by the Inter-Tribal Council of Arizona (ITCA), and managed by Barbara Longo and Claudia Desmangles of the California WIC Program. The Western Region includes: Alaska, American Samoa, Arizona, California, Commonwealth of the Northern Mariana Islands, Guam, Hawaii, Idaho, Intertribal Council of Arizona, Intertribal Council of Nevada, Navajo Nation, Nevada, Oregon, and Washington.

The purpose of the WIC-eligible focus groups was to:

1. Identify current technology used by WIC-eligibles.
2. Determine reasons why WIC-eligibles are not participating in WIC.
3. Identify ways in which WIC-eligibles want to learn about the WIC program and apply for WIC services via technology.
4. Test online outreach methods currently being used by Arizona WIC with WIC-eligibles. (An additional thirty minutes was added to the group in order to test the Arizona materials.)

Definitions

In this document, the term *technology* refers to a specific set of technologies of interest to the Western Region WIC program which includes email, Internet, Smartphone applications, text messaging, video chats, gaming activities and social networking sites such as Facebook and Twitter.

The term *WIC-eligible* refers to individuals who meet the eligibility guidelines to be a WIC participant but who have never enrolled in the WIC program. Examples of WIC-eligibles include pregnant, breastfeeding, or postpartum mothers or caretakers of an infant or child under age 5..

Throughout sections of this report the term *participants* is used. This term references the WIC-eligible focus group participants, rather than WIC program participants.

Focus Group Protocol Development

Amanda Hovis & Company LLC and Limetree Research LLC developed the focus group guides (Appendix C-1) based on recommendations provided by members of the Western Region WIC Electronic Technologies advisory group. The focus group guide was reviewed by the WR WIC Electronic Technologies steering committee and approved by Barbara Longo and Claudia Desmangles, project managers for the USDA FNS WR WIC Electronic Technologies Project (see Appendix C-1 for focus group guide).

A 19-item participant survey was developed and administered at the end of each focus group (see Appendix C-2). The survey contained questions about demographics, current use of technology, and preferences for visuals of technologies shown during the focus group (see Appendix C-2). The focus group guide and participant survey were initially developed in English and translated into Spanish by a native Spanish speaker who is also part of the research team.

The WIC Connect visuals (Appendix C-5) used during the groups were developed by Claudia Desmangles and designed by Tim Hoerl. The Arizona WIC materials used to test current outreach methods were developed by the Arizona WIC Program (Appendix C-4 and Appendix C-6).

Generally the focus groups for the Western Region project were limited to approximately 90 minutes, an additional 30 minutes was added to the WIC-eligible focus groups in order to accommodate testing the Arizona materials .

Site Selection

The Western Region WIC programs selected Phoenix, Arizona for the focus groups. Amanda Hovis & Company, LLC contracted with West Group research to recruit participants and conduct the focus groups. Participants were recruited from Phoenix, AZ and the surrounding metro area.

Participant Recruitment

The screener in Appendix C-3 was used to recruit participants. Eligible focus group participants were individuals who had never been enrolled in the WIC program and who meet the income and program eligibility guidelines for WIC (below 185% of the Federal Poverty Level for 2011 and are pregnant or have a child under age 5).

Focus Group Details

The focus groups were conducted with English- and Spanish-speaking potential WIC-eligibles in Phoenix, AZ. The goal of the focus groups was to help WIC understand technology use of individuals who are eligible for WIC (but were not yet participating), as well as understand the types of technology used and the situations in which WIC-eligibles wish to interact with the WIC program

via technology. In addition, the groups discussed effective outreach tools to reach and enroll WIC-eligibles into the WIC program.

Twelve participants were recruited for each focus group, of which 8 were selected to participate. Each focus group lasted approximately 120 minutes. Following the conclusion of the focus group, participants completed a short demographic survey and received \$80 for participation. One focus group was conducted with Spanish-speaking WIC-eligible participants, and the other with English-speaking WIC-eligible participants.

Audio recordings of each focus group were subsequently transcribed and qualitative descriptive methods were used to analyze the data (Miles & Huberman, 1994).¹

Focus Group Approach

Each focus group used a funnel-based interview strategy (Morgan, 1997).² Each focus group began with a broad question to encourage free-flowing discussion among participants. During this initial discussion, participants' experiences with and perspectives of technology and social media use emerged. Using the funnel analogy, the interview questions then became more narrow and focused on specific questions about the reasons why WIC-eligibles were not participating in the WIC program, ways in which participants would like to learn about the WIC program using technology and social media, and how WIC could use technology to help future WIC families apply for WIC program services. Next, participants were shown a series of outreach methods and asked to comment on these methods currently used by the state of Arizona WIC program.

¹ Miles, M. B., & Huberman, M.A. (1994). *An expanded sourcebook: Qualitative data analysis (2nd ed.)*. Thousand Oaks, CA: Sage.

² Morgan, D. L. (1997). *Focus groups as qualitative research (2nd ed.)*. Thousand Oaks, CA: Sage.

WIC-Eligible Survey Results: Demographics

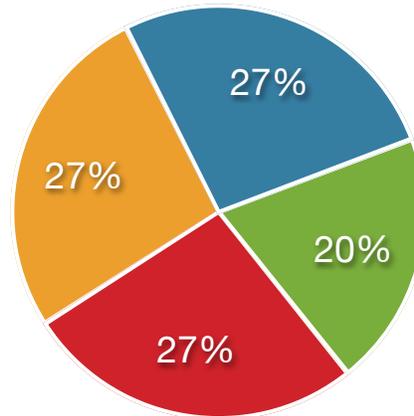
WestGroup Research recruited a total of 24 participants who qualified for participation in the WIC-eligible focus groups based on the screener in Appendix C-3. Of the 24 participants 16 were selected to participate in the focus groups (8 in the English-speaking focus group, 8 in the Spanish-speaking focus group). After completing the survey each focus group participant received an \$80.00 cash incentive for participation.

In the Spanish-speaking focus group, all 8 participants were female. In the English-speaking focus group 6 participants were female and 2 participants were male. Participants ranged in age from 21 to 39 years, and the majority (75%) were Hispanic. Figure 1 delineates participants' ages.

Table 1. Demographic Characteristics of WIC-Eligible Focus Group Participants (N=16)

Gender	Age	Race	Ethnicity
14 Females 2 Males	Mean= 30 years (SD=6.4) Range = 21 to 39 years	African American, <i>n</i> =1 American Indian/Alaskan Native, <i>n</i> =0 White, <i>n</i> =10 Other, <i>n</i> =4 Missing, <i>n</i> =1	Hispanic, <i>n</i> =12

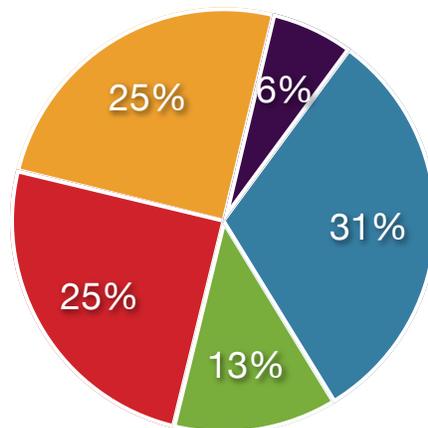
Figure 1. Participants' Age



● 16-19 Years ● 20-24 Years ● 25-29 Years ● 30-34 Years ● 35-39 Years

Participants were asked to provide their highest level of education. As illustrated in Figure 2, 31% ($n=5$) of the participants completed 10th-12th grade, 25% ($n=4$) completed some college, and 25% ($n=4$) completed college, 13% ($n=2$) graduated from high school or received their GED, and 4% ($n=1$) completed 1st-6th grade.

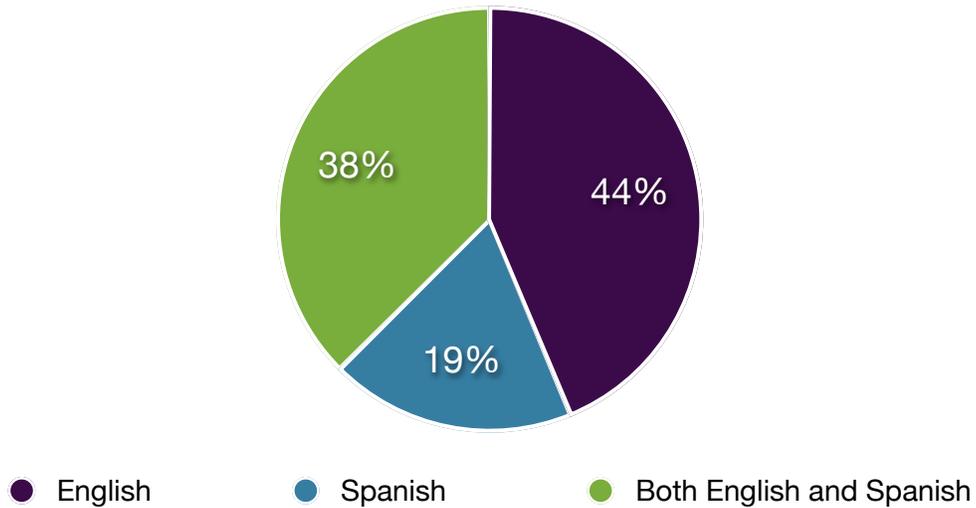
Figure 2. Education Level



● 1st to 6th grade ● 10th to 12th grade ● High School or GED ● Some College
● College Graduate

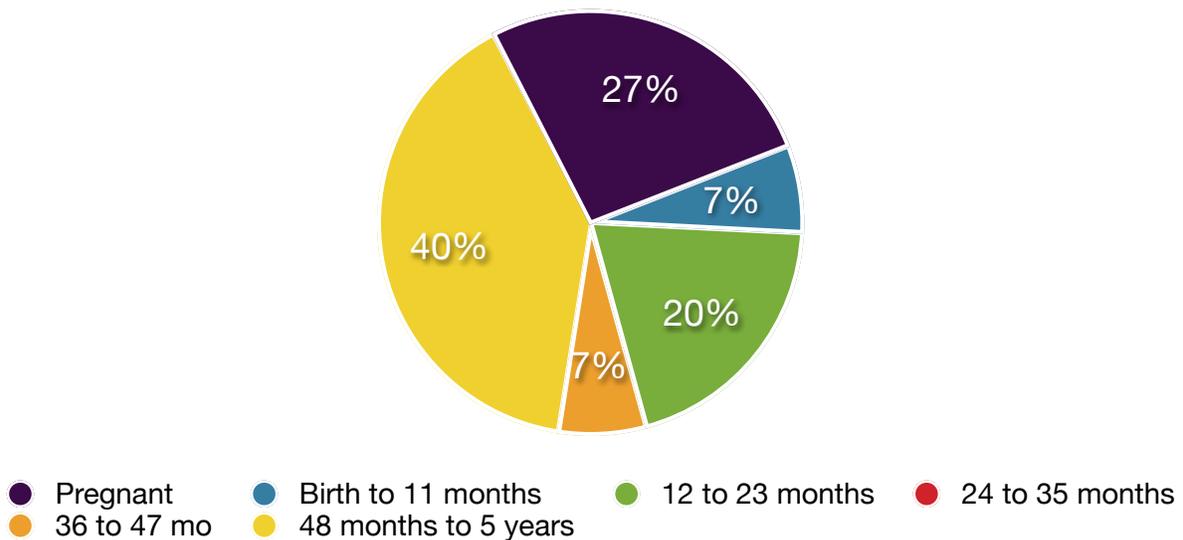
As illustrated in Figure 3, 44% ($n=7$) of participants indicated that English is their preferred language, while 38% ($n=6$) prefer English and Spanish equally and 19% ($n=3$) prefer Spanish.

Figure 3. Preferred Language



Participants were asked the age of their youngest child under age 5. The question did not include a category for pregnancy; thus, the information was indexed against the participant screener, which included pregnancy status. Most parents (42%; n=6) indicated that their oldest child under age 5 was between the ages of 48 months and 5 years (see Figure 5). One participant indicated that her youngest child was age 9; it was unclear if this meant nine months or nine years, and was, therefore, omitted from this analysis. It is most likely, however, that the participant meant 9 months, as all participants in the study completed an eligibility screener assessing whether they had a child under the age of 5.

Figure 5. Age of Youngest Child in WIC

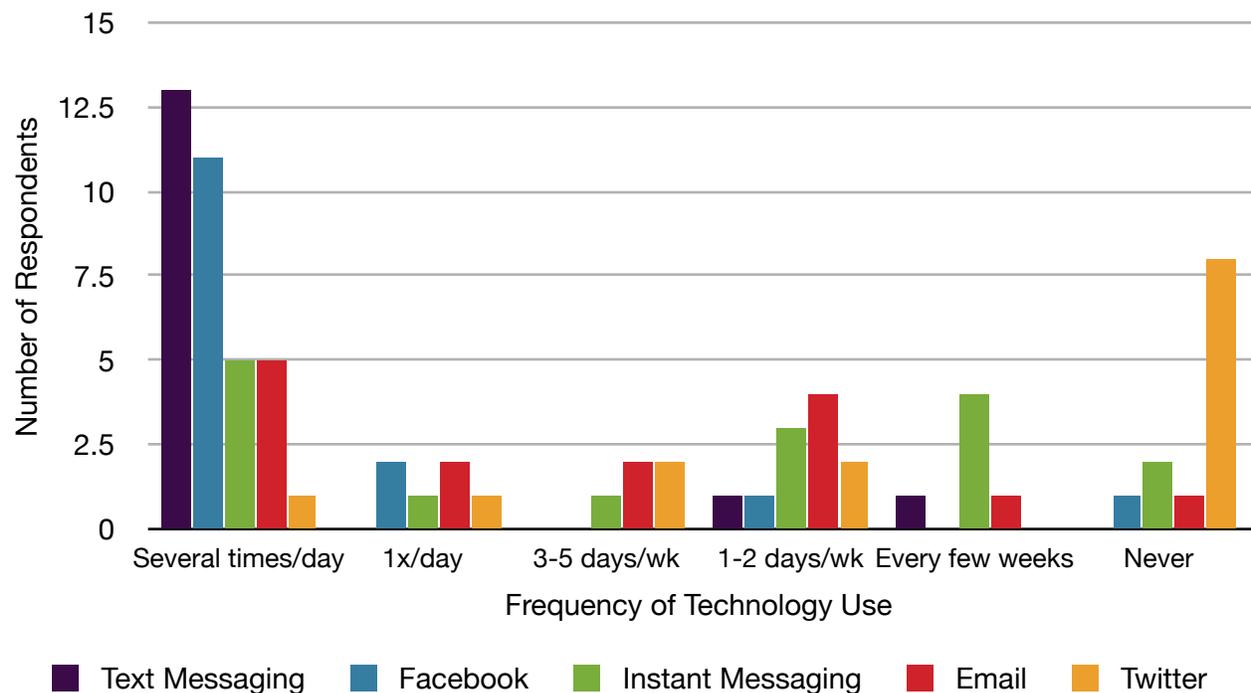


Current Technology Use

The WIC-eligible focus group participant survey asked focus group participants ($n=16$) to report how frequently they use instant messaging, email, Facebook, text messaging, and Twitter. As illustrated in Figure 6, 13 participants (81%) reported text messaging several times a day. Other technologies also used several times a day by participants include Facebook (69%; $n=11$), instant messaging (31%; $n=5$), email (31%; $n=5$) and Twitter (6%; $n=1$). Half of the participants reported never using Twitter (50%; $n=8$) and a few participants reported never having used instant messaging (13%; $n=2$), email (6%; $n=1$), and Facebook (6%; $n=1$).

The WIC-eligible focus group findings for frequency of technology use are similar to those in both the WIC participant focus groups and WIC early adopters of technology focus groups.

Figure 6. Frequency of Technology Use



Participants were asked to report on other types of technology that they currently use. In total, 5 participants reported a different type of technology other than those listed in the survey. One participant reported using a computer 1-2 days a week. YouTube is used multiple times per day by 2 participants, Google is used multiple times a day by one participant, and TV is used multiple times per day by one participant.

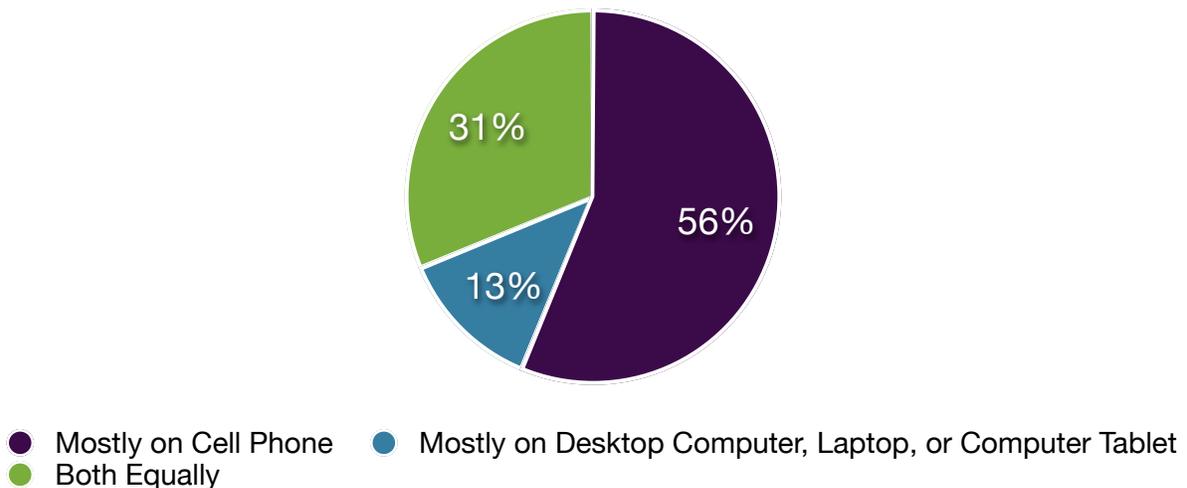
Devices Used to Access Internet

Participants were asked to indicate whether they access the internet mostly using a cell phone or mostly using some other device such as a desktop computer, laptop or computer tablet.

As illustrated in Figure 8, the majority of participants (56%; $n=9$) access the internet 'mostly using a cell phone', while 13% ($n=2$) access the internet 'mostly using a desktop computer, laptop, or computer tablet'. Another 31% ($n=5$) reported 'equally' using a cell phone and desktop computer, laptop, or computer tablet to access the internet.

The responses to this question mirror the results found in both the WIC participant focus groups and the WIC early adopters of technology focus groups, where a large percentage of participants reported accessing the Internet using their cell phone.

Figure 7. Devices Used to Access Internet



Internet Sites

Participants were asked an open-ended question: "What Internet sites do you visit related to parenting, breastfeeding, nutrition and recipes?" Table 2 illustrates that BabyCenter ($n=2$) Google ($n=2$) and WebMD ($n=2$) were each mentioned twice. All other sites were mentioned only once.

The sites mentioned by WIC-eligibles are similar to those mentioned by WIC participants in the Early Adopter and WIC participant focus groups.

Table 2. Internet Sites Visited by WIC-Eligibles for Parenting, Breastfeeding, Nutrition, and Recipes

Website	Frequency Mentioned
BabyCenter	2
Google	2
WebMD	2
allrecipes.com	1
BabyGaga	1
Babycentral	1
focusonthefamily.com	1
Gerber.com	1
lalecheleague.com	1
recipes.com	1
youtube	1
Similac.com	1

Most Useful Technologies

Participants were asked the following open-ended question: “Given the way you live your life today, which of the technologies you’ve seen today will be the most useful to you?” As shown in Table 3, participants reported that the two most useful technologies shown during the focus group are Smartphone apps (n=5) and the Internet (n=5).

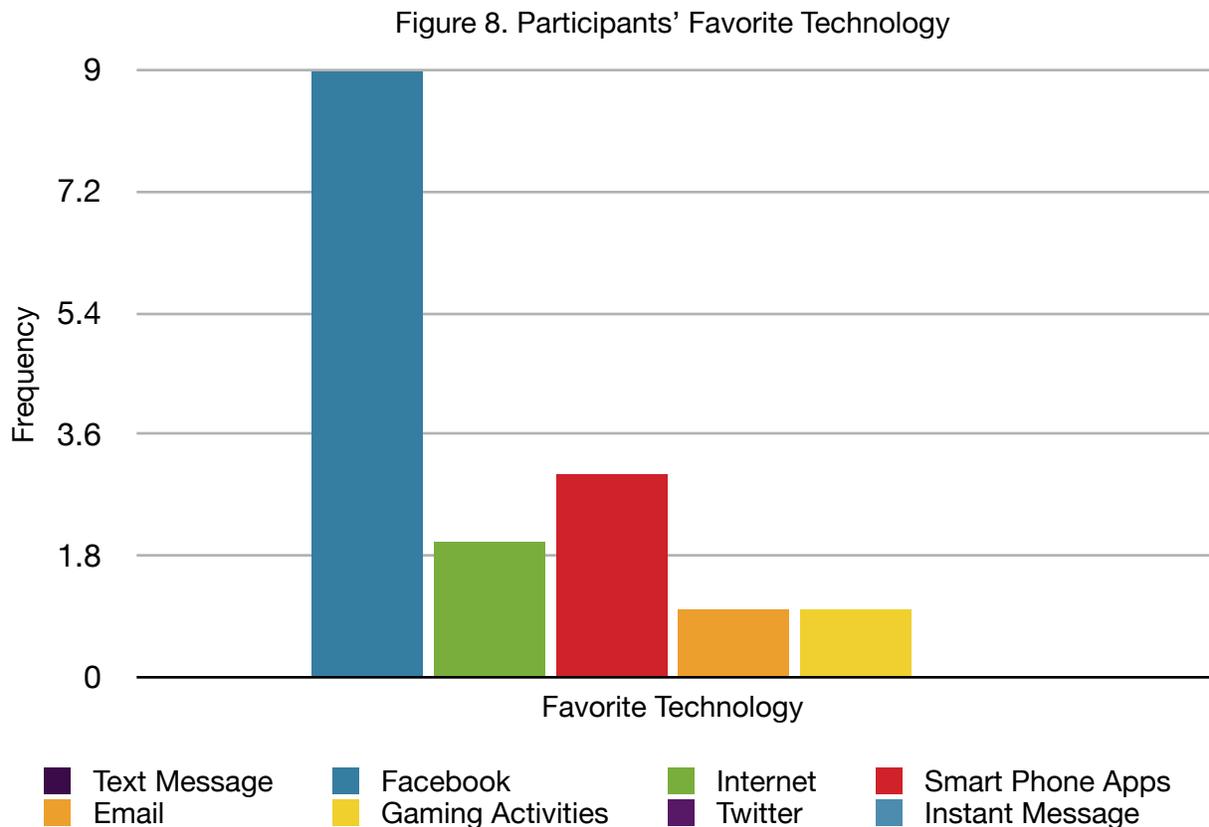
Table 3. Summary of Most Useful Technologies

Most Useful Technology	Frequency (N)
Smartphone Apps/Apps	5
Internet	5
Cellular Phone	1
Computer	1
TV	1
Radio	1
Missing	5

WIC-Eligible Focus Group Discussion Results

Icebreaker

For the icebreaker activity, focus group participants were asked to select their favorite technology from a group of tiles that included the following 7 technologies: Facebook, text messaging, Email, gaming activities, Internet, instant messaging, and Twitter. Figure 8 depicts the favorite technologies of participants in the WIC-eligible group.



The WIC-eligibles focus group participants were different from the WIC participant focus groups and early adopters of technology groups in that no participants in either WIC-eligible focus group

mentioned text messaging as their favorite technology. However, as previously described in this report the majority of the WIC-eligible participants text message on a daily basis.

Text Messaging

The majority of participants in the WIC-eligible focus groups text message multiple times per day (81%, n=13). This finding and the comments made during the WIC-eligible focus groups were similar to that of the WIC early adopters of technology and WIC participant focus groups. WIC-eligibles stated that they liked text messaging because it is a short, fast, and easy way to communicate. The following are representative responses from participants regarding the benefits of text messaging:

"Hasta mi niño de cuatro años textea con su papá." TRANSLATION: "Even my four-year-old texts with his dad."

"I love how fast it is. You can get a message to somebody very quickly and you can see what you guys were talking about."

"Like with text, you know it's going to be short. So you can just be like, "yeah, thanks," and it can be all abbreviated. And in an email, you feel like you have to type more: "Have a great day. How have you been? How has your life been?"

The Drawbacks of Text Messaging

WIC-eligible participants shared what they do not like about text messaging. Similar to the WIC participant and WIC early adopters (of technology) focus groups, WIC-eligibles mentioned car accidents caused by texting while driving. Additionally, WIC-eligibles mentioned that it can be easy to forget about a text message.

"A mí lo que no me gusta del texto es que andas ocupada, ves que te entra un texto en el teléfono, lo ves que dice, lo quitas y se te olvida porque no queda la señal de que te entro un mensaje una vez que lo abres." TRANSLATION: "What I don't like about texting is when you are busy, you see you have a text on your phone, you see what it says, you close it and you forget because there is no signal to notify you that a message came in once you have opened it."

Unlike the WIC participants and WIC early adopters of technology focus groups, difficulties understanding tone and meaning of a text did not emerge among WIC-eligibles.

Receiving Reminders Via Text Message

Several participants in both the English and Spanish WIC-eligible groups reported receiving reminders via text message from their healthcare provider and from others. Representative responses from participants include:

"A mí lo que me llega por texto es, el balance del banco, cuando ya estás muy abajo de la cantidad que tu habías escogido o para pagar el bill del teléfono. Me recuerda, si no lo cortan." TRANSLATION: "I get my

bank balance through a text message, when it get below a designated amount or if you need to pay the phone bill. It reminds me, if not they'll disconnect my service."

"Me dio la opción. Cuando fui, me dio la opción, de llamada y que te dejaran un voicemail o recibir un mensaje de texto. Pero es dependiendo que compañía tengas." TRANSLATION: "They (doctor) gave me an option. When I went, he gave me the option, of a call and to get a voicemail or to receive a text message. But that depends on the company you have."

Email

All but one WIC-eligible participant reported using email. There was a significant amount of variability in participants' frequency of email use. According to the focus group demographic survey most participants use email on a daily basis (43%; n=7) while others use email 1 to 5 times per week (37%; n=6). One participant reported using email once every few weeks (6%; n=1).

Participants use email for business communication, to obtain coupons from stores they like, for longer conversations or to get a persons attention when they cannot send a message via text or Facebook. Similar to the WIC participants and WIC early adopters of technology focus groups, WIC-eligibles view Email as a "more professional" way to communicate.

"it's usually more business and like for that to, you know, get emails from Gap and Aeropostale and stuff like that."

"Yo sinceramente lo uso para todo. Comunicación con clientes, comunicación con el estado, comunicación que necesito, todo por e-mail." TRANSLATION: "I use it (email) for everything. Client communication, communication with the state, communication I need, everything is sent through email."

One participant mentioned that email provides evidence of the conversation.

"...por e-mail para que quede escrito" TRANSLATION: "By email to have it in writing."

Several participants in the WIC-eligible groups reported having multiple email accounts for different purposes.

"I have maybe two or three email accounts. One is my main one what I use for any type of business or important information and the other one for just kind of to gain access to certain websites or certain things."

Use of Email with Health Care Providers (HCP)

Participants in both the English-speaking and Spanish-speaking groups mentioned using email to communicate with healthcare providers, specifically as a way to update healthcare provider information. This finding is similar to those reported by the WIC participant and WIC early adopters of technology focus groups.

"I think it's way faster and then filling outpatient forms, like when you go in before you get to go in like 20 minutes earlier before your appointment and fill out all kinds of information. I just do it online."

"...laboratorio,...ultra sonido,...rayos x. Todos ellos te mandan toda la información por e-mail. No, ellos no te pueden dar el resultado del examen, pero te dejan saber que tu doctor ya tiene tus resultados, que ya le puedes llamar." TRANSLATION: "...Labs,...ultrasound,...X-rays. All of them send you the information via email. No, they can't give you test results, but they let you know that your doctor has the results and that you can call him."

One participant mentioned that she frequently communicates with her gynecologist in Mexico via email.

"Yeah, for example like my gynecologist is in... well he's in Mexico so I can't be calling him all the time and usually it's more email communication he sends me. If I go and I'm leaving the next day coming back, he can send me my results through email, stuff like that."

Use of Email Versus Text Messaging

Receiving Health-related Information Via Email or Text Message

WIC-eligibles prefer to receive short pieces of information in a text message and longer pieces of information in an email. Several participants mentioned that they are not likely to read long text messages.

"And you get a long text and you're like, I'm not going to read that."

"Tu niño esta semana va a poder comer comida solida." Eso si me gustaría recibir por texto. Pero ya algo bien grande, eso no. Por e-mail." TRANSLATION: "This week your child will be able to eat solid foods." send me that through text. But if it is longer, no. Send it through email."

Sending Appointment Reminders Via Text Message, Voicemail or Email

WIC-eligible participants were asked how they prefer to receive appointment reminders. Several mentioned they would prefer to receive appointment reminders via text message because they do not check their email regularly or answer the phone. Examples from the discussion include:

"I could only prefer text message because I don't check my email every day and also I don't answer my phone all the time. And then when I have a voicemail I don't listen to my voicemail so a text message [I would see] eventually, I mean you are always checking and when you see there, I have an appointment coming up."

"I get a message on my voicemail usually and that's because I don't usually answer my phone often either but I'll hear voicemails and I'll know, oh yeah I have an appointment or I'll set an alarm on my own phone so I can remind myself. But if I could get a text message that would be awesome."

Other participants mentioned that an email would work better for them.

"Email is worthwhile for me because that I can click in it, says add this to calendar."

"Yeah, I agree with Chrissie. And then not only that but now with the email in your phones and stuff it makes it easier to read the emails."

Participants stated that receiving a text message reminder 24-hours before their appointment is optimal.

"Por ejemplo, eso de que te manden la cita veinticuatro horas antes por mensaje de texto, para mí es muy a gusto, porque te recuerda." TRANSLATION: "For example, if they send you a text message reminder 24 hours before your appointment, that is really good for me, because its a reminder." Health-related Appointment Reminders via text, email or phone."

Conclusions related to Email and Text Messaging

WIC-eligible participants frequently use both email and text messaging in ways that are similar to WIC participants. Participants are interested in receiving appointment reminders via text message and email, but the preference for one over the other is not universal. Not all participants check their email and it can be easy to forget a text message. WIC-eligible participants expressed interest in receiving health-related information via email and/or text message and that they would prefer shorter messages via text message and longer messages via email.

Offering options to participants for a text, email or telephone reminders and options to receive health-related information via text or email is the best way to ensure that all participant needs are met.

Facebook

Over half of WIC-eligibles said that Facebook was their favorite technology (56%; n=9) and the majority reported using Facebook at least once a day (78%; n=14). Only one participant in the WIC-eligible groups reported not having a Facebook account.

Similar to WIC participants, WIC-eligibles enjoy connecting with friends and family and those who they do not get to see often. WIC-eligibles use Facebook to update their status, share videos and photos and find out what friends and family are doing. Representative responses from participants describing how they use Facebook follow:

"...I chose Facebook and I also chose it because I can keep in touch with friends from back home; friends from school; friends from church; and also coming from a Hispanic family, having a really large family, I've also met on Facebook cousins that I've never even seen in person."

"I love being able to connect with loved ones that are far away that I wouldn't normally get to talk to, and then reconnecting with friends from high school and college that I probably never would have talked to again in my life"

"...todos mis amigos están allí (Facebook) y mi familia de México..." TRANSLATION: "...all my friends are on there (Facebook) and my family in Mexico."

Drawbacks of Facebook

Similar to WIC participants and WIC early adopters of technology focus group members, the drawbacks of Facebook among WIC-eligibles centered around privacy concerns. For example, one WIC-eligible participant mentioned that a friend of the family was kidnapped while in Mexico based on information publicly available via Facebook.

"Yo si tengo Facebook ... totalmente restringido, no me hago amiga de grupos ni de nada, simplemente es gente que realmente conozco porque yo le tengo miedo a Facebook en la cuestión de que ventila toda la información. Y eso es porque a un amigo de mi hermano por subir información a Facebook le secuestraron a una de sus niñas en México. " TRANSLATION: "I have a Facebook account... totally restricted, I don't befriend groups or anything, Facebook scares me because it sends out your information. And because a friend of my brothers daughters were kidnapped in Mexico because he put his information on Facebook."

Joining Facebook Groups and “liking” a Facebook Page

WIC-eligibles were probed specifically to obtain information regarding group membership on Facebook and whether they have ever “liked” a Facebook page. Similar to WIC participants, some WIC-eligibles have joined Facebook groups. Participants report joining groups that include their friends, family or other community members, such as a group for church or a group related to specific topic they are interested in such as a group on pregnancy and parenting or juvenile diabetes.

"...well our small group at church is a part of an actual group and then I'm also a part of a group for type 1 juvenile diabetes."

"It's called "I Am Pregnant". Basically there was a group of ladies that got together on a pregnancy site when we're all pregnant together and then we all transitioned from that site and we made a Facebook group and I've been in that for about a year and a half now."

WIC-eligibles described ‘liking’ Facebook pages for various reasons, including supporting small businesses, getting notifications for discounts, coupons and sales. The following comments are representative of why participants like interacting with businesses on Facebook:

"Si, de las tiendas. Como Children's Place. Te mandan, como las ventas grandes y descuentos que van a tener en mi pagina de Facebook." TRANSLATION: "The stores like Children's Place, send you like big sales and discounts that they are having on my Facebook page."

"...As soon as I found out they had a Facebook page, I liked it, they kind of let us know what's going on. If there's any specials, just kind of like what everybody was saying, just information on what's going on with that particular business."

"I have Google+ but, I mean, to me it's the same thing as Facebook. I don't really go on there much just because nobody else really does either."

Twitter

WIC-eligible focus group participants reported using Twitter more frequently than WIC participants and WIC early adopters of technology focus group participants. However, only two participants reported checking Twitter at least daily. Similar to the WIC early adopters of technology focus group participants, WIC-eligibles expressed that Twitter is complicated and difficult to follow.

"Yo me he metido al Twitter pero se me hace muy dificil." TRANSLATION: "I've gotten on Twitter but I think its too hard."

WIC-eligibles who use Twitter do so to follow church leaders, as well as companies such as Target and Best Buy in order to learn about sales and other specials.

"I do it because of different people with church and stuff and there's pastors that I can follow, stuff that they're posting, and so it's more like encouragement type."

Other Social Media Sites

Participants in the WIC-eligible group have experience using other types of social media in addition to Facebook and Twitter. Participants mentioned using Tumblr, LinkedIn, Foursquare and Google+. Of these social networking sites, participants reported using LinkedIn most frequently as a way to find job opportunities.

"...my line of work is really dwindled, so I'm always sort of looking for different opportunities too and so that way I know what people are working and what they're doing and you know what's open."

"I got into LinkedIn just so I could start searching for more work, you know their search engine for work."

Switching Social Networks

WIC-eligible focus group participants were asked whether they would consider switching from Facebook to another social network such as Google+. In addition to Facebook, several WIC-eligible participants already use multiple social networking sites, including Google+, Twitter, and LinkedIn. Prior to opening a Facebook account, many participants had profiles on MySpace and mentioned that depending on the popularity of the new site they would be interested in switching. Several participants expressed frustration related to some of the recent changes and updates on Facebook. One participant mentioned that Facebook may be on its way out or be replaced by Twitter in the near future. The following comments are representative of participants opinions related to changing social networking sites.

"I went to Myspace because everybody in my family [and] my husband's family was on it and then being on there it was almost overwhelming dealing with all of the stuff all over the place. So, when everybody switched over to Facebook, so did I."

"Antes era My Space, y de MySpace todos se fueron a Facebook y ya de Facebook se están yendo al Twitter. se están moviendo todos para ver lo que ofrece esa red." TRANSLATION: "Before it was MySpace and from MySpace everybody went on Facebook and now they are going from Facebook to Twitter, they are all switching to see what that social network offers."

"I just think that now Facebook, all the new changes that they're doing, is trying to make me want to go somewhere else now."

While several participants have profiles on other social networks, they are not interested in moving from Facebook unless their friends and family move over as well. Four participants in the English focus group mentioned having a Google+ account, but none of them used it as frequently as Facebook.

Smartphone Apps

The majority of WIC-eligibles reported owning a Smartphone and that their phone played an integral part of their daily life. Participants explained:

"It's my lifeline."

Everything when I do, Internet, anything for movies. I even watch Netflix on my phone.

"I chose Smartphone apps because it just helps me with my shopping list and everything is always right there whether it's Facebook or shopping or ...whatever."

Participants use their phone to read articles, obtain health and educational information, check Facebook, send or receive text messages, find directions to specific locations, shop, and entertain their children. Favorite applications included Pandora Internet radio, BabyCenter pregnancy and children's apps, YouTube, Shop-Shop (a grocery shopping app), My Fitness pal (an app that tracks workouts and caloric intake), My Days (an app used to track menstrual cycles), and recipe apps. Participants find the information and assistance from these apps relevant and meaningful to their lives.

It has my grocery lists. I use it for all my grocery lists, so I never leave them on the counter. I have them where I am. And I could add and I just cross it off, then you shake it and it goes away.

"I like how they're just really helpful. I really like the pregnancy one because they tell you... hey, your baby is this long today. Really? Like, how do you know that? I think it's really interesting."

Similar to the WIC participant and WIC early adopters of technology focus group participants, most of the apps WIC-eligibles download are free or the free versions of the deluxe options.

Drawbacks of Smartphone Apps

Similar to WIC participants and WIC early adopters of technology focus group participants, the main drawbacks WIC-eligibles noted about Smartphone apps were that apps are usually not free

and contain distracting advertisements. In addition, some apps do not fully explain the features of the app until participants purchase the full version of the app.

"No te explican bien para que te sirve la aplicación hasta que ya la compraste, ya la pagaste y no era lo que yo pensaba o buscaba." TRANSLATION: "They don't explain well how to use the application until you buy it, after you pay and that wasn't what I thought or was looking for."

Bar Code Scanners and QR Codes

Most of the WIC-eligible participants in the English-speaking focus groups, and three of the participants in the Spanish focus group had a barcode scanner app installed on their Smartphone. Participants reported using the app to scan items in order to shop for the best price. Other participants reported using the apps to get information about a particular product or to receive a coupon for a product. A few participants have seen and scanned QR codes to get more information about something they were interested in. Participants in both focus groups expressed that it was a novel toy at first and fun to scan items, however the novelty wears off quickly.

"When I first got it I would scan everything just to see what it would say or what it would give me or whatever. Now, I'm just like whatever."

Video Chats

Similar to the WIC participant and WIC early adopters of technology focus group participant, WIC-eligibles who currently use video chat do so to communicate with family. Both English and Spanish speakers reported using Skype to speak with family members. WIC-eligibles also reported using QIK, Tango and Facetime video messaging services.

"Yo con mi hija, lo uso, porque ella está en México y por video chat, allí platicamos todos los días. "
TRANSLATION: "I use it with my daughter because she is in Mexico and through video chat we talk everyday."

"Q-I-K... you can video chat, but you can also send video messages, you can also take pictures and send it online."

Video Chats with HCP

WIC-eligible participants expressed mixed feelings about talking with a healthcare provider online and are concerned about accurate diagnosis and treatment.

"A lot of moms like me freak out and it would be helpful for something like that. Sure, if they weren't sure then they would tell you to go in."

"if it's an issue you're having, you really do need to go and get it assessed."

"Maybe the images on the camera could be different and than the naked eyes see...On the camera, the cut can look small, but when you come in person you know how deep that cut is."

YouTube

YouTube emerged during the Spanish-speaking focus groups as another technology and social media site used frequently to watch and post videos. Participants enjoy instructional videos and stated the following:

"Yo uso el YouTube. A mí me encanta la música y por medio de allí bajo las canciones. O si quiero buscar algo, como las recetas y todo eso, lo puedo bajar de allí." TRANSLATION: "I use YouTube. I love the music and I download songs from there. Or if I want to search for something, like recipes and all of that, I can download it from there."

"Si a mi niño le duele la cabeza, también puedo bajar un remedio casero." TRANSLATION: "If my child's head hurts, I can also download a home remedy there."

Gaming Activities

One WIC-eligible participant selected gaming as his favorite technology and described that it is an outlet and release for him. Similar to the WIC Participant focus groups, most WIC eligibles mentioned using gaming applications on their Smartphone to entertain their children. Applications mentioned include Zoodles, Star Plus, Learn Something and ABC's.

WIC-Eligibles and WIC

After discussing the use of technology, WIC-eligibles were asked about their thoughts and perceptions of the WIC program in order to better understand the barriers and concerns non-participating WIC-eligibles have about participating in WIC. Next, WIC-eligibles reviewed the eligibility guidelines and a list of what the WIC program offers in terms of food benefits, nutrition and breastfeeding education and referrals. The group discussed the benefits and misperceptions about WIC, and participants offered suggestions for informing the public about WIC.

Awareness of WIC Services

All focus group participants were familiar with the WIC program and the food benefits offered. Common sources for learning about the program included friends and family, healthcare providers, and the grocery store. Two of the focus group participants had previously applied for WIC, but were not income eligible at the time of application. Although the exclusion criteria for focus group participation included previous WIC enrollment, one participant was previously on WIC with her older children (over 10 years ago).

Barriers to Applying for WIC Services

WIC-Eligibles are Misinformed about Eligibility and Program Services

While all of the focus group participants knew of the WIC program, many were misinformed about the eligibility guidelines, the foods offered by the WIC program, and the additional services offered, including nutrition and breastfeeding education.

"...I guess, vouchers to go and get nutritional food for baby, I guess, under one year old."

"Yo voy a decir que ... Yo nunca he aplicado porque no se si califique o no califique pero si se limita un poquito a una cosa, realmente puede uno comprar comida, que es lo principal. Entonces ... la comida. Esto es realmente para la gente que lo necesite, realmente lo necesite." TRANSLATION: "I have never applied because I don't know if I qualify or not, but what I do know is that the program is limited to one thing (food), and I can buy the foods and that is their main thing. The food...so it is for people who need it, really need it."

"Es que sabes que mucha gente relaciona el WIC con el ... welfare ... y por lo que yo se, son dos cosas diferentes." TRANSLATION: "You know a lot of people associate WIC with welfare. But from what I know they are two separate things."

"...yo no lo he ido a agarrar porque no se, creo que te piden algo de ingreso y cosas así. Mi esposo trabaja por su cuenta y, pues, yo no estoy trabajando y no hay con que comprobar" TRANSLATION: "...I haven't gone to get it because, I don't know I think they ask you for your income and that sort of thing. My husband works on his own and, well I am not working and there is no way to prove..."

The Grocery Store Experience

WIC-eligibles described seeing participants at the grocery store struggling to purchase their WIC food items and stated how embarrassing it must be for the WIC participants.

"I know that when I go to the grocery store, I see people struggling to fight for which juice is the correct juice and ounces is the correct ounces, and how embarrassed the people are usually when they have to go through that."

"Yeah. I've seen that, too. Like you need to be able to get just a certain amount, and people get the wrong one and they have to go back."

Government Assistance Barriers

Several participants mentioned that they did not want government assistance and that WIC should only be for the very needy. Others were concerned that there was a limited supply of WIC benefits and that if they participated, they may take the place of someone else who is more needy. The following comments are representative of WIC-eligibles concerns:

"Yo no gano mucho pero tampoco estoy necesitada de que tengo que pedirle ayuda al gobierno para que me ayude." TRANSLATION: "I don't make a lot of money but I am not that in need that I have to ask the government for help."

I'll get it only if I need it, because I figure I don't want to just use it just to use it."

"I heard a lot of news that like the Access program [children's Medicaid in Arizona] was turning away a lot of people and that sort of thing. And I would be fearful that a program like that [WIC] would close or maybe would have restrictions on the amount of people that it could affect or help."

Perceptions about WIC after Reviewing Eligibility Guidelines and Program Benefits

Once WIC-eligibles reviewed the eligibility information and list of program benefits (see handout in Appendix C-4), several participants in both the English and Spanish focus groups changed their opinions and were interested in the program.

"I would've joined if I knew more about it."

I'm interested our income has changed a lot."

"I would have thought the same thing that it's for a much lower income."

"Todos suenan interesantes. Simplemente la cuestión de la comida, a lo mejor calificamos, tal vez, para algo. Igual yo me siento como que si me limito en algo, yo puedo pagar por la comida, pero la cuestión, que si nos dan la cuestión educativa y todo eso." TRANSLATION: "All of these (services) sound interesting. Simply put about the food issue, maybe we do qualify, for something. I feel like if I limit my spending, I can pay for the food...but if they give us the education piece and all of that (I am interested)."

WIC Eligibility Handout and Program Perceptions

After reviewing the eligibility guidelines, WIC-eligible participants stated two key reasons for their increased interest in WIC: the income guidelines were higher than they anticipated and the nutrition education and breastfeeding education provided by WIC. Participants suggested that these program attributes need to be highlighted more clearly in future WIC outreach and marketing pieces.

"Yo pienso que esos tipos de programas como WIC, que tienen tantas cosas, como por ejemplo, que te pueden entrenar o ayudar o cosas así. Yo pienso que ellos deberían como hacer algo de publicidad para darle a la gente porque, ok, bueno, al menos todos o la mayoría que estamos aquí, nos dijeron WIC y ¿qué fue lo que pensamos? Los, o sea, la comida, lo que esta aprobado por WIC y no sabia que ellos te podían dar clases, TRANSLATION: "I think that programs like WIC, that have so much to offer, like training or help or other things. I think that they should make an advertisement and give to people, ok, well, because at least most of us, when we heard WIC, what did we think? Food, what are WIC approved foods and we didn't know they can give you classes.

"Sí, hay que hacer un anuncio en donde te digan que ellos te pueden enseñar algo, educar algo.

"TRANSLATION: "Yes, let's make an advertisement where you tell us about the education taught at WIC."

Several participants also suggested not targeting unemployed individuals on flyers, as it may turn off other potential WIC participants. One focus group participant summarized it saying:

"I think like on this flyer it says recently unemployed if you lost your job you may be income eligible....personally I don't think that they should put that on there because a lot of people...are going to think oh, well I'm employed."

A participant in the Spanish-speaking group echoed this comment with a similar thought:

"Yo pienso que, no sé, pero yo pienso que quizás no sé deberían de enfocar tanto en que "¿perdiste tu trabajo recientemente? ¿tienes problemas para ... ?" Porque yo leo ya esas dos cosas arriba y ya no me interesa pero abajo bien, "Programa de Nutrición Suplementaria" pero ya no vas a leer eso porque lo que te llama la atención quizás no es ... no estas pasando tu por una situación así y no le pones atención. Por ejemplo, yo ... o sea, si que te den la tabla "TRANSLATION: "I think you shouldn't focus on "Did you loose your job recently?" "Do you have trouble...?" Because if those are the first two things across the top, I am like not interested but when I read the "Supplemental Nutrition Program"... but you won't read that because they lost your attention and maybe...you are not going through that situation and you don't think its relevant. For example...they should give you the table (eligibility guidelines)..."

WIC Outreach

After discussing the WIC program, the WIC-eligible focus group participants were asked to brainstorm ways technology can be used to reach other WIC-eligibles. Focus group participants were concerned that not all people have access to technology and discussed a variety of both technology-related outreach methods and standard outreach approaches.

Non-Technology Related Outreach

WIC-eligibles suggested that WIC advertise at doctors offices, churches, though schools, daycares, newspapers, magazines and via the radio, TV, buses and billboards. The following comments summarize the discussion about non-technology outreach methods:

"Si están necesitadas, no pueden tener una computadora...o telefonos"

TRANSLATION: "Needy people might not have computers...or telephones"

"For example like in the Hispanic community at beauty salons and anywhere you go they have those...ad magazines like to fix your car and windows and stuff like that there should be something in there."

"...in waiting rooms, who doesn't read everything in waiting rooms when you're bored if you're there for an hour."

When doctors and nurses provide referrals to WIC, focus group participants suggested they should tell people more about the program rather than just tell them to apply.

"Y que te lo expliquen un poco mas. Que no nada mas te digan 've y aplica.'" TRANSLATION: "Have them explain a little more. Not just only 'go and apply'"

One participant also suggested using bus and billboard advertisements:

"...the big billboards everybody sees those who drives around, you see something on a bus, you're like, "Oh that's interesting."

Participants mentioned that community and referrals from people they know are important, one participant came up with a unique idea for a block party.

"...They should have like, I don't know every year like a community block party thing with all the people in the neighborhood come in and tell them about it. And tell them what it's all about and sort of lay it out there."

Another unique suggestion involved referrals from current WIC participants. Participants suggested that this method could be used in person or on websites that target moms:

"I don't know ethically how it would work but like a referral type thing?...Where there is some sort of a benefit for people that are on WIC even if it's small because honestly as moms we listen to other moms so much more than we listen to anybody else."

Technology Related Outreach

WIC-eligibles suggested a variety of technology-related ideas, including newsletters sent via email, Facebook, advertising on popular nutrition and pregnancy websites, and developing a smartphone application.

One participant suggested that an email newsletter would be a good option; however not everyone agreed:

"Well email, like email is good, I mean if there is like newsletters that go out every month..."

"Like I personally wouldn't look at an email. If I got an email from WIC, I wouldn't open it, I'd just delete it."

Some WIC-eligibles indicated that WIC would benefit from a Facebook page where current WIC participants can share their experiences with WIC.

"Yeah, like a forum where people actually talk about their experiences with WIC."

"Maybe you could have those videos on the page where people can see, like testimonials and stuff like that."

WIC-eligibles suggested that a WIC Smartphone app would be a good tool to have saying:

"I'm sure an application would be good for Smartphones. I'm just trying to wrap my brain around it, how it would work out just based off of the other applications and stuff..."

"Yeah. Like different options like info, set an appointment, what is WIC?"

WIC Connect Visuals

After discussing ideas for WIC outreach, the WIC-eligible focus group participants were shown a series of visuals for the WIC Connect product. Participants reacted positively to all of the visuals shown, however they had a few comments and concerns about the personal information required by the visuals. Following is a summary of the findings for each visual tested. (See Appendix C-5 for images of visuals).

WIC Connect Outreach Slide 1

The initial slide presented four images depicting the following: what is WIC, WIC income eligibility guidelines, appointment scheduling, and a WIC agency locator. Participants reacted positively to this visual and indicated that the images closely matched what they had in mind when previously describing a WIC app.

“What’s on here is actually really good.”

“All of it would make it very easy for people”

“And an actual search bar, which is also important.”

When asked if there was anything that they would change about the visual one participant stated:

“What would be nice is to say what to expect when you go. I have heard a lot of positive things, but I’ve heard a lot of negative things about WIC...and it would be nice to know what to expect for someone like me that’s never done anything like that...”

A second participant asked for more encouraging messages about qualifying for the WIC program, and suggested making the “WIC Income Guidelines” box slightly larger so participants would be more likely to click on it.

WIC Connect Outreach Slide 2

The second slide contained a video titled “Welcome to WIC” (see Appendix C-5). Several WIC-eligibles felt that including video was a good idea and multiple participants stated they would be likely to watch it.

“That is really good”

“A lot of people like to hear and watch rather than read about it.”

Participants were probed for any changes that they would make to the page and one participant volunteered:

"I think more of a tagline like, 'Health and Nutrition from pregnancy through five years' is going to be more appealing than 'Women, Infants and Children Supplemental Nutrition Program.'"

Several other participants agreed and discussed a couple other possible tag-lines:

"...Like the most important years, let us help you figure it out, let us help you along the way. Something like that."

WIC Connect Outreach Slide 3

The third slide included the appointment scheduler (see Appendix C-5) that requires participants to input personal information such as name, address, driver's license number, Medi-Cal ID number, and the last four digits of their social security number. A few participants did not have a problem with including this information. However, most were concerned about providing their social security and drivers license information.

"I think it's really good because it doesn't ask for too much information."

"Yeah, but I don't really like the Social Security Number part on there.."

"Why is it asking for driver's license. I want to know."

"You have to modify the application."

"...Because this could also make many people like, 'Oh, they want my Social, never mind.'"

"Anything but the last three is good."

WIC Connect Visuals Conclusion

WIC-eligibles reacted positively to the WIC connect outreach visuals and felt that the visuals reflected what they described during the brainstorm outreach activity. WIC-eligibles want positive messages, particularly in regard to the income guidelines since many of them did not realize that they qualified for the program. Additionally, WIC-eligibles have concerns about providing certain types of information online including their social security and drivers license information. Overall, Spanish-speakers liked the visuals and did not provide as much feedback but did wonder how participants will have access to them.

"Lo importante es ¿cómo lo van a promocionar?" TRANSLATION: "The important thing is Where are you going to advertise these?"

Arizona WIC Materials

After viewing the WIC Connect visuals, the WIC-eligible focus group participants were asked to view two web-banner advertisements Arizona WIC plans to implement and two radio advertisement spots. Participants reacted positively to the overall messages in the radio spots, but recommended a few changes for each of the spots. Participants did not like the colors or visual for the web advertisement, but did like the wording. The following is a short summary of each of the materials tested (see Appendix C-6 for the advertisement visuals).

Web-Banner Advertisements

Both web-banners feature a green background with a visual of an adult and child in the background and a mother and child in the foreground. Each of the advertisements includes the same image with four different pieces of text. The text in the advertisement changes while the banner is onscreen.

Concerns about Colors and Images

The majority of participants in both the English and Spanish focus groups did not like the colors nor the images in the web-banner advertisements.

"The colors don't capture my attention, that is what attracts someone, in my opinion."

"Esta bien eso pero no me gusta que este en negro."TRANSLATION: "It's OK but I don't like that its black."

"Yeah. I don't really like the color either. Because I think you should grab attention rather than push away and look kind of blah."

WIC-eligibles suggested bright colors and photos of families rather than clip art.

"It should be bright colors."

"Maybe actual like families instead of like clip art and have actual families so it looks... yeah, so it looks like it catches your attention. Like, that could be me, I have that many kids. Or no, I could do this"

Wording - Advertisement 1

The first advertisement states "Arizona WIC serving amazing families; see our new healthy foods; and family-friendly clinics; Click here to discover the new WIC."

A few participants were unsure of the wording and specifically questioned the word “amazing” and wanted to know more about why the families were amazing.

“Well, like serving amazing families. What’s so amazing about these families?”

“I do like the new WIC that brings a freshness about it. Like you can let go of your old thoughts and have new ones, like new positive feelings about it.”

Participants suggested that instead of “amazing families” WIC use the words “strong families” or “healthier children”

Spanish-speaking participants liked the overall message, but were concerned about the length of the message and felt that it was too much information.

“Yo creo que no es necesario tanto.” TRANSLATION: “I think that you don’t need that much.”

Wording - Advertisement 2

The second advertisement states “Is your baby now a toddler? WIC is here for you; with foods kids love and family-friendly clinics; Click here to discover the new WIC.”

Several participants mentioned that they liked the wording for the second advertisement because it was straight forward and to the point, drawing the reader in.

“It’s to the point and it’s... there’s... I don’t see anything negative about it whatsoever...It’s all positive. You know, WIC is here for you. It’s reassuring. Foods kids love. Family-friendly clinics.”

“I do like where it says, ‘Is your baby now a toddler?’ Because...if you have a baby that’s a toddler, you’re like. ‘Oh yes, he is. What is this about?’ and you click on there.”

Spanish-speaking participants again liked the overall message but felt that there was excessive wording.

“demasiada información que no debería estar ahí. A lo mejor pueden hacerlo mas corto.” TRANSLATION: “It’s too much information, that shouldn’t be there. Maybe you could make it shorter.”

WIC-eligibles suggested that the web-banners should link to the WIC website with pictures of a nice, clean office so that participants feel positive about making a WIC appointment.

Radio Advertisements

WIC-eligible participants listened to two separate radio spots: one was 30 seconds in length and the other 60 seconds. Overall participants liked the music in both of the spots and felt that it was “bright and cheery.”

30-Second Radio Spot

Spanish speaking participants liked the overall message, but noted too much information was presented too fast.

"Va muy rapido." TRANSLATION: "It's too fast."

"Porque es mucha la información." TRANSLATION: "Because it is a lot of information."

English speaking participants liked this spot and felt that it covered most of the information that they would want to know. Several participants stated they would be more likely to call WIC after hearing the spot. Two participants suggested adding information about income guidelines to the spot so listeners could determine whether they qualify.

"It says basically everything. It is actually to the point."

"I'd say there is a better chance that I would contact it. Not a guarantee but there is a much better chance that I would if I hear it on the radio."

"I would suggest putting something about the income because I really do believe that most people shy away because they think they cannot qualify."

60-Second Radio Spot

Spanish-speaking participants preferred the 60-second spot; however English-speaking participants felt as though the 60-second spot was too long and would not keep someone's attention while driving. Participants suggest combining the two spots into one.

"I was really interested in that one in the beginning and I thought that was definitely the better one, but it just was way too long. I would never be able to keep my attention while I'm driving that long on the radio."

"I love the beginning part where talking about how WIC has changed, they're new, they have all these new options available for you."

"It mentions the income requirements are higher than you think."

Conclusions

Use of Technology

WIC-eligibles and WIC participants are similar in their use of technology. The majority of WIC-eligible focus group participants reported using technology as often as, if not more than, the participants in the WIC participant and WIC early adopters of technology focus groups. This was especially true among the English speakers, as several stated that they used multiple social media sites, including Tumblr, LinkedIn and Google+.

Similar to WIC participants, many WIC-eligibles use their phone as the primary way they access the Internet. Thus, technology-based products that are developed for WIC participants should also resonate with the WIC-eligible population. Since WIC-eligibles frequently use their phones to access the Internet, WIC should consider developing websites for mobile users and/or web applications in order for WIC-eligibles to easily access WIC services.

Barriers and Opportunities for Increasing Participation in WIC

All of the participants included in the WIC-eligible focus group were aware that the WIC program exists, but were not participating. The majority of focus group participants were not aware that they qualified for WIC services and were surprised to learn the income range as many thought that the range was much lower and similar to the range for Medicaid and SNAP (food stamps). WIC-eligibles felt the income range should be highlighted in WIC outreach materials and that wording directed at those who are unemployed should not be used as it may potentially deter those who are employed, but are still eligible for the WIC program.

When asked what they knew about the WIC program, several WIC-eligibles immediately recalled seeing WIC participants struggle to purchase the correct foods at the grocery store and noted WIC participant embarrassment. WIC should consider developing electronic tools to help participants navigate the store experience. Tools such as an online WIC Food Guide or a WIC Food Scanner could help participants arrive at the checkout counter with the correct WIC-allowable items and avoid embarrassment. (A WIC Food Scanner application and web-based WIC Food Guide are discussed in more detail in the WIC participant focus group report.)

Several WIC-eligibles mentioned that they did not want government assistance and that WIC should only be for those in great need. This finding occurred equally in both the Spanish and English focus groups. The participants who mentioned government assistance as a barrier to

participation were more interested in the program when benefits such as nutrition and breastfeeding education were discussed. Most WIC-eligibles in the focus groups were unaware of WIC services beyond the WIC food vouchers and recommended that the nutrition and breastfeeding education benefits and the income guidelines be highlighted more prominently in WIC outreach materials.

WIC-Eligibles and Outreach Materials

The WIC-eligible focus group participants, especially those in the English-speaking group, were very interested in the WIC Connect outreach materials. They felt that the WIC Connect mockup was similar to an idea discussed about a WIC phone app. However, participants were concerned about the amount of personal information requested by the WIC appointment screen and did not want to provide their social security number or drivers license number via the Internet.

Participants in both the English and Spanish focus groups did not like the visuals for the web banner advertisements. Participants wanted to see brighter colors and real photos rather than clip art. Some, but not all participants did not like the word “amazing” on the first web banner ad and some of the Spanish-speaking participants felt that there were too many words in the ad. The English speakers preferred the wording in the second web banner.

Both the English and Spanish-speaking groups liked the music and the announcers tone of voice in the radio spots and described them as “upbeat and cheery”. Participants in the English focus group preferred the shorter radio announcement, while participants in the Spanish group preferred the longer 60 radio announcement.

Study Limitations

The sample of WIC-eligibles focus group participants were limited to one geographical area of the Western Region which limits the generalizability of the results

Future Directions and Next Steps

Given that there appear to be many similarities between current WIC participants and WIC-eligible focus group participants, technologies that resonate with the WIC participant population may also resonate with the WIC-eligible population. Future studies are warranted to better understand the electronic technology products that will best reach the WIC-eligible population.

Additionally, these two groups gave insight into the reasons why WIC-eligible participants choose not to enroll in the WIC program. Three of the barriers cited in both focus groups include 1) witnessing how WIC participants are treated at the grocery store; 2) perceiving they were taking the place of others who are more needy and 3) they were unaware that they qualified. Further examination of the WIC-eligible group would help create programs and materials that better target their concerns.

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Appendices

Appendix C-1: Focus Group Discussion Guide

Introduction: Hi and welcome! Thank you for taking time in your day to be here. My name is (Focus group facilitator name) and I am an independent research consultant working with the WIC program. We will talk more about WIC in a little bit. WIC is interested in using technology to improve their outreach efforts and their clients' experiences with the services they provide so I am traveling around the western states talking to people about how they use technology, like cell phones, text messaging, email and social media like Facebook and Twitter.

Your participation in today's focus group is voluntary. Our discussion will last about an hour and a half. At the end of our discussion you will be asked to fill out a brief survey and then you will receive \$80 cash for your participation.

[Discuss consent form provided to each participant]

Before we get started I would like to go over a few ground rules.

- Only one person talks at a time.
- What is shared in the room will be used for research purposes only and is confidential.
- It is important for us to hear everyone's ideas and opinions. There are no right or wrong answers to questions – just ideas, experiences and opinions, which are all valuable.
- It is important for us to hear all sides of an issue – both the positive and the negative. Please respect others.

We are recording this conversation to make sure that we hear all of your good ideas. The tape for the research will be destroyed after the research is complete. What is shared in the room will be used for research purposes only. Only the researchers and I will see the tapes. No names will be connected to the notes or any of your comments. This information will be used only to help us improve WIC outreach and future participant services.

I am sure you have a lot you can tell me about this topic. However, we don't have much time to talk - so if one part of the conversation goes too long, I may have to say that we must move on.

Thanks, again, for being here. Let's get started!

Ice Breaker

[*Technology* ice breaker: The objective of this activity is to do something as a group and build rapport. The title of each of the following categories of *technology* will be printed and laminated for use in the ice breaker: email, Internet, smart phone applications, text messaging, video chats, gaming activities, Facebook and Twitter. Each laminated tile will be set out on a table prior to the arrival of participants. As participants come into the room they will be asked to select the tile with their favorite *technology*. After selecting a tile, participants will be asked to share their favorite *technology* and to give an example of how it has improved their life.]

Moderator: [Once all participants have a tile the session will begin] “Let’s start by going around the room and saying your name, your favorite *technology* and share your example of how it has improved your life. “I will go first my name is **moderator name**, my favorite technology is Facebook and it has helped me get back in touch with friends I haven’t seen or talked to in many years.”

Focus group questions

[Icebreaker is now complete and everybody knows a little bit about each other. The moderator will now transition from the discussion-starter question to more specific questions and follow-up probing questions to discover all types of technology and social media that participants are currently using.]

[Participant Question 1]

[This question addresses research question #1: What types of electronic technology and social media are future WIC families currently using?]

Moderator: “One thing I’ve heard several of you mention is _____.” I’d like to hear more about the experiences that the rest of you have with _____. [Continues through the specific questions for that technology outlined below].

1. What other types of technology and social media are you currently using?

[Use Prompts as needed to get experiences with and perspectives on the additional types of technology and social media listed below.]

- **Email:**
 - When are you most likely to send an email?
 - What do you like or not like about communicating via email?
 - I’d like to hear from those of you who email with your doctor or other health care provider. What do you like or not like about communicating with doctor’s offices or other businesses via email?
 - Would you like to receive...

- Appointment reminders
 - Health-related advice or information
- **Text Messaging:** I'd like to hear about your experiences with text messaging.
 - What do you like or not like about communicating via text?
 - In what situations do you prefer to send or receive text messages
 - What about receiving texts from your health care provider? Would you like to receive
 - Appointment reminders
 - Health-related advice or information
 - When it comes to receiving appointment reminders, would you rather get a text message, an email, a piece of regular mail or a telephone/voice mail reminder?
- **Smart Phone Apps:** Now, let's hear from the smart phone users
 - What are the features you use most often on your phone?
 - What are your favorite apps?
 - Which nutrition-related or parenting apps do you use?
 - What do you like or not like about them?
 - Some people have a barcode or QR code reader installed on their phone that they use to get more information from the web on a specific topic. You sometimes see them used in advertisements or apartment listings. Have you ever scanned one to get more information on something? In what situations have you scanned a QR code?
- **Video Chats/Webcam/Skype:** Now I'd like to hear from those of you who use video chats to communicate.
 - How have you used video chat?
 - Have you used video chats to communicate with your health care provider?
- **Facebook:** Now let's turn to social media.
 - Does anyone here use Facebook?
 - I'd like to hear how you use your Facebook account. What makes Facebook so appealing?
 - Would you consider making the change to a different social media site such as Google+? Why or why not?
 - How do you interact with businesses or groups on Facebook?
 - Have you ever 'liked' a page? What made you decide to 'like' it?
- Now that we are to the end of the list I'd like you to think about what other *technologies and social media* you are using that haven't been mentioned yet.
 - In what situations do you use this technology?
 - What do you like or not like about this technology?

Discussion: Accessibility, Benefits and Barriers to WIC participation

[The objective of this exercise is to learn participants' perceptions about WIC, what they know about the WIC program, what benefits and barriers they perceive and how accessible WIC is to them.]

Moderator: “Now, I would like to hear your thoughts on the WIC program.

- What have you heard about the WIC program?

- Where did you hear about WIC?
- Who do you think is eligible for WIC?

[Allow participants to discuss and then provide handout with eligibility requirements]

- What have you heard that the WIC program provides?

[Allow participants to discuss and then discuss what the WIC program provides]

- The WIC program provides supplemental foods including fruits and vegetables, whole grains, milk, cheese, juice, eggs, beans and/or peanut butter and cereal and nutrition and breastfeeding information for families that qualify.

- Based on the eligibility and benefit information we just discussed, are you interested in joining WIC?

- What makes you interested?

- If you are not interested, what would encourage you to join the WIC program?

- What makes it difficult to join the WIC program?

- Transportation?
- Hours?
- Location?
- Availability of information about WIC?

[Make sure participants understand what WIC is and the benefits WIC offers before moving on to the next section.]

Activity: Brainstorming How to Use Technology to Reach Future WIC Families?

[The objective of this exercise is to go beneath the surface in order to capture the best ways to use technology to reach WIC eligible families and what types of technology future WIC families are interested in utilizing in order to apply for WIC services.]

Moderator: “Now I’d like you to help me brainstorm some ideas you have to help WIC reach families like you. When I asked you about the technologies you use, I heard you say you use (insert 3 or 4 of their favorite technologies from the Icebreaker for example: Facebook, Internet and Text messaging) how might WIC use these and other technologies to make other families aware of the services they offer?” [Write down all the ideas that come up]

- How would you like to find out about WIC?
 - How would you like to learn about whether you qualify for WIC?
 - Would you prefer for this information to be available on a regular website and/or on your phone?
 - Have you ever looked for information about government programs similar to WIC in the past? If so, what words did you use to look for WIC?
- Where would you like to find out about WIC?
 - What types of technology should WIC use to reach you?
 - Are there websites that WIC can reach you on?
 - Where else can WIC reach you?
- Who should encourage you to sign up for WIC?
 - Would it make a big difference if a Health Care Provider versus a friend versus another mom encouraged you to sign up for WIC?
 - What method would you like to use to schedule your WIC appointment? (Online, over the phone, using your cell phone)

[Summarize the ideas as a group and move on to the next section.]

Outreach Visuals

[The objective of this activity is to capture focus group participants opinions on 5 outreach visuals of different ways that they might be able to access WIC program information and services.]

Moderator: “Now we’d like to know what you think about the following 3 different outreach visuals. We are going to show you some images of ways that WIC is considering using technology to communicate with you and I would like to hear your feedback on them.”

- What are your thoughts on being able to access WIC services via a Smart Phone or internet application? [Show slide #1, this slide describes 4 outreach services: what is WIC, appointment scheduling, income guidelines and agency locator]
- What are your thoughts about being able to access program information using multiple formats such as video? [Show slide #2, this slide shows WIC program information]
 - Would this be something you would be likely to watch?
 - What might be another way to capture your attention in learning about the WIC program?
- What if you were able to schedule an appointment by filling out an online form? [Show slide #3, Appointment scheduling]

- How do you feel about providing this information over the Internet?
- How likely are you to use this application?
- What else could we design/create to make WIC more user friendly?
- Would these applications/visuals make you more likely to join WIC?

Current Outreach Methods

[The purpose of this activity is to test the online outreach methods currently being used by Arizona WIC with future WIC families.]

Moderator: “Finally, I’d like to ask you a couple questions on our online outreach methods.”

[Show participants the online ads]

- Have you seen ads similar to these before?
- What do you like/dislike about these?
- If you saw this ad how likely would you be to click on it?
- How would you change these to make them more useful?

[Have participants listen to the radio spot]

- What do you think about this advertisement for WIC?
- What do you like/dislike about it?
- How likely would you be to contact WIC if you heard this advertisement on the radio?
- How would you like to change it to make it more useful?

End Focus Group

Moderator: “That’s all I have for you today. Thank you for coming in. Please take a moment to fill out the survey. Once you are done, please sign the participation/incentive acknowledgement form and I will hand you your \$80 incentive. thanks again.”

[Thank them for participating in the group and ask them to complete the paper/pencil survey. After completing the demographic survey have them sign the acknowledgement form and hand them their \$80 incentive.]

Appendix C-2: Participant Demographic Survey

Participant Survey

We want to learn a little more about you. Please answer the following questions. Your name and any personal information you provide us today will not be attached to this survey and the information you provide us will only be shared with the researchers of this project. Your responses will help us improve WIC participant services.

For questions 1 - 5, please check how often in the past week you used the following technologies:

1. Instant message

- | | |
|--|--|
| <input type="checkbox"/> Several times a day | <input type="checkbox"/> 1-2 days a week |
| <input type="checkbox"/> Once a day | <input type="checkbox"/> Every few weeks |
| <input type="checkbox"/> 3-5 days a week | <input type="checkbox"/> Never |

2. Email

- | | |
|--|--|
| <input type="checkbox"/> Several times a day | <input type="checkbox"/> 1-2 days a week |
| <input type="checkbox"/> Once a day | <input type="checkbox"/> Every few weeks |
| <input type="checkbox"/> 3-5 days a week | <input type="checkbox"/> Never |

3. Facebook

- | | |
|--|--|
| <input type="checkbox"/> Several times a day | <input type="checkbox"/> 1-2 days a week |
| <input type="checkbox"/> Once a day | <input type="checkbox"/> Every few weeks |
| <input type="checkbox"/> 3-5 days a week | <input type="checkbox"/> Never |

4. Text messaging

- | | |
|--|--|
| <input type="checkbox"/> Several times a day | <input type="checkbox"/> 1-2 days a week |
| <input type="checkbox"/> Once a day | <input type="checkbox"/> Every few weeks |
| <input type="checkbox"/> 3-5 days a week | <input type="checkbox"/> Never |

5. Twitter

- | | |
|--|--|
| <input type="checkbox"/> Several times a day | <input type="checkbox"/> 1-2 days a week |
| <input type="checkbox"/> Once a day | <input type="checkbox"/> Every few weeks |
| <input type="checkbox"/> 3-5 days a week | <input type="checkbox"/> Never |

Please list any other technology that you use and how often you use it:

6. Other technology: _____

- | | |
|--|--|
| <input type="checkbox"/> Several times a day | <input type="checkbox"/> 1-2 days a week |
| <input type="checkbox"/> Once a day | <input type="checkbox"/> Every few weeks |
| <input type="checkbox"/> 3-5 days a week | <input type="checkbox"/> Never |

7. What Internet sites do you visit related to parenting, breastfeeding, nutrition and recipes?

8. What phone applications (apps) do you use related to parenting, breastfeeding, nutrition and recipes?

9. Overall, when you use the Internet, do you do that mostly using your cell phone or mostly using some other device like a desktop computer, laptop or computer tablet?

- Mostly on cell phone
- Mostly on desktop computer, laptop or computer tablet
- Both equally

10. Given the way you live your life now, which of the technologies you've seen today will be the most useful to you?

13. How old are you? _____

14. How old is your youngest child? _____

15. How many children live in your home? _____

16. Are you Hispanic or Latino?

- Yes
- No

17. Please mark what best describes you:

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

18. What is the highest level of school you have finished?

- 1st to 6th grade
- 7th to 9th grade
- 10th to 12th grade
- High School or GED
- Some college
- College graduate

19. What is your preferred language?

- English
- Both English and Spanish
- Spanish
- Other: _____

Appendix C-3: Participant Recruitment Screener

Western Region Electronic Technologies Focus Groups – FUTURE WIC FAMILIES

Recruitment Screener

My name is ____ and I work for West Group Research, an independent market research company. Today we are talking with people in the Phoenix area about the issues they find important. We are recruiting for a focus group and would like to see if you qualify.

1. Code Gender

- a. Female (**Quota: At least 80% Female**)
- b. Male

2. What state do you live in?

- a. Arizona
- b. All other **TERMINATE**

3. What city in Arizona do you live in or around?

- a. Phoenix or surrounding areas
- b. All other cities **TERMINATE**

4. Do you now or have you ever - or has anyone in your family, household or a close friend –worked for. . .

- a. A marketing company **TERMINATE**
- b. A market research company **TERMINATE**
- c. An advertising agency or public relations firm **TERMINATE**
- d. A media company that produces content for the Internet, television or radio **TERMINATE**
- e. The Women Infant and Children Program [WIC] **TERMINATE**
- f. None of the above

5. Are you currently or have you ever participated in the Women, Infants and Children Program also known as WIC?

- a. Yes **TERMINATE**
- b. No

6. What is your age?

- a. Under 18 **TERMINATE**
- b. 18 – 24
- c. 25 – 34
- d. 35 – 49
- e. 50 – 64
- f. 64+

7. What is your race/ethnicity?

- a. American Indian or Alaska Native
- b. Asian

- c. Black or African American
- d. Hispanic
- e. Native Hawaiian or Other Pacific Islander
- f. White

RECRUIT: 60% Hispanic, 20% White/Caucasian, and 20% African American

8. How many people live in your household? _____

9. What is your gross income?

All WIC Income Eligibility Guidelines are based on GROSS Income, meaning before taxes or other deductions.

Family Members in Household	Weekly Household Income	Monthly Household Income	Yearly Household Income
2	\$524	\$2,268	\$27,214
3	\$660	\$2,857	\$34,281
4	\$796	\$3,446	\$41,348
5	\$932	\$4,035	\$48,415
6	\$1,067	\$4,624	\$55,482

TERMINATE if participants do not qualify based on size and household income. GROSS INCOME MUST BE LESS than the GUIDELINES BELOW based on Weekly, Monthly or Yearly income. Participants can choose which type of income to report.

10. IF FEMALE: Are you currently pregnant?

- a) Yes
- b) No
- c) Don't know

RECRUIT a mixture of non-pregnant and pregnant participants, make sure no more than 20% are pregnant.

11. How many children, under the age of 5, do you currently have living in your household?

- a) None **TERMINATE, unless pregnant**
- b) One
- c) Two
- d) Three
- e) Four or more

RECRUIT participants who are pregnant and/or have at least one child under the age of 5.

12. What is your occupation?

- a) Management/professional
- b) Clerical, sales, other white collar
- c) Agriculture
- d) Blue collar
- e) Student
- f) Homemaker
- g) Retired
- h) Unemployed
- i) Other **SPECIFY**
- j) Don't know / Prefer not to answer

[TERMINATE RESPONDENTS WHO ARE VERBALLY CHALLENGED: STRONG DIALECTS, STRONG SPEECH IMPEDIMENTS, CANNOT EXPAND VERBALLY IN ANSWERING QUESTION]

Thank you very much. Those are all the questions I have for you. I would like to invite you to participate in a discussion with other people. You will be asked to discuss certain topics and give your opinion on the use of technology today. And in appreciation of your time, you will be paid **\$75.00**

13. Would you like to participate in this research study?

- a) Yes
- b) No **TERMINATE**

14. Are you able to attend a focus group to be held West Group Research on December 7th at 1:00?

- a) Yes
- b) No **TERMINATE**

15. How would you prefer for us to give you a reminder about participating in the focus group?

- a) Phone
- b) Email
- c) Text
- d) I have no preference

CAPTURE

RESPONDENT NAME: _____

RESPONDENT PHONE NUMBER: _____

RESPONDENT EMAIL: _____

GROUP DATE: _____

GROUP TIME: _____

RECRUITED BY: _____

Appendix C-4: Arizona Eligibility Handout

Recently Unemployed? Trouble Making Ends Meet? Arizona WIC is here to help!

The federally funded Special Supplemental Nutrition Program for Women, Infants and Children (WIC) teaches Arizona families about nutrition and provides breastfeeding support, nutritious foods and is a nation-wide nutrition education program.

Who is WIC for?

- Infants
- Children up to five years of age
- Pregnant women
- Breastfeeding women, until their infant's first birthday
- Women whose pregnancy ended recently

***If you receive Community Supplemental Food Program (CSFP), also known as "Food Plus," you are not eligible to receive WIC**

Foods you get:

- Infant Formula
- Milk
- Cheese
- Eggs
- Cereal
- Juice
- Peanut Butter

Now you can also buy:

- FRESH Fruits and Veggies!
- Whole Grains!
- Soy and Tofu!

WIC Eligibility is based solely on your gross income, this chart can help determine your eligibility		
Number of family members	Income: every 2 weeks	Income: monthly
*2	\$1,047.00	\$2,268.00
3	\$1,319.00	\$2,857.00
4	\$1,591.00	\$3,446.00
5	\$1,863.00	\$4,035.00
6	\$2,134.00	\$4,624.00
7	\$2,406.00	\$5,213.00
8	\$2,678.00	\$5,802.00
Each additional member	\$272.00	\$589.00
*A pregnant woman is considered a family of 2		

If you lost your job, you may be income eligible now!



Contact your Local WIC Agency:

Visit www.azwic.gov or call 1-800-2525-WIC to find the nearest clinic

This institution is an equal opportunity provider and employer

¿Perdió su Trabajo Recientemente? ¿Tiene problemas para que le alcance el dinero?

¡WIC de Arizona está aquí para ayudar!

El Programa Especial de Nutrición Suplementaria, auspiciado por el gobierno federal, para Mujeres, Bebés y Niños (WIC) enseña a las familias de Arizona sobre nutrición y ofrece apoyo para lactancia, alimentos nutritivos y es un programa nacional de educación sobre nutrición.

¿Para quién es WIC ?

- Para bebés
- Para niños de hasta cinco años de edad
- Para mujeres embarazadas
- Para mujeres que están lactando, hasta que el bebé cumpla un año
- Mujeres cuyos embarazos terminaron recientemente

*Si está en el Programa Comunitario de Alimentos Suplementarios (CSFP), también conocido como "Food Plus", usted no es elegible para recibir WIC

Alimentos que recibe:

- Fórmula Infantil
- Leche
- Queso
- Huevos
- Cereal
- Jugo
- Crema de Cacahuete

Ahora usted también puede comprar:

- ¡Frutas y Verduras FRESCAS!
- ¡Granos Enteros!
- ¡Soya y Tofu!

La elegibilidad para WIC se basa sólo en su ingreso **bruto**, esta gráfica le puede ayudar a determinar su elegibilidad

Num. de miembros en la familia	Ingresos: cada 2 semanas	Ingresos: mensuales
*2	\$1,047.00	\$2,268.00
3	\$1,319.00	\$2,857.00
4	\$1,591.00	\$3,446.00
5	\$1,863.00	\$4,035.00
6	\$2,134.00	\$4,624.00
7	\$2,406.00	\$5,213.00
8	\$2,678.00	\$5,802.00
Cada miembro adicional	\$272.00	\$589.00
*Una mujer embarazada se considera una familia de 2		

Si usted perdió su trabajo ¡Ahora podría ser elegible!

Llame a su Agencia Local:



Visite www.azwic.gov o llame al 1-800-2525-WIC para encontrar la clínica más cercana.

Esta institución ofrece igualdad de oportunidades en el empleo y sus servicios

Appendix C-5: WIC Connect Focus Group Visuals

WIC Outreach

Instant access to information about WIC, have questions about income eligibility answered, schedule appointments, and find the nearest WIC agency.



The screenshot shows the WICconnect website interface. At the top, it says "WICconnect" followed by a dotted line. Below that, it says "Welcome to WICconnect for Future WIC Family Outreach". There is a link "> login / signup". Below this are four image-based buttons: "WHAT IS WIC" (with a photo of a woman and child), "WIC INCOME ELIGIBILITY" (with a photo of a woman and child), "SCHEDULE APPOINTMENT" (with a photo of a woman and child), and "WIC AGENCY LOCATOR" (with a photo of a group of people). At the bottom, there is a "SEARCH" label and a search input field.

2

WIC Alcance Comunitario

Acceso instantáneo a información acerca de WIC, respuestas a sus preguntas sobre elegibilidad según sus ingresos, agendar citas y encontrar la clínica WIC mas cercana.



The screenshot shows the WICconnecta website interface. At the top, it says "WICconnecta" followed by a dotted line. Below that, it says "Bienvenido a WICconnecta para Extensión de WIC para Familias Futuras". There is a link "> entrar / registrante". Below this are four image-based buttons: "¿QUÉ ES WIC?" (with a photo of a woman and child), "PANTAS DE ELEGIBILIDAD SEGUN INGRESOS" (with a photo of a woman and child), "CITAS" (with a photo of a woman and child), and "LOCALIZADOR DE CLINICAS" (with a photo of a group of people). At the bottom, there is a "BÚSQUEDA" label and a search input field.

2

WIC Outreach

What is WIC?

Information about the program is readily available in multiple formats, including video.



3

WIC Alcance Comunitario

¿Qué es WIC?

Información sobre el programa está disponible en varios formatos, incluyendo video.



3

WIC Outreach

What if you could schedule an appointment by filling out an online form?

The screenshot shows the 'WICconnect' website interface for scheduling an appointment. At the top, there are navigation links: '- BACK | HOME | SIGN OUT'. Below this is the heading 'Schedule an **APPOINTMENT**'. The main section is titled 'STEP ONE - FILL OUT REQUIRED FIELDS' and contains several input fields: Name, Address, City / State / Zip, Email, Phone Number, Last Four Digits of Your Social Security #, Medi-Cal #, and Drivers License #. At the bottom of the form is a button labeled 'PROCEED TO STEP TWO ▶'.

WIC Alcance Comunitario

¿Qué sucedería si pudieras agendar una cita mediante el ingreso de datos en una forma en línea?

The screenshot shows the 'WICconnecta' website interface for scheduling an appointment. At the top, there are navigation links: '- REGRESAR | INICIO | SALIR'. Below this is the heading 'Agendar una **CITA**'. The main section is titled 'PASO 1 - INGRESE SU INFORMACIÓN' and contains several input fields: Nombre, Domicilio, Ciudad / Estado, Código Postal, Correo Electrónico, Teléfono, Últimos Cuatro Dígitos de Tu Número Seguro Social #, Número Medi-Cal #, and Número de Licencia #. At the bottom of the form is a button labeled 'CONTINÚE CON EL PASO DOS ▶'.

Appendix C-6: Arizona WIC Focus Group Visuals

Advertisement 1

Current Outreach.....

WIC Online Advertisements



The image displays four vertical WIC online advertisements. Each ad features a green background with a silhouette of a person walking a dog at the top, a silhouette of a family with a stroller in the middle, and the WIC logo at the bottom. The text on the ads is as follows:

- Arizona WIC
Serving amazing families
- See our new healthy foods
- and family-friendly clinics
- Click here to discover the new WIC

Spanish Outreach.....

WIC Online Advertisements



The image displays four vertical WIC online advertisements in Spanish. Each ad features a green background with a silhouette of a person walking a dog at the top, a silhouette of a family with a stroller in the middle, and the WIC logo at the bottom. The text on the ads is as follows:

- WIC de Arizona
Sirviendo a las extraordinarias familias de Arizona
- Vea nuestros nuevos alimentos saludables
- y las clínicas adaptadas para las familias
- Oprima aquí para descubrir el nuevo WIC

Advertisement 2

Current Outreach.....

WIC Online Advertisements



The image displays four vertical WIC online advertisements. Each ad features a green background with a silhouette of a person walking a dog in the upper half and a silhouette of a family with a stroller in the lower half. The WIC logo is at the bottom of each ad.

- Ad 1: "Is your baby now a toddler?"
- Ad 2: "WIC is here for you"
- Ad 3: "with foods kids love and family-friendly clinics"
- Ad 4: "Click here to discover the new WIC"

Spanish Outreach.....

WIC Online Advertisements



The image displays four vertical WIC online advertisements in Spanish. Each ad features a green background with a silhouette of a person walking a dog in the upper half and a silhouette of a family with a stroller in the lower half. The WIC logo is at the bottom of each ad.

- Ad 1: "¿Su bebé está creciendo?"
- Ad 2: "WIC está aquí para usted"
- Ad 3: "Con alimentos que a los niños les encantan y clínicas diseñadas para familias"
- Ad 4: "Oprima aquí para descubrir el nuevo WIC"

