Using Digital Marketing to Increase Participation in the Child Support Program

Department of Child Support Services

County of San Diego

Evaluation Report

Intervention Two – Peachjar Email Campaign

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1 BACKGROUND

1.1 PURPOSE OF DIGITAL MARKETING GRANT PROGRAM

The Digital Marketing Grant Program, sponsored by the Federal Office of Child Support Enforcement (OCSE) within the U.S. Department of Health and Human Services' Administration for Children and Families, is a 24-month demonstration project with the goal of researching how digital marketing may help the child support program more effectively reach and serve families. In September 2018, OCSE awarded funds to 14 child support agencies to test digital marketing approaches and partnerships to reach parents that could benefit from child support services, and create or improve two-way digital communication and engagement with parents.

1.2 PROBLEM

According to the 2018 U.S. Census Bureau, the percentage of Spanish-speaking households headed by a single parent with child(ren) under the age of 18 in San Diego County is 42%. By comparison, the percentage of San Diego County Department of Child Support Services (SDDCSS) case participants that identify Spanish as their primary language is 10%. SDDCSS views this discrepancy as an opportunity to re-evaluate its current marketing strategy and find opportunities to enhance outreach and engagement with the Spanish speaking population through three separate interventions that complement each other. These interventions include engaging with customers through social media, targeted emails to potential customers, and improved customer experience through a website live chat.

This Evaluation Report will detail the intentions, actions, and results of a 90-day email campaign intervention to increase customer engagement with the child support program.

2 INTERVENTION

2.1 GOALS

SDDCSS sought to develop an intervention designed to achieve four goals:

1) Increase the Spanish-speaking SDDCSS caseload.

2) Increase traffic to SDDCSS' webpage.

3) Identify any possible relationships between goals one and two.

4) Identify the most effective email flyer design among the Spanish-speaking audience.

2.2 DEVELOPMENT

Development of this intervention began in February 2019. During this time, SDDCSS was utilizing the email system GovDelivery to send mass emails, but this tool was only capable of sending child support information to existing customers. For this intervention, SDDCSS wanted the ability to send emails to potential new customers to increase awareness of the program and its caseload. Through research and internal discussions, SDDCSS identified an opportunity to targeting parents of school-aged children. To access parent email address lists from school districts in San Diego County, SDDCSS needed to secure a contract with a vendor who had existing access to these lists. Peachjar is a company that specializes in e-flyer delivery to parents of K-12 students and has the required access to the school districts' lists of parent email addresses. Therefore, SDDCSS moved forward with securing a contract and procuring Peachjar for this intervention. Principal Investigator/Project Director, Ashley Risueno, and Grantee Authorizing Official, Jennifer Hellerud, oversaw the development of the intervention design by the SDDCSS Communications Team.

2.3 TARGET POPULATION

The target population for this intervention was single parents with school-aged children who reside in San Diego County and identify Spanish as their primary language.

2.4 INTERVENTION DESIGN

The intervention consisted of PDF flyers that were sent by email to elementary and high schools selected by SDDCSS. Once the schools approved the flyers, they were sent to parents of children enrolled in the schools.

SDDCSS carefully selected which schools to distribute their flyers to reach the Spanish-speaking demographic. By cross referencing population, geographic and economic statistics, SDDCSS was able to identify key areas where the flyers were most likely to reach their desired audience. Areas with high concentrations of Spanish speakers, more children enrolled in English as a Second Language (ESL) classes

at school, and with average lower incomes were determined to be the best option to reach potential new customers.

SDDCSS created a variety of flyers to highlight an event, general information, and/or specific services. Each English-language flyer was also translated into Spanish and distributed simultaneously. Attention was given to the choices in language and imagery used in each flyer. Considering the target demographic, as well as the areas in which the flyers would be distributed, the flyers had to be tailored to address the needs of that community in the context of the child support program. Different combinations of images and language were used for each flyer to test that which viewers would be most receptive to and for general visual variety. For example, a flyer could include images of a mother and child, a father, and a child or just children. Each flyer included a link to the SDDCSS website where the interested parent could learn more about child support services.

For the duration of the intervention (October 1 - December 29, 2019), we distributed six paid flyers and two free flyers in October and November for a total of eight flyers. For the paid flyers. between 100 to 200 schools were selected per distribution based on the above criteria for the target demographic. For the free flyer, the SDDCSS were allowed only 25 schools per distribution. A total of 330,987 emails were sent during this three-month intervention.

With each distribution, the Digital Media Marketing Grant team evaluated the responses in terms of clicks and new traffic to SDDCSS' website. This was done through analytics from Peachjar, metrics pulled from the SDDCSS' website, and other sources. Using these measures, SDDCSS intended to create improved flyers that utilized the most successful aspects of previous flyers.

2.5 Intervention Timeline

Dates flyers were sent:

Paid Flyer: 10/01/19, 10/15/19, 11/4/19, 11/18/19, 12/2/19, 12/16/19

Free Flyer: 10/21/19, 11/25/19

	Actions Planned	Actions Taken
Week 1 10/1 – 10/6	Begin Intervention #2 Send 1st paid flyer to Peachjar: Advertising the Super Saturday event on November 2nd	1st paid flyer distributed 10/1 Monitor flyer performance by collecting key metrics from Peachjar
Week 2 10/7 – 10/13	First design meeting for 3rd and 4th flyers for November	Monitor flyer performance by collecting key metrics from Peachjar
Week 3 10/14 – 10/20	Send 2nd paid flyer to Peachjar: Halloween version "Here to Help" flyer	Paid flyer distributed 10/15 Monitor flyer performance by collecting key metrics from Peachjar
Week 4 10/21 – 10/27	Send 1st free flyer: Advertising as a reminder for the Super Saturday event on November 2nd Second design meeting for 3rd and 4th paid flyers	Free flyer distributed 10/21 Monitor flyer performance by collecting key metrics from Peachjar
Week 5 10/28 – 11/3	Finish drafts for the 3rd and 4th flyers after receiving approval from the Executive Management Team	Monitor flyer performance by collecting key metrics from Peachjar
Week 6 11/4 – 11/10	Send 3rd paid flyer to Peachjar: "Here to Help" (Mother/Daughter with a lot of text) First design meeting for 5th and 6th paid flyers **Innovate: Make changes to current flyer**	Paid flyer distributed 11/4 Monitor flyer performance by collecting key metrics from Peachjar **Learn: Evaluator review of initial data**
Week 7 11/11 – 11/17	**Improve: Create 2 flyers with different layout and theme**	Monitor flyer performance by collecting key metrics from Peachjar
Week 8 11/18 – 11/24	Send 4th paid flyer to Peachjar: "Here to Help" (Father/Daughter with bullet points) Second design meeting for 5th and 6th paid flyers	Paid flyer distributed 11/18 Monitor flyer performance by collecting key metrics from Peachjar
Week 9 11/25 – 12/1	Send 2nd free flyer: "Here to Help" flyer (Mother/Daughter with a lot of text) Finish drafts for the 5th flyer after receiving approval from the Executive Management Team	Free flyer distributed 11/25 Monitor flyer performance by collecting key metrics from Peachjar

	Actions Planned	Actions Taken
Week 10 12/2 – 12/8	Send 5th paid flyer to Peachjar: "Here to Help" (Children with text and bullet points)	Paid flyer distributed 12/2 Monitor flyer performance by collecting key metrics from Peachjar
Week 11 12/9 – 12/15	Finish drafts for the 6th flyer after receiving approval from the Executive Management Team	Monitor flyer performance by collecting key metrics from Peachjar
Week 12 12/16 – 12/22	Send 6th paid flyer to Peachjar: "Here to Help" (Father/Toddler with catch phrases)	Paid flyer distributed 12/16 Monitor flyer performance by collecting key metrics from Peachjar
Week 13 12/23 – 12/29	Christmas Holiday Intervention ends	Christmas Holiday Intervention ends

2.6 Outcome Measures

Data Source	Data Element
Internal SDDCSS data	Number of newly opened cases by Spanish-speaking customers
Peachjar metrics	Approval rate: Number of schools who approved e-flyer / Number of schools selected by SDDCSS
	Elapsed time: Number of days from email sent, to email opened, to link clicked
	Number of emails opened
	Number of email recipients who clicked the link
SDDCSS website – Adobe Analytics	Number of unique visitors from Peachjar
	Number of unique visitors from each flyer as determined by the included link

2.7 RESEARCH QUESTION

The research questions that SDDCSS asked were:

- Was there any association between the email campaign and the volume of traffic to the SDDCSs website?
- Was there a relationship between email campaign and the number of Spanish-speaking child support caseload?
- Did a specific flyer design have a greater impact on customers than other flyer designs?

3 RESULTS

3.1 SAMPLE SIZE

Twenty-five schools were selected by the SDDCSS' Digital Media Marketing team to receive the free flyers each time. Those schools approved the flyers and distributed them electronically to parents. Sixteen (16) schools were selected for both free flyers and 18 schools selected for either one of them. Of the 34 schools, 9 rejected the flyers, mainly because they did not fit the criteria of information the schools were willing to distribute. While a school may be using the Peachjar service, the school ultimately gives approval on what is distributed. Some schools only opt to send out emails that are directly related to their school district's activities or to extracurricular activities in the area. Given that Child Support Services is a specialized service and a government agency, some schools decided it would not be valuable to distribute our flyer to parents of their students. The total number of emails sent for the free flyers was 27,790. F

SDDCSS also sent six paid flyers. These flyers were sent on 10/1, 10/15, 11/4, 11/18, 12/2, and 12/16. A total of 225 schools were selected. SDDCSS selected some schools were selected multiple times, whereas others were only selected once. This meant some schools distributed a flyer on every date mentioned above. Fifty-five schools rejected the e-flyers at least once during this intervention. A total of 303,197 emails were sent over the 3-month period for all six paid flyers.

The SDDCSS Communication team was interested to see if a particular ad design would attract more Spanish-speaking parents. Since each student's household demographic information was not available from Peachjar, the SDDCSS' Communication team looked at the percentage of ESL learners at each school and assumed they lived in a Spanish-speaking household. The SDDCSS Communication team

selected schools that had 40% or more of students who were in the ESL classes as a target for the test. Roughly 64 of the 225 targeted schools met this criterion. SDDCSS sent five of the six paid flyers (skipping the first) to the 64 schools to compare the effectiveness of each flyer. SDDCSS skipped the first paid flyer because the department wanted to advertise a special event instead, while the other five flyers had the same theme, which was to advertise the services and resources SDDCSS offers. Each of the five flyers were intentionally designed differently by changing the text, layout, as well as the image's content and size. The total number of emails sent to these 64 schools was 117,472.

3.2 RESULTS

3.2.1 Caseload

Originally, SDDCSS planned to utilize the Urchin Tracking Module (UTM) to track the campaign on newly opened cases in which a Virtual Interactive Online Application (VIOLA) was submitted. A UTM code is a snippet of simple code that can be added to the end of a Universal Resource Locator (URL) to track the performance of advertisement.

Due to limited time and technological obstacles, SDDCSS could not set up the UTM tool. Instead, SDDCSS found a feasible solution to count the number of new cases opened due to the increase of its social media presence. SDDCSS created a keyword, #DMG, for child support case managers to use when inputting case notes. This keyword was expected to help identify the effects of digital marketing as this data can be used to easily track the number of newly opened cases in which a customer mentioned they learned of child support through email marketing.

Using this keyword, SDDCSS found that during this intervention, 20 cases were opened. Three Spanish language applications were among those 20 cases. After the first and second interventions ended, SDDCSS' Communication team acknowledged that the roll-out period to the frontline staff/case managers was not long enough for them to fully understand the advantages of digital marketing. Therefore, to encourage them to fully engage in this marketing campaign and help them understand the vital role they play, the SDDCSS' Communication team created internal videos, news stories, and desk aids to provide more information about the digital media marketing grant. Unfortunately, these efforts failed as the keyword method still isn't commonly used by case managers. While staff were encouraged to use this method, they did not fully embrace it or understand its significance in the scope of the grant effort. This is likely due to a lack of in-depth training on the subject. Given the timeline and limiting

factor of the case manager's schedules, only surface level training was offered to them. With more time, more training, more instructional material, and briefings on using the method offered to case managers and their supervisory staff greater participation may have resulted.

The year-over-year comparison of newly opened cases was examined to see if there were any upward trends or increases that could indicate a possible positive association between the email campaign and the number of new cases. As shown in Figure 1 below, no noticeable increase was found in the English or Spanish versions on newly opened cases.

Figure 1: Newly Opened Cases Year-over-Year Comparison from January 2019 to December 2019
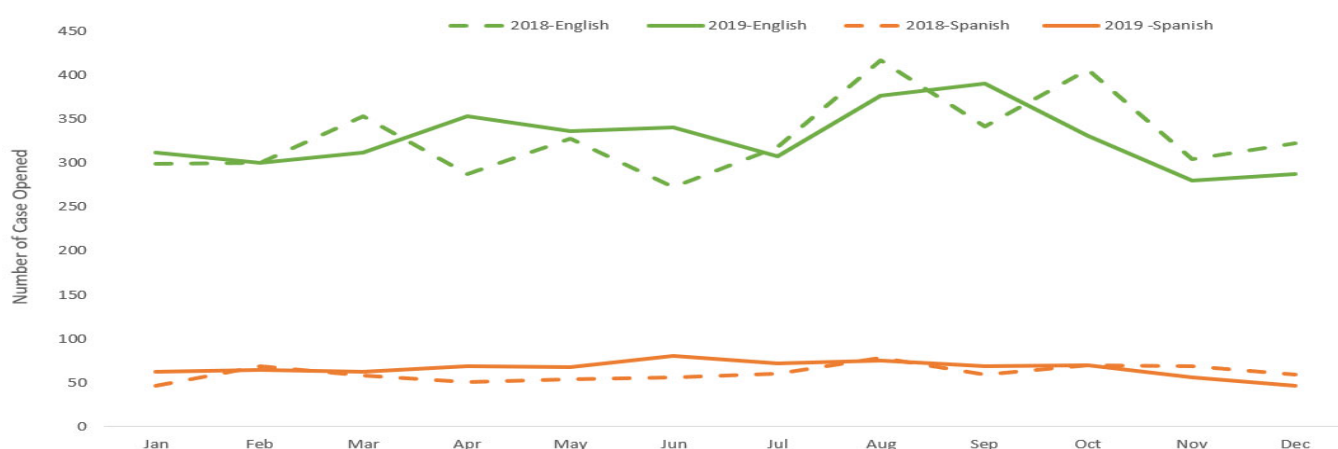
3.2.2   Child Support Awareness

Approval Rate

During this intervention, 235 schools sent both the free and/or paid flyers at least once. Of these 235 schools, 57 schools denied sending flyers to the parents at least once (24%). The reason some schools gave when denying the flyers was the content did not align with their purpose for using Peachjar. The schools often cited that they use Peachjar exclusively for enrichment activities and as such would not promote anything that did not provide those types of service.

Table 1 shows the approval rate by school district. The overall approval rate was 84%. Three school districts, Encinitas, Del Mar, and Escondido Union, approved a few to no e-flyers from SDDCSS.

Table 1: E-Flyer Approval Rate by School District

| School District Name	Number of schools selected to send the e-flyer	Number of schools who approved and sent the e-flyer	Approval Rate
Alpine USD	2	2	100%
Cajon Valley Union SD	76	76	100%
Carlsbad USD	14	14	100%
Chula Vista ESD	129	129	100%
Coronado USD	8	8	100%
Jamul Dulzura Union SD	1	1	100%
La Mesa Spring Valley	42	42	100%
Lakeside Union	8	8	100%
National School District	53	53	100%
Oceanside USD	30	30	100%
Poway USD	57	57	100%
San Ysidro SD	27	27	100%
Santee SD	1	1	100%
Vista Unified	39	39	100%
South Bay Union SD	45	44	98%
San Marcos USD	29	25	86%
Fallbrook Union Elementary	23	18	78%
San Diego USD	219	166	76%
Escondido Union	67	17	25%
Encinitas Union School District	15	1	7%
Del Mar Union Elementary	18	0	0%
Grand Total	**903**	**758**	**84%**

Open rate

Time from email sent to email opened and link clicks

To evaluate the speed of the e-flyer performance, DCSS measured three categories: 1) How long did it take schools to approve the flyers 2) How fast the emails were opened by recipients and 3) How fast recipients clicked on the link within the email. Figure 2 shows the number of emails approved, sent, and opened along with the number of clicks starting from the day the flyer was first submitted. Of the total 11,098 emails sent, 10,876 were approved and sent, 4,639 were opened and 149 recipients clicked on the embedded link. The amount of time it took each measure to reach 98% was used as the target.

Approval took approximately 4 days with 98% of the emails were approved within that timeframe. Of the 4,639 that were opened, 98% were opened within 8 days. Clicks on the embedded link took the longest. However, the vast majority were clicked on the same day they opened the email.

Figure 2: Number of Emails Sent, Opened, and Clicked
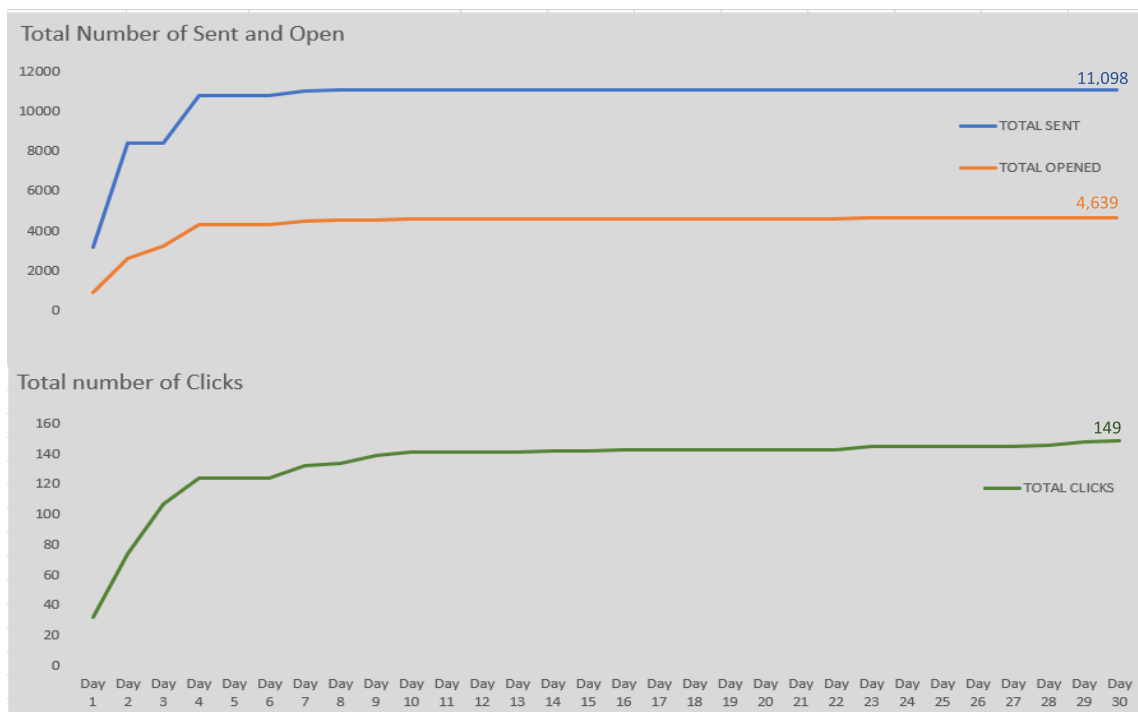
Overall open rate and click rate

A total of 330,987 emails were sent with the two free and six paid flyers during the second intervention. The overall email open rate was 34%, and the link click rate was 1.9%.

The image and content of the first paid flyer, which was sent on 10/1, and the first free flyer sent on 10/21, were the same. This flyer was to promote a one-day weekend event at one of SDDCSS' locations that offered a variety of child support resources, as well as included many community partners. The open rate for the free flyer was 41.8%, which was much higher than the paid flyer. However, the Click Through Rate (CTR) for the free flyer was 1.3%, which was lower than the CTR for the first paid flyer (2.7%) as shown in Table 2.

Date	Flyer Type	Number of Emails Sent	Open Rate	Click Through Rate	Click to Open Rate
10/21/2019	Free	11,098	41.8%	1.3%	3.2%
11/25/2019	Free	16,692	34.2%	0.9%	2.6%
10/1/2019	Paid	30,186	34.2%	2.7%	7.9%
10/15/2019	Paid	46,812	34.9%	2.9%	8.4%
11/4/2019	Paid	34,796	32.1%	2.1%	6.4%
11/18/2019	Paid	41,910	33.8%	2.2%	6.6%
12/2/2019	Paid	71,695	33.7%	0.9%	2.8%
12/16/2019	Paid	77,798	33.4%	1.8%	5.5%
Total		**330,987**	**34.0%**	**1.9%**	**5.6%**

Relationship between the email open rate, percentage of the free/reduced priced meal and the percentage of the ESL learners

This section discusses the relationship between the email open rate, the percentage of students on the reduced price/free meal programs and the percentage of the ESL learners in each school.

Low-income children are eligible to receive reduced-price or free meals at school. Figure 3 shows the percentage of the students who are receiving the free/reduced price meals and the email open rate for each school in the San Diego Unified District.

The schools are split into two groups, the high open rate group (>35%), and the low open rate group (≤35%). The common characteristics in each group are follows:

High Open rate group (blue)

Contained a lower percentage of ESL learners (avg. 25%)

Contained a lower Percentage of Free meals (avg. 45%)

Low Open rate group (orange)

Contained a higher percentage of ESL learners (avg. 42%)

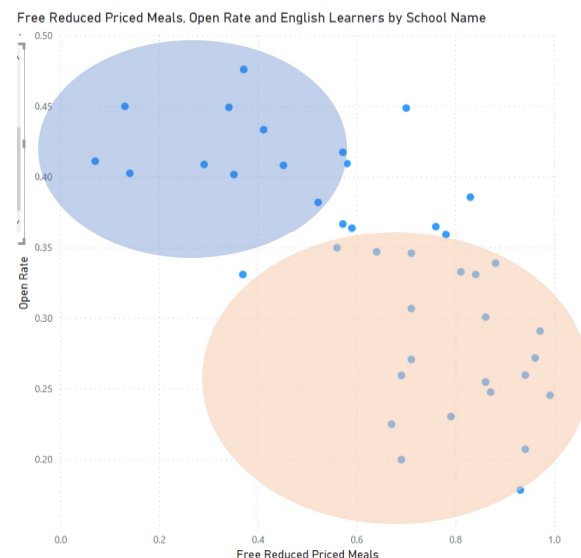Contained a higher percentage of Free meal (avg. 79%)

Figure 3: Relationship between free meals vs open rate

There was a similar correlation observed in the Chula Vista and Escondido school districts which neighbor the San Diego Unified School District

Test Results – Which flyers received the highest open rate among the schools with 40% or more of students in ESL classes?

The overall open rate and the click rate per flyer are shown in the previous section. These two key metrics can be used to measure the effectiveness of the flyers.

SDDCSS' Communication team was interested in knowing if there were any particular flyer designs that attracted Spanish-speaking parents more than others. Since this demographic information was not available by Peachjar, the SDDCSS Communication team selected 64 schools in which 40% or more students were in ESL classes, assuming each student lived in a Spanish-speaking household. Then, five flyers were created which introduced the child support program and included links to the SDDCSS website. As shown below, each flyer was designed differently. These flyers were then sent to 64 schools approximately every 2 weeks starting 10/15.

Flyer #1 – "Here to Help" Halloween

Flyer #2 – "Here to Help" Mother/Daughter with lots of text

Flyer #3 – "Here to Help" Father/Daughter with bullet

Flyer #4 – "Here to Help" Children with text and bullet

Flyer #5 – "Here to Help" Father/Son with big image

Table 3 shows the average email open rate for each flyer among the 64 schools. The first flyer with the Halloween image received the highest open rate. Unfortunately, the average open rate decreased as more flyers were sent.

Table 3: Open Rate for Each Flyer among 64 Schools Selected

	10/15	11/4	11/18	12/2	12/16
Open Rate	32.1%	30.1%	28.8%	27.7%	27.4%

Interestingly, when each school's email open rate was examined, some schools had a higher email open rate and it did not fluctuate very much. Other schools constantly had a lower email open rate throughout the 3-month period. Table 4 shows the open rate for each school per flyer. The open rate for Doyle Elementary stayed between 40 to 50% while the overall average open rate was 29.2%. On the other hand, Mission Elementary constantly showed an open rate between 12 and 17%.

Table 4: Open Rate by School

School Name	10/15	11/4	11/18	12/2	12/16	Average Open Rate
Average Open Rate	**32.1%**	**30.1%**	**28.8%**	**27.7%**	**27.4%**	**29.2%**
Anza Elementary	38.5%	33.8%	29.1%	25.9%	35.3%	32.5%
Balboa Elementary	30.2%	27.7%	26.3%	23.5%	22.4%	26.0%
Bancroft Elementary	29.1%	26.5%	25.6%	22.2%	20.7%	24.8%
Bayside Steam Academy	30.6%	29.4%	23.4%	23.5%	23.4%	26.1%
Beaumont Elementary	39.6%	31.3%	31.7%	31.6%	28.3%	32.5%

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Bobier Elementary	37.1%	32.8%	28.1%	28.2%	27.5%	30.7%
Bostonia Language Academy	30.8%	29.4%	29.4%	21.4%	32.7%	28.7%
Burbank Elementary	26.1%	31.7%	27.1%	28.7%	22.5%	27.2%
Carver Elementary	28.1%	27.0%	20.0%	29.2%	23.2%	25.5%
Castle Park Elementary	23.1%	23.5%	31.2%	26.6%	24.8%	25.8%
Chase Avenue Elementary	35.0%	33.7%	31.3%	26.0%	30.7%	31.3%
Doyle Elementary	48.7%	47.3%	45.6%	42.0%	41.2%	45.0%
El Toyon Elementary	28.8%	27.9%	24.9%	27.3%	26.7%	27.1%
Fay Elementary	31.8%	30.4%	27.7%	28.4%	27.2%	29.1%
Feaster Charter	27.1%	29.4%	26.6%	26.0%	24.0%	26.6%
Field Elementary	31.8%	34.7%	35.1%	33.8%	31.0%	33.3%
Foothill Oak Elementary	29.0%	30.1%	30.0%	28.1%	22.7%	28.0%
Franklin Elementary	41.2%	36.4%	31.8%	35.0%	35.3%	35.9%
Grapevine Elementary	37.4%	37.5%	32.9%	34.2%	33.3%	35.1%
Harborside Elementary	27.2%	27.9%	28.0%	28.2%	30.9%	28.4%
John A. Otis Elementary	38.0%	36.1%	34.5%	34.7%	29.4%	34.5%
Johnson Elementary	33.0%	30.9%	23.8%	8.2%	26.3%	26.5%
Juarez-Lincoln Elementary	30.4%	26.4%	27.7%	30.3%	27.7%	28.5%
Kempton Literacy Academy	32.0%	34.1%	31.3%	28.0%	27.2%	30.5%
Kimball	31.6%	29.2%	30.4%	28.4%	27.1%	29.3%
Kimbrough Elementary	28.9%	27.4%	26.6%	23.0%	17.1%	24.6%
La Mirada Elementary	30.4%	28.5%	25.2%	27.9%	27.5%	27.9%
La Presa Elementary	37.6%	37.9%	35.3%	29.0%	28.3%	33.6%
Lafayette Elementary	33.5%	32.9%	29.3%	33.9%	35.8%	33.1%
Las Palmas	31.9%	28.9%	28.8%	31.3%	27.9%	29.8%
Lauderbach (J. Calvin) Elementary	33.8%	29.4%	31.4%	30.9%	33.3%	31.8%
Laurel Elementary	27.9%	26.4%	25.5%	24.0%	23.4%	25.4%
Lexington Elementary	36.2%	37.2%	32.6%	14.4%	38.7%	31.8%
Libby Elementary	29.6%	30.6%	30.4%	29.1%	27.2%	29.4%
Lincoln Acres	31.4%	25.7%	27.7%	29.0%	27.7%	28.3%
Loma Verde Elementary	26.3%	26.2%	24.9%	32.4%	26.8%	27.3%
Los Altos Elementary	32.0%	33.7%	31.5%	33.3%	26.9%	31.5%
Madison Avenue Elementary	36.5%	36.8%	34.5%	26.8%	35.4%	34.0%
Magnolia Elementary	36.7%	32.9%	32.3%	28.8%	32.5%	32.6%
Maryland Elementary	37.7%	34.4%	33.5%	35.0%	33.0%	34.7%
Meridian Elementary	35.1%	31.3%	31.2%	26.9%	28.7%	30.7%
Mission Elementary	17.7%	17.3%	13.6%	12.8%	12.8%	14.9%
Montgomery Elementary	31.1%	22.4%	28.4%	25.3%	23.0%	26.0%
Naranca Elementary	40.2%	35.8%	34.8%	29.3%	36.4%	35.3%
Nestor Language Academy Charter	31.6%	31.5%	30.4%	31.1%	26.0%	30.1%
Nicoloff Elementary School	30.9%	25.8%	25.2%	24.7%	21.9%	25.7%
Olivewood	31.0%	28.0%	26.2%	28.0%	22.9%	27.2%

Otay Elementary	24.0%	24.8%	24.6%	26.4%	25.2%	25.0%
Palmer Way	25.6%	27.5%	27.9%	24.5%	22.6%	25.6%
Pence Elementary School	28.5%	25.2%	22.4%	22.4%	21.7%	24.0%
Porter Elementary	26.5%	12.6%	12.6%	28.6%	23.7%	20.8%
Rancho De La Nacion	26.1%	23.0%	24.5%	27.3%	22.4%	24.7%
Rice Elementary	25.5%	27.2%	25.5%	26.4%	26.6%	26.3%
Rohr (Fred H.) Elementary	33.9%	36.3%	33.0%	33.6%	29.1%	33.2%
Ross Elementary	30.1%	33.1%	32.9%	30.8%	23.6%	30.1%
Silver Wing Elementary	31.7%	32.5%	30.4%	28.0%	26.5%	29.8%
Smythe Elementary	31.1%	31.0%	28.2%	28.6%	25.5%	28.9%
Sunnyslope Elementary School	31.6%	26.2%	30.2%	20.6%	22.4%	26.2%
Sunset Elementary	32.7%	29.3%	26.9%	29.8%	24.4%	28.6%
Valley Elementary	38.1%	36.7%	35.6%	33.2%	34.2%	35.6%
Vista Academy of Visual and Performing Arts	39.5%	38.8%	35.9%	36.1%	33.2%	36.7%
Vista Square Elementary	29.2%	27.9%	33.5%	27.4%	27.8%	29.2%
Walker Elementary	40.3%	21.0%	21.0%	16.6%	16.6%	23.1%
Willow Elementary	31.8%	29.2%	26.4%	29.2%	27.8%	28.9%

Clicks

Although Peachjar was able to provide the school level email open rate, it could not provide recipient demographic data, or the click rate by school. SDDCSS utilized Adobe Analytics to measure how many clicks each flyer received by Spanish-speaking recipient.

The overall click rates against the number of emails sent and against the number of emails opened are shown in Table 5. The first flyer, sent on 10/15, received the highest click rate. The flyers that were sent on 12/2 received the lowest click rate among the five flyers.

Table 5: Overall Click Rate

	10/15	11/4	11/18	12/2	12/16	Average
Overall Click Rate / Sent	0.30%	0.13%	0.16%	0.03%	0.11%	0.15%
Overall Click Rate / Opened	0.92%	0.41%	0.54%	0.12%	0.39%	0.48%

Table 6 shows the number of clicks counted by Adobe Analytics. The total number of people who clicked the link on the flyers was 154. This number includes both English and Spanish speakers. Eighteen of the 154 people identified as Spanish speakers, which represented 12% of the total clicks. The first flyer received the most clicks from Spanish-speaking email recipients.

Table 6: The Number of Clicks by Language Spoken

	10/15	11/4	11/18	12/2	12/16	Total
Clicks by English Speaker	61	23	26	7	19	136
Clicks by Spanish Speaker	8	2	5	1	2	18
Total	**69**	**25**	**31**	**8**	**21**	**154**

3.2.3   Timing of the website visits

Figure 4 illustrates the timing of when the Spanish-speaking recipient visited the SDDCSS website after they received the e-flyers through Peachjar. There are 5 spikes on the figure. The dates of the spikes match the dates of when the e-flyers were sent. This indicates that the recipients clicked the link when they opened the flyers. This also shows that most people are less likely to return to the SDDCSS website a few days after they open the flyers.

Figure 4: Unique Visitors from Peachjar
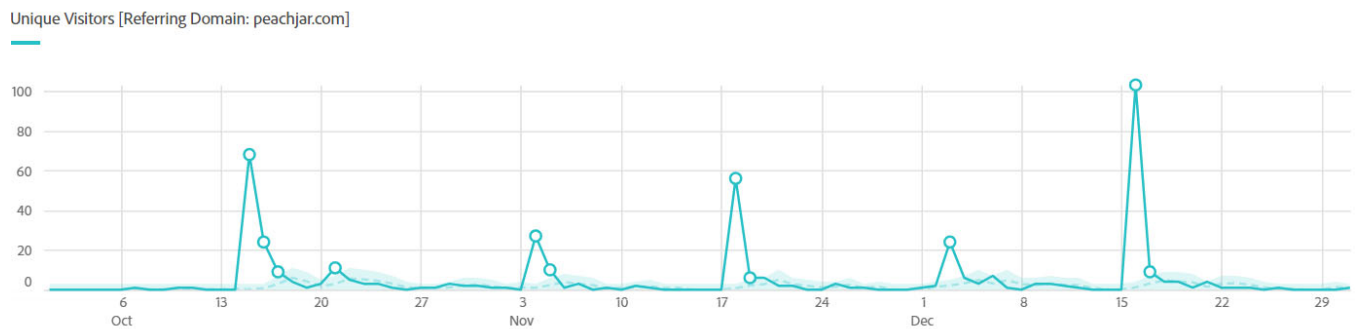
3.3 ANALYSIS

Since SDDCSS had never implemented an email campaign before, this second intervention was an opportunity for the SDDCSS Communication team to learn the advantages and limitations of an email campaign using Peachjar.

SDDCSS examined how fast schools reviewed the flyers, once school sent out the flyers to the parents, how fast email recipients clicked the link in the flyers. It took four days to receive approval from most of the schools. Most of the parents opened the email within the four days period and clicked on the link the same day they opened it. If SDDCSS continues to utilize Peachjar for future email campaigns, submitting an e-flyer request to Peachjar at least 7 days prior to the targeted event is advised.

One of the goals of this intervention was to find the most effective email flyer design among the Spanish-speaking audience. SDDCSS selected 64 schools with 40% or more of students who are in ESL classes and sent five different e-flyer designs every 2 weeks to compare the advertisement effectiveness by looking at the open rate and the number of clicks. The first flyer included an image of children, which used up half of the space of the flyer, and listed services SDDCSS offers on the other half of the flyer. The second flyer had a smaller image of a mother and a child with words explaining how SDDCSS can provide services to both the non-custodial parent and the custodial parent. The third flyer used a full-page image of a father and child with listed services SDDCSS offers. The fourth flyer used a full image of children and different services SDDCSS provides. The fifth flyer included a full image of a father and a child with catch phrases, not a list of services SDDCSS offers. The first flyer received the highest open rate (32.1%) and the open rate steadily decreased as more flyers were sent. This could be the repetition of the same material within a short period of time. AB testing would have possibly given more insightful results, as it we could have used an experiment and control group to test the different ad designs. Unfortunately, because SDDCSS cannot control the timing of when each school approved the flyer nor the approval criteria of the schools, a proper AB test could not be performed. To further support this, SDDCSS had no say in the experiment or control group as not every school approved the distribution of each flyer.

One interesting finding during this intervention is that certain schools' open rate is always higher or lower than others. The SDDCSS Communication team later discovered that Peachjar is not the only media schools used to communicate with parents. Some schools used other platforms, such as Gmail, to send important information to parents. The open rate is influenced by the familiarity of Peachjar usage among the parents. If schools use Peachjar as a primary email platform, they may show a higher open rate. On the other hand, if schools use another platform to reach out to parents, they may have a lower customer engagement. Further study is needed to prove this assumption.

SDDCSS counted the number of clicks on each flyer using Adobe Analytics since Peachjar was unable to provide such information. The first flyer received the most clicks among the Spanish-speaking population. The third flyer received the second most clicks. Both flyers contained a list of child support services using simple words. The difference between these flyers was the size of the image and the characters—mother, father, or a child(ren). Ideally, future studies would include AB testing to identify which flyer design the target audience prefers.

SDDCSS had four goals for the second intervention. The first goal was to increase the number of Spanish-speaking newly opened cases. A total of 20 cases were confirmed with the keyword #DMG in the customer's case notes. Of the 20 cases, three were opened by Spanish-speaking customers. However, a clear relationship between the number of cases opened and an email campaign could not be shown from the open case trend for the last two years. Further study with more robust tracking tools is needed to gain more accurate insight on this relationship.

Another goal was to increase traffic to the SDDCSS website for Spanish-speaking visitors. SDDCSS' website received 22% more Spanish-speaking visitors compared to the previous year.

4   LESSONS LEARNED AND NEXT STEPS

4.1   LESSONS LEARNED

As SDDCSS contracted with a third-party email delivery management system, Peachjar, for the first time, SDDCSS found both advantages and disadvantages to using this service.

SDDCSS strives to efficiently and effectively reach out to potential customers who need monetary resources to meet the basic needs of their children, and to also educate and inform them of how to find and utilize available services offered by SDDCSS. In San Diego County, Spanish-speaking single parent households with children under 18 accounts for 42% of the entire population of the single parent households with school-aged children. Yet, SDDCSS' Spanish-speaking cases account for only 10% of its entire caseload. Since Peachjar uses a digital flyer management system to deliver information to parents, SDDCSS was able to directly target the ideal audience. Direct targeting is perhaps Peachjar's greatest advantage.

Another advantage is Peachjar's high open rate. Peachjar has an open rate that is generally higher compared to other email vendors used by SDDCSS, such as GovDelivery. According to the 2018 Benchmark Report from Granicus, the developers of GovDelivery, the open rate for government sent emails is 21% and this number has remained constant over the past 3 years.[2] SDDCSS sent 27,790 emails for two free flyers, 303,197 emails for six paid flyers via Peachjar, which totals 330,987 emails. SDDCSS achieved a 34% email open rate, which is 11% higher than the average government email open rate in the U.S. reported by Granicus. The overall open rate for emails sent via GovDelivery to SDDCSS' existing customers is 43%. However, the open rate decreases to 36% when the email contains general

information and an event invitation. Peachjar has reached an open rate similar to GovDelivery among potentially new customers. This shows that Peachjar flyers, even when sent to parents who have had no experience with the department in the past, generates a similar open rate and engagement to emails sent to customers who are already familiar with the department. This convinced SDDCSS that Peachjar is an effective tool to reach out to potential new customers.

This may be an effect of their earned trust. Most parents are familiar with Peachjar as this company has been the primary, and in some cases, the only distributor of digital flyers to parents of school-aged children. Parents are therefore more familiar and comfortable with Peachjar emails as opposed to an email from an outside entity. Emails received from Peachjar are therefore seen as trustworthy and relevant to the parents and their children. Each school examines the content of each flyer; thus, parents know these flyers are from a reliable source. This approach helps to lower the barrier between SDDCSS and potential new customers who may not otherwise be receptive to a government agency reaching out to them directly.

Conversely, there are a few disadvantages that were discovered throughout this intervention. First, the approval process for each flyer takes quite some time and is also inconsistent. After SDDCSS selected the schools and submitted a flyer for distribution, each school still had to approve the flyer. The timing for each school varies. If the school approved the flyer, then it was sent directly to the parents. On average, it took 8 business days to send out the flyers to all schools during this intervention. Therefore, if there was a need to send out a flyer as a reminder for a certain event, this variable time delay would be a tremendous challenge.

Another disadvantage was that Peachjar limits the email recipient data. Peachjar does not have demographic information of the email recipients, such as the number of Spanish-speaking households. Thus, SDDCSS was not able to directly target to a specific population.

SDDCSS has also learned that Peachjar was not the only platform schools are using to disseminate information to parents. According to an interview with an elementary school teacher, schools use different platforms, such as Gmail, to directly communicate with parents, especially since Spanish-speaking parents tend to avoid anything written in English often due to a lack of fluency and/or literacy. For certain announcements, a direct email from a teacher or administrator may be more effective than one sent through a third party.

The disadvantages mentioned above were unforeseen before the intervention started and now that SDDCSS is aware of them, we will plan accordingly for the next email campaign(s).

4.2   NEXT STEPS

SDDCSS' goal to increase the number of new Spanish-speaking cases through email campaigns showed modest results. Thus, continuing efforts should focus on increasing the total number of child support cases. SDDCSS proposes a four-pronged approach: 1) Engage with a subset of predominantly Spanish-speaking schools and build a strong trusting relationship with their administration to promote the benefits of SDDCSS for their students and parents. With this trust, SDDCSS will achieve a buy-in affect for its informative flyers via Peachjar or another platform and more parents will likely be enticed to contact SDDCSS; 2) More advertisement of open-office resource fair events in Spanish-speaking communities to encourage Spanish-speaking custodial parents to attend. This would take advantage of the limited free time a low-income, non-native English speaker may have to utilize SDDCSS services; 3) Promote the implementation of a Spanish enabled LiveChat service to better serve this demographic; and 4) Continue to utilize social media accounts, such as Facebook, to run paid advertisements to increase customer engagement.

Another deficiency within the last two interventions was the lack of timely and actionable data. SDDCSS will investigate implementing Learn, Innovate, and Improve where the team could look at the data generated and make decisions for ongoing marketing campaigns on a monthly basis. To do this, solid data needs to be available. For example, SDDCSS would like to be able to track the links from advertisements. These links can be from email or social media where a potential customer goes to the SDDCSS website and tracks how long they stay on each page, etc. Likewise, when promoting LiveChat, SDDCSS would like to track the link to LiveChat, the language each customer used, and how long they interacted in LiveChat. There are many technical issues that are current barriers to getting this type of data, but in time they will be overcome, and digital media grant efforts can be improved.

5 WORKS CITED

1. Custom tabulation of 2018 1-year ACS PUMS data: https://data.census.gov/cedsci/table?q=total%20households%20&g=0500000US06073&hidePreview=false&tid=ACSDP1Y2018.DP02&vintage=2018
2. Granicus, 2018 Benchmark Report: https://granicus.com/blog/2018-benchmark-report-out-today/