

# **State of Georgia Customer Satisfaction Research Report**

**Prepared for  
Georgia Department of Early  
Care and Learning**

**July 2012  
Final Report**

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# Georgia Department of Early Care and Learning Customer Satisfaction Survey

For the past seven years, the Public Performance and Management Group at Georgia State University has conducted customer and employee surveys designed to help state agencies, programs, and institutions track and improve customer and employee satisfaction by better managing service quality for customers and the quality of the workplace for employees. Customer satisfaction is largely determined by customers' perception of service quality. Employee satisfaction is largely determined by employees' perception of the quality of the workplace. Georgia Department of Early Care and Learning (DECAL) can influence both customer and employee satisfaction by improving the quality of their experiences with the agency. Employee satisfaction is often correlated with customer satisfaction. Thus, improving employee satisfaction can contribute to improvements in customer satisfaction.

Working with the Public Performance and Management Group at Georgia State University, DECAL conducted both an employee and customer survey. This report provides findings from the customer satisfaction survey conducted in March 2012.

DECAL provided a list of customer email addresses and other related variables. These other variables focused on programs and service locations and were intended to provide the basis for grouping customers for analysis of subgroups.

**Table 1: Profile of the Respondents**

Program	N	Percent	Pre-K	N	Percent
Center	844	46%	No	1198	65%
Family	558	30%	Yes	648	35%
Group	45	2%	<b>Nutrition</b>		
Multiple <sup>1</sup>	8	0%	No	1376	75%
Other <sup>2</sup>	273	15%	Yes	470	25%
Unknown <sup>3</sup>	116	6%	<b>Quality Rated</b>		
			No	1612	87%
			Yes	234	13%

<sup>1</sup> Multiple means the same contact email was given for multiple program types in the licensing database, and therefore we could not positively identify the respondent with a single program type.

<sup>2</sup> Other means something other than a center, family or group and therefore a location not licensed by the department. These are mostly non-licensed locations (primarily public schools) that participate in the Pre-K program.

<sup>3</sup> Unknown means a contact for the nutrition program whom we were not able to match to a site in the licensing or Pre-K databases. They could be center, family, group, or not licensed, or they could be sponsoring agencies for the nutrition program and not represent any single location.

A total of 6908 customers were invited to complete an online survey; reminder emails were sent periodically during the data collection period and did improve response rate. A total of 1866 or 27% completed the survey. A profile of the respondents is shown in Table 1.

The survey was comprised of 12 questions, including four open ended questions to enable customers to comment more fully on their general impressions of DECAL, customer service, communications and any

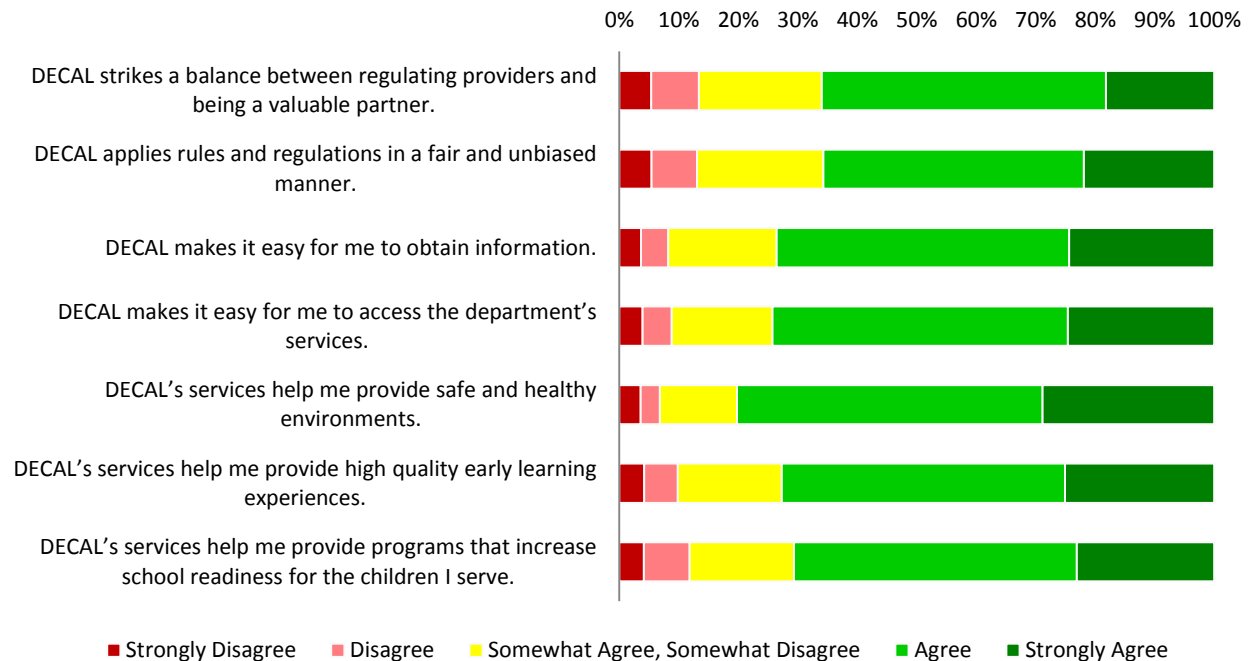
final comments at the end of the survey . Most of the scaled questions were multi-part questions measured on a 5 point scale anchored by agree/disagree or satisfaction/dissatisfaction scales. The survey measured customers’ general impressions of DECAL, customer service, communications, and satisfaction with the agency’s direction.

The results of the survey were quite favorable. Through years of experience conducting these types of surveys with a wide variety of organizations, the Public Performance and Management Group has clearly identified customer service as a core element of any customer satisfaction program. DECAL earned extremely high marks for customer service across the board and compares very favorably to other state agencies. Of particular note is DECAL's exceptional ability to address customers' concerns in a reasonable amount of time. Problem resolution is arguably the foundation of a good customer service program. **Timely** problem resolution is essential to a good customer service program, and DECAL's results exceed the most recent statewide results by 12 points (80% vs. 68%).

### Customers’ General Impressions of DECAL

Customers were asked to use a 5 point scale to respond to 7 statements about DECAL. The scale was anchored with the phrases Strongly Disagree (1) or Strongly Agree (5) and the mid-point (3) of the scale was anchored with the phrase Somewhat Agree, Somewhat Disagree. Figure 1 shows the distribution of responses across the 5 point scale. Table 2 displays this same data plus the combined percentage of respondents who agree or strongly agree with each statement, the number of respondents who answered “Don't Know / Not Applicable”, and the mean scores for each item.

**Figure 1: Customers’ General Impressions of DECAL (%)**



The combined percentage of respondents who answered Agree or Strongly Agree ranged from 66% on two items to 80%. These are excellent results as DECAL received its highest marks for helping customers provide a safe and healthy environment, easy access to the department’s services, easy access to information and for helping to provide a high quality learning environment. The lowest scores relate to DECAL’s role as a regulator.

**Table 2: Customers General Impressions of DECAL**

	Don't Know / Not Applicable (N)	Strongly Disagree %	Disagree %	Somewhat Agree, Somewhat Disagree %	Agree %	Strongly Agree %	Agree & Strongly Agree %	Mean
<b>DECAL strikes a balance between regulating providers and being a valuable partner.</b>	58	5	8	21	48	18	66	3.7
<b>DECAL applies rules and regulations in a fair and unbiased manner.</b>	31	5	8	21	44	22	66	3.7
<b>DECAL makes it easy for me to obtain information.</b>	20	4	5	18	49	24	73	3.9
<b>DECAL makes it easy for me to access the department’s services.</b>	29	4	5	17	50	25	75	3.9
<b>DECAL’s services help me provide safe and healthy environments.</b>	29	4	3	13	51	29	80	4.0
<b>DECAL’s services help me provide high quality early learning experiences.</b>	65	4	6	17	48	25	73	3.8
<b>DECAL’s services help me provide programs that increase school readiness for the children I serve.</b>	90	4	8	18	48	23	71	3.8

## Customer Perceptions of DECAL’s Customer Service

Customers used a 5 point agree/disagree scale to evaluate DECAL’s customer service on five items. The results are shown in Figure 2 and Table 3. The combined percentage of respondents who answered Agree or Strongly Disagree ranged from 73% to 82%. DECAL earned its highest marks for courtesy, timely problem resolution, helpfulness and for being well informed on topics of concern to customers. Timely problem resolution is an especially significant determinant of customer satisfaction and DECAL earned high marks in this area. Fully 80% of respondents agreed or strongly agreed that DECAL staff members with whom they dealt addressed their concerns in a reasonable amount of time. Mean scores ranged from 3.8 to 4.1.

**Figure 2: Customer Evaluation of DECAL's Customer Service Based on Experiences in the Past Year (%)**



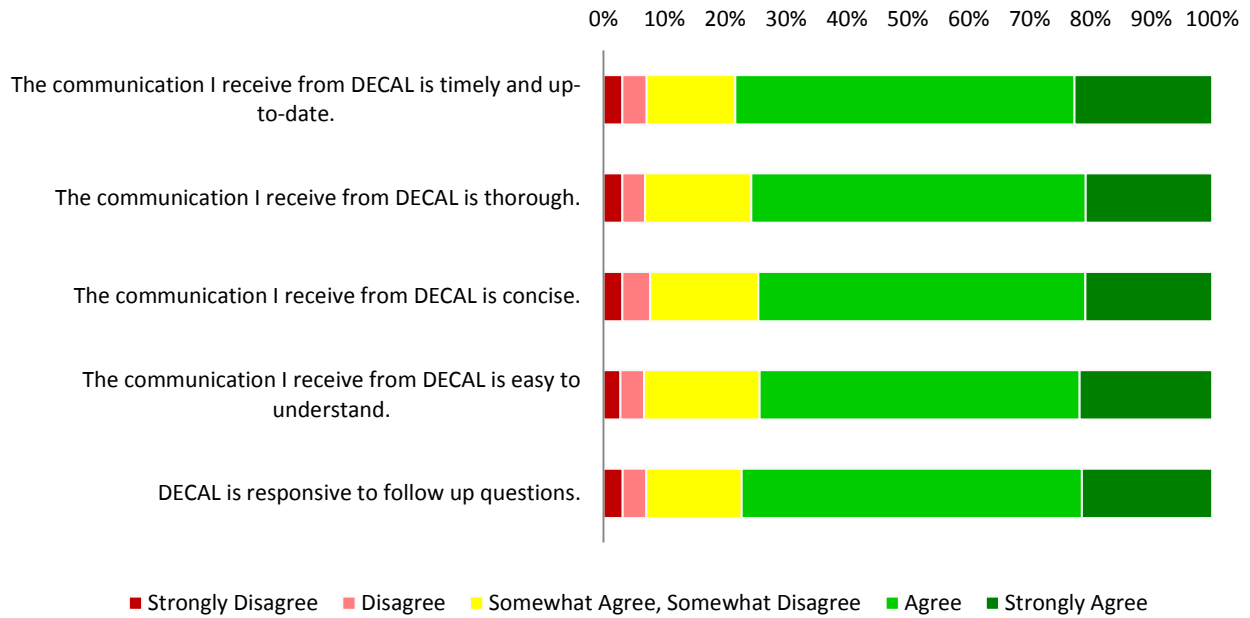
**Table 3: Customer Evaluation of DECAL's Customer Service Based on Experiences in the Past Year**

	Don't Know / Not Applicable (N)	Strongly Disagree %	Disagree %	Somewhat Agree, Somewhat Disagree %	Agree %	Strongly Agree %	Agree & Strongly Agree %	Mean
Contacting DECAL staff about my question or issue was easy.	115	4	6	16	46	27	73	3.8
DECAL staff with whom I dealt were well-informed on the topic I needed to discuss or the question(s) I needed answered.	93	3	5	15	46	31	78	4.0
DECAL staff with whom I dealt were courteous and polite.	78	3	2	12	45	38	82	4.1
DECAL staff with whom I dealt were helpful.	82	3	3	14	46	34	80	4.1
DECAL staff with whom I dealt addressed my concerns in a reasonable amount of time.	116	4	4	12	48	32	80	4.0

## Customer Perceptions of DECAL's Communications

Respondents also used a 5 point agree/disagree scale to evaluate DECAL's communications on five items. The results are shown in Figure 3 and Table 4. DECAL earned extremely high marks across the board. The combined percentage of respondents who answered Agree or Strongly Disagree ranged from 74% to 78%. DECAL earned its highest marks for timely, up to date communication and for being responsive to customers' follow up questions. DECAL earned a mean score of 3.9 on four items and 3.8 on the fifth item.

**Figure 3: Customer Evaluation of DECAL's Communications Based on Experiences in the Past Year (%)**



**Table 4: Customer Evaluation of DECAL's Communications Based on Experiences in the Past Year**

	Not Applicable (N)	Strongly Disagree %	Disagree %	Somewhat Agree, Somewhat Disagree %	Agree %	Strongly Agree %	Agree & Strongly Agree %	Mean
The communication I receive from DECAL is timely and up-to-date.	44	3	4	15	56	23	78	3.9
The communication I receive from DECAL is thorough.	44	3	4	17	55	21	76	3.9
The communication I receive from DECAL is concise.	40	3	5	18	54	21	75	3.8
The communication I receive from DECAL is easy to understand.	37	3	4	19	53	22	74	3.9
DECAL is responsive to follow up questions.	141	3	4	16	56	21	77	3.9

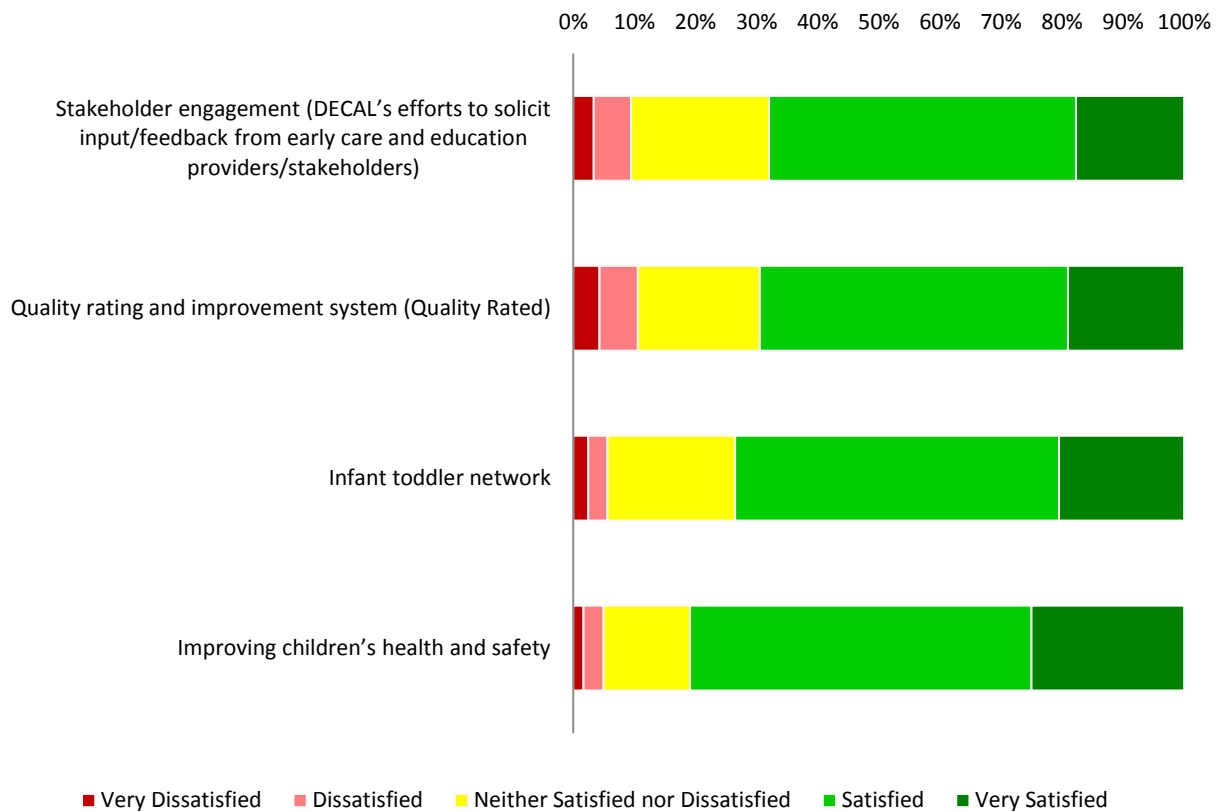


## Customer Satisfaction with DECAL’s Direction

Respondents also rated their level of satisfaction with DECAL’s direction using a 5 point scale where 1 means Very Dissatisfied, 3 means Somewhat Satisfied, Somewhat Dissatisfied and, 5 means Very Satisfied. Not Applicable was also a response choice. Respondents were asked about four agency initiatives. The findings are shown in Figure 4 and Table 5.

Respondents appear to be satisfied with the agency’s direction. The range for the combined percentage of satisfied or very satisfied responses was 68 to 81. Eighty one percent of respondents were satisfied or very satisfied with the initiative to improve children’s health, 73% with the infant toddler network, 69% with the quality rated improvement system and 68% with stakeholder engagement.

**Figure 4: Customer Satisfaction with DECAL’s Direction as Indicated through the Following Initiatives (%)**



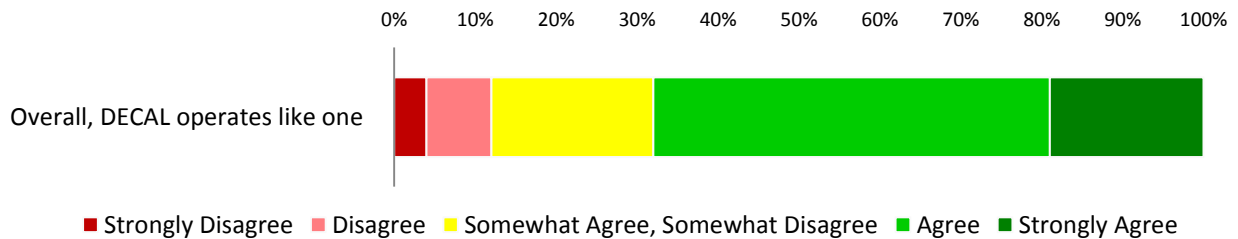
**Table 5: Customer Satisfaction with DECAL’s Direction as Indicated through the Following Initiatives**

	Don't Know / Not Applicable (N)	Very Dissatisfied %	Dissatisfied %	Neither Satisfied nor Dissatisfied %	Satisfied %	Very Satisfied %	Satisfied & Very Satisfied %	Mean
Stakeholder engagement	336	3	6	23%	50	18	68	3.7
Quality rating & improvement system	282	4	6	20	50	19	69	3.7
Infant toddler network	566	2	3	21	53	20	73	3.9
Improving children’s health & safety	133	2	3	14	56	25	81	4.0

### Customers’ Belief that DECAL Operates As One

Respondents were asked if they believe that DECAL operates as one and the results are shown in Table 6. About two thirds of respondents agreed or strongly agreed that DECAL operates as one. The mean score was 3.7.

**Figure 5: Customer Perception of whether DECAL operates like one**



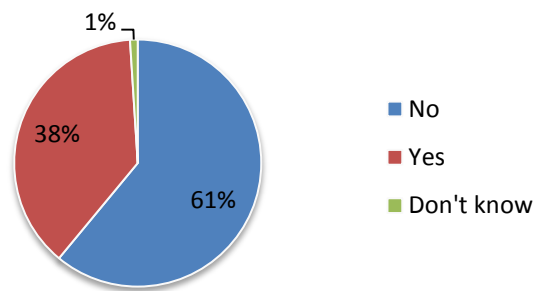
**Table 6: Customer Perception of whether DECAL operates like one**

	Don't Know / Not Applicable (N)	Strongly Disagree	Disagree	Somewhat Agree, Somewhat Disagree	Agree	Strongly Agree	Agree & Strongly Agree	Mean
Overall, DECAL operates like one	122	4	8	20	49	19	67	3.7

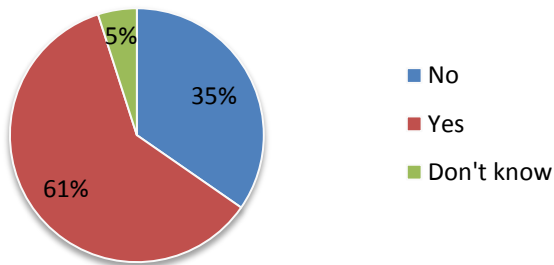
## Self Identification

Customers were asked to self-identify for some variables on the survey. The findings showed substantial discrepancies between the data provided by DECAL and customers' responses. DECAL deemed the agency data more accurate. Thus, it was chosen as the basis for grouping customers for the subgroup analyses. Respondents were asked to indicate if they are a Pre-K Program provider, if they provide meals through the federally funded Child and Adult Care Food Program (CACFP) and if they have applied to participate in Quality Rated, Georgia's tiered quality rating and improvement system. The results are displayed in Figures 6 through 8.

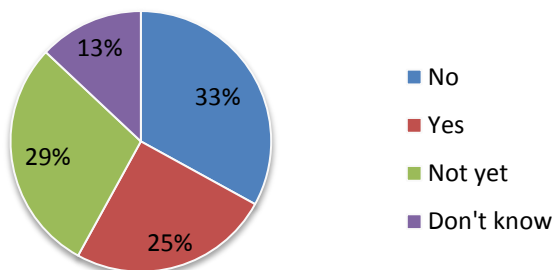
**Figure 6: Are you a lottery-funded Georgia's Pre-K Program provider?**



**Figure 7: Do you provide meals through the federally funded Child and Adult Care Food Program (CACFP)?**



**Figure 8: Have you applied to participate in Quality Rated, Georgia's tiered quality rating and improvement system?**



## Open-ended Questions

Answers to the open ended questions have been provided to DECAL in a .csv file with minimal editing per the instructions of the DECAL project manager. Following is a list of those questions.

Question 2 provided an opportunity for respondents to include additional comments relating to their general impressions of DECAL.

Question 4 asked respondents for additional comments relating to DECAL's customer service.

Question 6 asked respondents for additional comments relating to DECAL's communication.

Question 9 asked respondents for additional comments relating to DECAL in general.

## Mean Scores for Customer Subgroups

Several subgroups analyses based on programs and service locations were also completed. Programs were divided into four variables:

1. Program Type, which included six categories: Center, Family, Group, Multiple, Other, and Unknown
2. Pre-K
3. Nutrition
4. Quality Rated

Program Type was analyzed using comparative means testing with a Games-Howell post hoc test to determine whether differences between subgroups were statistically significant. The Games-Howell post hoc was used due to the variance in the number of respondents in each group (see Table 1). Results of these tests are shown in Tables 7-1, 8-1, 9-1, 10-1, and 11-1, representing questions one, three, five, seven, and eight, respectively.

For the remaining three programs, Pre-K, Nutrition, and Quality Rated, a simple means test was employed, with the F-test determining significance. The results of these tests are shown in Tables 7-2, 8-2, 9-2, 10-2, and 11-2, representing questions one, three, five, seven, and eight, respectively.

**Question 1: First we ask for your general impressions of DECAL. Respond to the following statements by selecting the option that best reflects your opinion.**

For question one, the significant differences among the subgroups were solely between the Center and Family groups. The Family group registered higher scores than Center in all but one area, with four of those differences being statistically significant at the 0.05 level (see Table 7-1, below).

**Table 7-1: Mean scores for Program Type**

	Center	Family	Group	Other	Unknown
DECAL strikes a balance between regulating providers and being a valuable partner.	3.5 <sup>a</sup>	3.8 <sup>a</sup>	3.7	4.0	3.9
DECAL applies rules and regulations in a fair and unbiased manner.	3.5 <sup>a</sup>	3.8 <sup>a</sup>	3.5	4.2	3.9
DECAL makes it easy for me to obtain information.	3.8	3.9	3.7	4.0	3.8
DECAL makes it easy for me to access the department's services.	3.8	3.9	3.8	4.1	3.8
DECAL services help me provide safe and healthy environments.	4.0	4.0	3.8	4.1	4.2
DECAL services help me provide high quality early learning experiences.	3.8 <sup>a</sup>	4.0 <sup>a</sup>	3.7	4.1	4.4
DECAL services help me provide programs that increase school readiness for the children I serve.	3.7 <sup>a</sup>	3.9 <sup>a</sup>	3.8	4.1	4.4

On a five point scale, where 5 was a favorable response while 1 was an unfavorable response. Superscripts indicate a significant difference between matching groups at the 0.05 level.

The Pre-K, and Nutrition groups also yielded a number of statistically significant differences, as shown in Table 7-2 below.

**Table 7-2: Mean scores for Pre-K, Nutrition, and Quality Rated Programs**

	Pre-K	Non-Pre-K	Nutrition	Non-Nutrition	Quality Rated	Non - Quality Rated
DECAL strikes a balance between regulating providers and being a valuable partner.	3.7	3.7	3.7	3.7	3.7	3.7
DECAL applies rules and regulations in a fair and unbiased manner.	3.8	3.7	3.7	3.8	3.7	3.7
DECAL makes it easy for me to obtain information.	4.0*	3.8	3.9	3.9	3.9	3.9
DECAL makes it easy for me to access the department's services.	4.0*	3.9	3.8	3.9	3.9	3.9
DECAL services help me provide safe and healthy environments.	4.0	4.0	4.1	4.0	4.1	4.0
DECAL services help me provide high quality early learning experiences.	3.9	3.9	4.0*	3.9	3.9	3.9
DECAL services help me provide programs that increase school readiness for children I serve.	4.0*	3.8	4.0*	3.9	3.8	3.9

On a five point scale, where 5 was a favorable response while 1 was an unfavorable response.

\* Indicates a significant difference between members and non-members of this group at the 0.05 level.

**Question 3: Now we ask that you evaluate DECAL's customer service based on your experiences in the past year. Respond to the following statements by selecting the option that best reflects your opinion.**

For question 3, there were no statistically significant differences among the means of the listed subgroups, as shown in Table 8-1 (below).

**Table 8-1: Mean scores for Program Type**

	Center	Family	Group	Other	Unknown
Contacting DECAL staff about my question or issue was easy.	3.9	4.0	3.8	4.7	3.8
DECAL staff members with whom I dealt were well-informed on the topic I needed to discuss or the question(s) I needed answered.	4.0	4.1	4.0	4.6	4.0
DECAL staff members with whom I dealt were courteous and polite.	4.1	4.2	4.1	4.7	4.3
DECAL staff members with whom I dealt were helpful.	4.1	4.2	4.0	4.6	4.1
DECAL staff members with whom I dealt addressed my concerns in a reasonable amount of time.	4.0	4.2	4.0	4.8	4.1

On a five point scale, where 5 was a favorable response while 1 was an unfavorable response. Superscripts indicate a significant difference between matching groups at the 0.05 level.

For question three, the mean scores for members of the Pre-K group were significantly higher on all five items. Nutrition members had mean scores that were significantly lower than the non-nutrition members. There were no statistically significant differences with the Quality Rated subgroup on any item. The results are shown in Table 8-2 (below).

**Table 8-2: Mean scores for Pre-K, Nutrition, and Quality Rated Programs**

	Pre-K	Non-Pre-K	Nutrition	Non-Nutrition	Quality Rated	Non - Quality Rated
Contacting DECAL staff about my question or issue was easy.	4.2*	4.0	3.9*	4.1	3.9	4.1
DECAL staff members with whom I dealt were well-informed on the topic I needed to discuss or the question(s) I needed answered.	4.2*	4.1	4.0*	4.2	4.0	4.2
DECAL staff members with whom I dealt were courteous and polite.	4.3*	4.2	4.2*	4.3	4.2	4.2
DECAL staff members with whom I dealt were helpful.	4.3*	4.1	4.1*	4.2	4.1	4.2
DECAL staff members with whom I dealt addressed my concerns in a reasonable amount of time.	4.3*	4.1	4.0*	4.3	4.1	4.2

On a five point scale, where 5 was a favorable response while 1 was an unfavorable response.

\* Indicates a significant difference between members and non-members of this group at the 0.05 level.

**Question 5: Now we ask that you evaluate communication with DECAL based on your experiences in the past year. Respond to the following statements by selecting the option that best reflects your opinion.**

As with question one, the significant differences in means for question five are between the Center and Family groups, with the Family group rating all five items higher.

**Table 9-1: Mean scores for Program Type**

	Center	Family	Group	Other	Unknown
The communication I receive from DECAL is timely and up-to-date.	3.9 <sup>a</sup>	4.0 <sup>a</sup>	3.9	4.2	3.9
The communication I receive from DECAL is thorough.	3.8 <sup>a</sup>	4.0 <sup>a</sup>	3.8	4.2	3.8
The communication I receive from DECAL is concise.	3.8 <sup>a</sup>	4.0 <sup>a</sup>	3.7	4.1	3.9
The communication I receive from DECAL is easy to understand.	3.8 <sup>a</sup>	4.0 <sup>a</sup>	3.8	4.2	3.8
DECAL is responsive to follow up questions.	4.0 <sup>a</sup>	4.2 <sup>a</sup>	4.0	4.6	4.0

On a five point scale, where 5 was a favorable response while 1 was an unfavorable response. Superscripts indicate a significant difference between matching groups at the 0.05 level.

For question five, the Pre-K group had statistically significant higher means than non-Pre-K for three out of five items. The Nutrition group had statistically significant lower means on three out of five items. The Quality Rated group showed no statistically significant differences on any item.

**Table 9-2: Mean scores for Pre-K, Nutrition, and Quality Rated Programs**

	Pre-K	Non-Pre-K	Nutrition	Non-Nutrition	Quality Rated	Non - Quality Rated
The communication I receive from DECAL is timely and up-to-date.	4.0	4.0	3.9*	4.0	3.9	4.0
The communication I receive from DECAL is thorough.	4.0*	3.9	3.9	4.0	3.9	4.0
The communication I receive from DECAL is concise.	3.9	3.9	3.9	3.9	3.9	3.9
The communication I receive from DECAL is easy to understand.	4.0	3.9	3.8*	4.0	3.9	3.9
DECAL is responsive to follow up questions.	4.2*	4.1	4.0*	4.2	4.1	4.1

On a five point scale, where 5 was a favorable response while 1 was an unfavorable response. \* Indicates a significant difference between members and non-members of this group at the 0.05 level.

**Question 7: Using a scale from 1 to 5 where 1 means Very Dissatisfied and 5 means Very Satisfied, rate your level of satisfaction with DECAL’s direction as indicated through the following initiatives.**

For question seven, Family had statistically significant higher means compared to Center on two of the four items. There were no other significant differences among the groups.

**Table 10-1: Mean scores for Program Type**

	Center	Family	Group	Other	Unknown
Stakeholder engagement (DECAL's efforts to solicit input/feedback from early care and education providers/stakeholders)	4.0 <sup>a</sup>	4.2 <sup>a</sup>	4.2	4.3	4.5
Quality rating and improvement system (Quality Rated)	3.9 <sup>a</sup>	4.1 <sup>a</sup>	4.1	4.5	4.5
Infant toddler network	4.4	4.3	4.3	5.4	4.9
Improving children's health and safety	4.0	4.1	4.1	4.4	4.5

On a five point scale, where 5 was a favorable response while 1 was an unfavorable response. Superscripts indicate a significant difference between matching groups at the 0.05 level.

For question seven, Pre-K had two significantly significant differences.

**Table 10-2: Mean scores for Pre-K, Nutrition, and Quality Rated Programs**

	Pre-K	Non-Pre-K	Nutrition	Non-Nutrition	Quality Rated	Non - Quality Rated
Stakeholder engagement (DECAL's efforts to solicit input/feedback from early care and education providers/stakeholders)	4.1*	4.2	4.1	4.2	4.1	4.2
Quality rating and improvement system (Quality Rated)	4.1	4.1	4.0	4.1	4.0	4.1
Infant toddler network	4.7*	4.5	4.5	4.6	4.4	4.6
Improving children's health and safety	4.1	4.2	4.1	4.1	4.1	4.2

On a five point scale, where 5 was a favorable response while 1 was an unfavorable response. \* Indicates a significant difference between members and non-members of this group at the 0.05 level.

**Question 8: Overall, DECAL operates like one department.**

As shown in Table 11-1, the only statistically significant difference was between Center and Family, with Family having the higher mean score.

**Table 11-1: Mean scores for Program Type**

	Center	Family	Group	Other	Unknown
Overall, DECAL operates like one department.	3.6 <sup>a</sup>	4.0 <sup>a</sup>	3.8	4.3	3.9

On a five point scale, where 5 was a favorable response while 1 was an unfavorable response. Superscripts indicate a significant difference between matching groups at the 0.05 level.

As shown in Table 11-2, Nutrition and Quality Rated showed a significant difference between members and non-members, with members having a lower mean score.

**Table 11-2: Mean scores for Pre-K, Nutrition, and Quality Rated Programs**

	Pre-K	Non-Pre-K	Nutrition	Non-Nutrition	Quality Rated	Non - Quality Rated
Overall, DECAL operates like one department.	3.8	3.9	3.7*	3.9	3.7*	3.9

On a five point scale, where 5 was a favorable response while 1 was an unfavorable response. \* Indicates a significant difference between members and non-members of this group at the 0.05 level.



## Taking Action

When you conduct a survey, you create an expectation among customers that you will act on the findings. Focus on a small number of high potential improvement targets. It may seem appropriate to select the items where you score lowest but often this is misleading. Focus on the items known to be key drivers of customer satisfaction. Among this group, choose the items where your scores are relatively low. These items should become your improvement targets because they have the highest likelihood of “moving the meter” on customer satisfaction.

You may want to assign responsibility for using the findings to make improvements to an existing group or create a new customer action team. The team will need to further analyze the survey findings and may conduct follow up interviews with a sample of customers. They may use several methods including focus groups and individual interviews.

The questioning should be focused on the items you selected as your improvement targets. For each item, ask customers what the survey items meant to them, what they would rate it now and why. Ask for specific examples that help you understand issues and problems from their perspective. Ask for possible solutions and help in crafting an improvement plan and timeline. Finally, ask customers how to measure progress.

# APPENDIX

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## 2012 DECAL Customer Survey

### General Impressions

1) First we ask for your general impressions of DECAL. Respond to the following statements by selecting the option that best reflects your opinion.

	Strongly Disagree	Disagree	Somewhat Agree, Somewhat Disagree	Agree	Strongly Agree	Don't Know / Not Applicable
DECAL strikes a balance between regulating providers and being a valuable partner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DECAL applies rules and regulations in a fair and unbiased manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DECAL makes it easy for me to obtain information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DECAL makes it easy for me to access the department's services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DECAL's services help me provide safe and healthy environments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DECAL's services help me provide high quality early learning experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DECAL's services help me provide programs that increase school readiness for the children I serve.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2) Please enter any additional comments about your general impressions of DECAL.

**Customer Service**

**3) Now we ask that you evaluate DECAL's customer service based on your experiences in the past year. Respond to the following statements by selecting the option that best reflects your opinion.**

	Strongly Disagree	Disagree	Somewhat Agree, Somewhat Disagree	Agree	Strongly Agree	Not Applicable
Contacting DECAL staff about my question or issue was easy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DECAL staff members with whom I dealt were well-informed on the topic I needed to discuss or the question(s) I needed answered.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DECAL staff members with whom I dealt were courteous and polite.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DECAL staff members with whom I dealt were helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DECAL staff members with whom I dealt addressed my concerns in a reasonable amount of time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**4) Please enter any additional comments about DECAL's customer service.**

**Communication**

**5) Now we ask that you evaluate communication with DECAL based on your experiences in the past year. Respond to the following statements by selecting the option that best reflects your opinion.**

	Strongly Disagree	Disagree	Somewhat Agree, Somewhat Disagree	Agree	Strongly Agree	Not Applicable
The communication I receive from DECAL is timely and up-to-date.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The communication I receive from DECAL is thorough.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The communication I receive from DECAL is concise.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The communication I receive from DECAL is easy to understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DECAL is responsive to follow up questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**6) Please enter any additional comments about DECAL's communication.**

**Agency Initiatives**

**7) Using a scale from 1 to 5 where 1 means Very Dissatisfied and 5 means Very Satisfied, rate your level of satisfaction with DECAL’s direction as indicated through the following initiatives.**

	Very Dissatisfied	Dissatisfied	Neither Satisfied nor Dissatisfied	Satisfied	Very Satisfied	Don't Know / Not Applicable
Stakeholder engagement (DECAL’s efforts to solicit input/feedback from early care and education providers/stakeholders)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality rating and improvement system (Quality Rated)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Infant toddler network	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improving children’s health and safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**8) Respond to the following statement by selecting the option that best reflects your opinion.**

	Strongly Disagree	Disagree	Somewhat Agree, Somewhat Disagree	Agree	Strongly Agree	Don't Know / Not Applicable
Overall, DECAL operates like one department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**9) Please enter any additional comments you’d like to make concerning DECAL.**

**Informational Questions**

**10) Are you a lottery-funded Georgia's Pre-K Program provider?**

- Yes
- No
- Not yet

**11) Do you provide meals through the federally funded Child and Adult Care Food Program (CACFP)?**

- Yes
- No
- Not yet

**12) Have you applied to participate in Quality Rated, Georgia's tiered quality rating and improvement system?**

- Yes
- No
- Not yet
- Don't know



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## **Public Performance and Management Group Project Staff**

**M. Christine Lewis** is a Research Consultant with the Public Performance and Management Group. Dr. Lewis is the lead researcher on several major projects at Georgia State University. Her research focuses on customer centered organizational change. Dr. Lewis helps organizations create value for customers, get fully recognized for the value they create, and get fully funded based on the value they create and the potential to enhance that value. She helps organizations adopt a customer focused approach to service improvement, service design and recovery from service failures. Dr. Lewis conducts research to determine the key drivers of customer and employee satisfaction for organizations so they can “move the meter” on satisfaction by targeting high impact improvement projects. She also conducts research with customers and employees to facilitate product and service design decisions and to help organizations understand how customers choose a specific brand. Dr. Lewis assists organizations with the development and execution of effective communication strategies, including the development of a brand identity, brand awareness and all aspects of brand management. She was previously employed by AT&T in strategic planning, market, sales and product management. She has served as a consultant to a variety of corporations, nonprofits and government organizations. She is also a former professor of Marketing at Wayne State University in Detroit, Michigan. Dr. Lewis holds a B.S. in Business Administration from the University of Nebraska and an MBA and Ph.D. in Business Administration from Michigan State University.

**Jack Strickland** is a Research Associate with the Public Performance and Management Group at Georgia State University. His design and presentation expertise has evolved from years in business consulting and public education. Jack currently holds a Master of Public Administration degree from Georgia State University and Bachelor of Arts degree in Sociology and History from Mercer University, and was a nominee for a Presidential Management Fellowship in 2009.





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## **The Public Performance and Management Group**

The Public Performance and Management Group (PPM) is an outreach unit of the Andrew Young School of Policy Studies at Georgia State University. We offer an array of services to assist public sector organizations in strengthening strategic and operational performance. Our core activities include executive level training and development; applied research, policy analysis and program evaluation; short or long term assistance with planning and performance improvement; and dissemination of effective public sector practices. *We emphasize real-world, evidence-based solutions that support public leaders' commitment to effective governance.*

PPM faculty and staff work in a wide range of local government, state agency, and non-profit organization settings. Activities are highly customized to reflect the philosophy and core values of public sector customers. Each member of PPM's faculty and staff possesses multiple years of experience in public management as well as university-based support to government agencies and programs. Examples of past customers include city and county governments; state and local advisory councils; community non-profit organizations; and grassroots advocacy organizations.

The Andrew Young School of Policy Studies at Georgia State University is the organizational home to PPM. The School creates and disseminates knowledge and methods that are highly valued by policy makers and leaders in the public and nonprofit worlds. Faculty members represent diverse professional backgrounds, and offer valuable specialties in public management, nonprofit administration, urban studies and economics. Faculty and research associates work in tandem with seven centers to provide technical assistance to more than 35 countries, as well as further our knowledge of domestic issues in health, transportation, and public finance, for example.