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Re: *Analysis of Findings: Wyoming Statewide Survey of 400 Adults*

Introduction & Methodology

the polling company™, inc. is pleased to present to the **Center for Education Reform** the results of a recent statewide telephone survey of 404 adults (aged 18+) in Wyoming.

The survey was fielded February 4-6, 2008 at a Computer Assisted Telephone Interviewing (CATI) phone facility using live callers. The sample was drawn utilizing a Random Digit Dial (RDD), where phone numbers were generated by a computer. This helped to ensure that every household in Wyoming with a landline telephone had an equal chance to be surveyed. Sampling controls were used to ensure that a proportional and representative number of adults were interviewed from such demographic groups as age, gender, race and ethnicity, and geographic region according to the latest figures available from the United States Census.

A total of 28 questions were posed to each respondent, including nine demographic queries. The final questionnaire was approved by an authorized representative of the **Center for Education Reform** prior to fielding.

This survey was conducted as the quantitative portion of a two-pronged research endeavor which commenced with two in-person focus groups in Jackson (September 17, 2007) and Cheyenne (October 29, 2007), Wyoming.

The margin of error is calculated at +/- 4.9% at the 95% confidence level, meaning that in 19 out of 20 cases, the results obtained would differ by no more than four point nine percentage points in either direction if the entire adult population statewide were to be surveyed. Margins of error for subgroups are higher.

Analysis of Findings

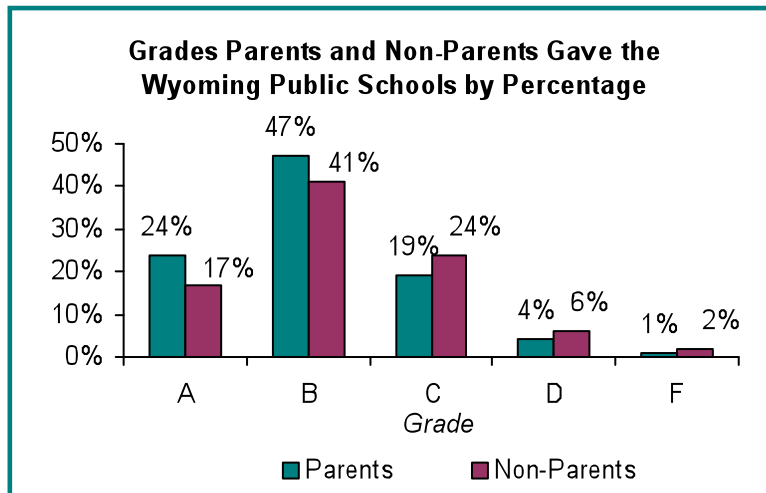
Wyoming Public Schools Could “B” Better.

To ease respondents into a conversation about the educational system in Wyoming, people were first asked to rank their local public schools on a typical student grading scale – A through F. The plurality (43%) gave their local schools a “B,” while 20% doled out an “A.” Another 22% deemed the institutions as average (“C”), and just 7% said they have either failed the children (“F” - 2%) or are in danger of doing so (“D” – 5%).

Students are often given the grades A, B, C, D, or F to denote the quality of their work. Suppose your local public schools themselves were graded in the same way. What grade would you give the public schools in Wyoming - A, B, C, D, or F?

20%	A
43%	B
22%	C
5%	D
2%	F
8%	DO NOT KNOW (VOL)
-	REFUSED (VOL)

- ❖ Men were more likely than women to give schools a “B” grade (46% vs. 40%), while women were slightly more generous in handing out the “As” (22% vs. 18%). Both sexes agreed on the appropriateness of according the local schools with a “gentleman’s “C.”
- ❖ Those aged 34-44 and 45-54, who are most likely to have children currently in or recently graduated from, the public schools in Wyoming, were more likely than any other age group to place local schools on the honor roll with an ‘A’ average.
- ❖ Parents were more likely than non-parents to give local schools an “A” or “B,” as illustrated in the nearby graph. These numbers are typical; as those who are voluntarily invested in a system are loathe to criticize it.



Substitute School?

The central argument of the charter school movement is the expansion of choices for public school students and their parents beyond the single, mandatory non-option to which they are assigned. The situations and circumstances that may compel a parent or guardian to actually remove a child from a school in search of a better alternative are varied. A number of such circumstances were tested in this survey as “thresholds” at which people would actually pull a child from their current school and transfer them to a different one.

Each interviewee was asked to evaluate each of five stand-alone hypothetical situations, which were rotated to avoid order bias. The following chart rank-orders the five from highest to lowest in terms of the number of respondents who would take action after learning that information about his or her school.

<i>Please think for a moment about the public schools in your area. For each of the following statements, please tell me how likely you would be to move a child out of his or her school if the statement was true.</i>						
	<i>Likely (net)</i>	<i>Very Likely</i>	<i>Somewhat likely</i>	<i>Unlikely (net)</i>	<i>Just a little likely</i>	<i>Not likely at all</i>
<i>The child feels unsafe while at school.</i>	78%	55%	23%	20%	7%	13%
<i>You are not able to communicate regularly with the teachers</i>	71%	39%	32%	26%	12%	14%
<i>The school building and facilities are not well-maintained or in need of repair.</i>	68%	29%	39%	29%	10%	19%
<i>The school is not meeting the standardized test score requirements set by the government.</i>	61%	28%	33%	35%	12%	23%
<i>The child is performing poorly academically.</i>	47%	18%	29%	45%	14%	31%

A feeling of physical jeopardy by the child was enough for more than three-quarters (78%) of those surveyed to move their child to a new educational institution. In fact, a majority (55%) was adamant about the decision (“very likely”).

Another situation beyond the control of parents, the inability to speak with teachers, was a deal-breaker for 7-in-10 of adults (71%). A similar number took physical disrepair as a sign of a poorly-performing (or unsafe) school, while 61% assumed if the school is failing to meet standardized test score requirements than the school is failing to meet its obligations to its students as well. Less than half of respondents (47%) would try out a new school if a child’s grade are not passing muster.

An examination of the cross-tabular results for each of the five situations revealed some distinctions worth noting:

	<i>Likely (net)</i>	<i>Not Likely (net)</i>
<i>The child feels unsafe while at school.</i>	78%	20%

Dangerous or hazardous conditions were enough for more than half (55%) of Wyomingites to say they would be “very likely” to relocate their youngsters, making this the top motivator for change tested.

Respondents more apt than most to be “very likely” find a new school for a child that felt like their life or liberty were being threatened included:

- ❖ Women more than men (58% vs. 52%)
- ❖ Residents of Park, Teton, Big Horn and other Northwestern counties (60% vs. 55%).
- ❖ Urban and suburban residents (61% Urban; 58% Suburban vs. 51% Rural).
- ❖ Newcomers to Wyoming (those with less than five years residency) were 10% more likely than long-time populace to find a new school (65% vs. 55%).

Those more apt to say they would be “not likely at all” to change schools because of bullies or other perilous conditions included:

- ❖ Those aged 55-64 and 65+ (both 23%)
- ❖ People that “bookend” the financial spectrum, i.e., those earning less than \$30K per year and those earning \$90,000 or more (21% and 19% respectively).

	<i>Likely (net)</i>	<i>Unlikely (net)</i>
<i>You are not able to communicate regularly with the teachers</i>	71%	26%

More than seven-in-ten (71%) would be likely to substitute a new school if they couldn’t get in touch with “the teach” easily and on a regular basis.

Those very likely to head for a new school and more communicative teachers included:

- ❖ 18-34 year olds (for whom even regular email correspondence might suffice)
- ❖ Residents living in the Northwestern and Southeastern areas of the state
- ❖ Long-term but not native, residents (16-25 and 26-30 years) of the Equality State
- ❖ Those who live in a household that earns \$70,000-\$90,000 annually

Those who did not place a premium on inability to communicate as a threshold situation for transfer included:

- ❖ Seniors
- ❖ Southwest region residents
- ❖ Newcomers (with less than 5 years of Wyoming residency)

	<i>Likely (net)</i>	<i>Unlikely (net)</i>
<i>The school building and facilities are not well-maintained or in need of repair.</i>	68%	29%

Nearly three-in ten respondents (29%) were “very likely” to find a new school if the structure itself was crumbling and an additional 39% were “somewhat likely.” Nearly one-fifth (19%) said such a situation would make them “not likely at all” to find a new school.

Wyomingites “very likely” to desire a school in good physical repair included:

- ❖ Women were 8% more apt than men to say “very likely” (33% vs. 25%)
- ❖ Younger people (18-34 year olds)
- ❖ Southwest and Southeast residents
- ❖ Those earning less than \$50K per year

	<i>Likely (net)</i>	<i>Unlikely (net)</i>
<i>The school is not meeting the standardized test score requirements set by the government.</i>	61%	35%

Six-in-ten of those surveyed said that a failure to pass minimum requirements as set forth by the government would compel them to seek something different and better for their children. Another 35% disagreed that it would be enough to make the move.

Those “very likely” to transfer a child due to the school’s poor test scores included:

- ❖ Residents of Sweetwater, Carbon, Lincoln and other Southwestern Wyoming counties (40% compared to 28% overall).

Those “somewhat likely” include:

- ❖ Those aged 45-54 (39% vs. 33% overall)
- ❖ Central Wyoming residents, which included Fremont and Natrona countries, were 6% more likely than average respondents (39% vs. 33%).

Those unlikely to move their kids to a new school because of sagging scores included:

- ❖ Elderly residents (65+), who were 13% more likely than 18-34 year olds (18%) to keep kids put. Of course, the former group is also less likely to have children in school at the time, and the latter group, more likely.

	<i>Likely (net)</i>	<i>Unlikely (net)</i>
<i>The child is performing poorly academically.</i>	47%	45%

Less than stellar grades was the least likely reason across the board for parents to move their kids to a new school. Wyoming residents were split on this issue.

Those more likely than most to transfer a child who wasn't performing well included:

- ❖ 18-34 year olds.
- ❖ Southwestern Wyomingites (28% vs. 18% who are "very likely")

Those least likely to change their child's curriculum due to poor performance were:

- ❖ Those aged 35-44 and 45-54.

Wyoming Residents Fail a Simple Quiz on the Nature of Charter Schools

Switching gears and delving into the topic of charter schools, respondents were asked to choose one of four options to correctly define a charter school. Nearly one-third of Wyomingites got it right, with 32% saying a public school.

The remainder either guessed incorrectly or refused to answer altogether (18%). Specifically, 34% said charters are “private” schools, 6% thought they were magnets, and 8% insisted that the charter of charters was religious or parochial.

These results were similar to focus group findings in Cheyenne, as illustrated in the nearby chart. Half of the group participants said charters were public, while the remaining seven said private. However, no one in the Cheyenne group selected either magnet or religious, which differs from the results found in the statewide survey.

The focus group results in Jackson, Wyoming were more positive, as illustrated in the second chart. There, roughly two-thirds classified charters as public schools, and only one out of nine believed them to be private. However, a whopping five of nine thought they were magnet schools.

Awareness may be low because there are currently just two charter schools operating in all of Wyoming, amid 379 public schools in the state – according to the National Center for Educational Statistics. During the 2005-2006 school year, those schools served 84,409 students, with a 12.6:1 student-teacher ratio.¹

- ❖ Women were more likely than men to admit that they do not know what a charter school is (21% vs. 16%).

How would you classify charter schools—as (ROTATED) public schools, private schools, religious/parochial schools, or magnet schools?

34% PRIVATE
 32% PUBLIC SCHOOL
 8% RELIGIOUS/PAROCHIAL SCHOOL
 6% MAGNET SCHOOL
 1% OTHER (VOL)
 18% DO NOT KNOW (VOL)
 1% REFUSED (VOLUNTEERED)

HOW WOULD YOU CLASSIFY CHARTER SCHOOLS? (MULTIPLE RESPONSES ACCEPTED)	
CHEYENNE, WY FOCUS GROUP, OCTOBER 2007	
PUBLIC	7 OUT OF 14
PRIVATE	7 OUT OF 14
MAGNET	0 OUT OF 14
RELIGIOUS	0 OUT OF 14

HOW WOULD YOU CLASSIFY CHARTER SCHOOLS? (MULTIPLE RESPONSES ACCEPTED)	
WYOMING DISCUSSION GROUP, SEP- TEMBER 2007	
PUBLIC	6 OUT OF 9
PRIVATE	1 OUT OF 9
MAGNET	5 OUT OF 9
RELIGIOUS	2 OUT OF 9

¹ <http://nces.ed.gov/programs/stateprofiles/sresult.asp?mode=short&s1=56>

Knowledge that a charter school *is* a public school was highest among:

- ❖ 35-44 year olds (38%) and 55-64 year olds (39%)
- ❖ Northeast (35%) and Southeast (36%) residents
- ❖ People who consider themselves an “Independent” politically (43%)
- ❖ Those earning less than \$30K a year (36%)
- ❖ Folks who gave their local public school an ‘A’ (36%)

People more likely to think charters are private schools included:

- ❖ Those aged 18-34 (41%)
- ❖ Central and Southeastern residents (39% and 37% respectively)
- ❖ Those with less tenure in the Equality State – those with less than 5 years (42%) or 5-15 years living on the plains (41%)
- ❖ Those who still have kids under 18 at home (37%)
- ❖ Mid-range earners (\$30-50K) (42%).

Learning the 1, 2, 3’s of Charter Schools.

After hearing what was likely their first introduction to charter schools, more than three-fourths (76%) of respondents supported – either strongly or somewhat – allowing communities to form the public institutions. This was more than four times the 18% who were against the creation of these new schools. [See nearby textbox for precise wording as presented to each respondent].

Unmistakable majorities of men, women, and voters of all ages, regions, incomes, and political stripes affirmed that they would support charter schools in Wyoming when presented in this fashion.

Do you support or oppose allowing communities to create new public schools - called charter schools - that would be held accountable for student results and would be required to meet the same academic standards/testing requirements as other public schools but not cost taxpayers any additional money?

<u>76%</u>	<i>TOTAL SUPPORT (NET)</i>
48%	<i>STRONGLY SUPPORT</i>
28%	<i>SOMEWHAT SUPPORT</i>

<u>18%</u>	<i>TOTAL OPPOSE (NET)</i>
9%	<i>SOMEWHAT OPPOSE</i>
9%	<i>STRONGLY OPPOSE</i>

6%	<i>DON'T KNOW (VOL)</i>
1%	<i>REFUSED (VOL)</i>

Strong supporters of charter schools in response to this question were:

- ❖ 35-44 year olds (54%)
- ❖ 55-64 year olds (55%)
- ❖ Southwest (54%) and Central (52%) Wyoming residents
- ❖ Democrats (51%)
- ❖ Wyoming newbies (55%) and natives (51%)
- ❖ People who think charters are magnet schools (58%)

Groups that were open to the notion but that need some more convincing that charter schools are a good addition to the Wyoming public school system (i.e., those who “somewhat oppose”) were:

- ❖ 45-54 year olds (14%)
- ❖ 16-25 year residents of Wyoming (14%)

There were only a few demographic groups more likely than most to “strongly oppose” charter schools, and they included, and even majorities of them were highly likely to support charters in Wyoming:

- ❖ Republicans (12%)
- ❖ Those who think charters are religious institutions (13%)

Please note that the total number of people who either “strongly” or “somewhat” oppose charters was only 71. The percentages in the preceding section represent few actual people, even when the percentages seem large.

Parents want to take charge of their child’s education.

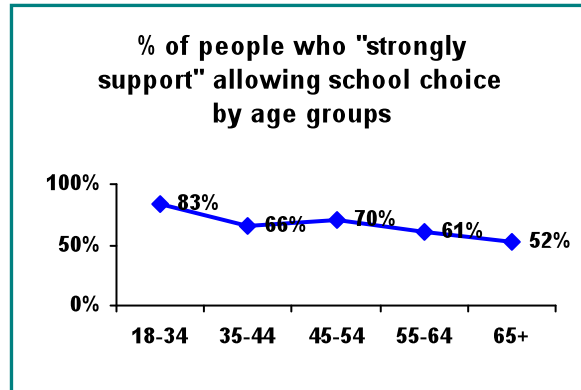
More than two-thirds of respondents (68%) also supported allowing parents the power to choose from a number of different public schools for their children. This embrace of greater choice was 44 points greater than the 24% who thought children should attend the school to which they are assigned.

- ❖ Women endorsed this expansion of options much more so than men (73% vs. 64%).
- ❖ People living in Central Wyoming were 9% more likely than average to want this brand of academic freedom (77% vs. 68%), and 13% more likely than those living in Southeastern or Northwestern Wyoming (77% vs. 64% (both)).

Currently, children attending public schools are assigned to the school they attend by the school district based on where they live. Some have suggested that parents should have the option to send their children to a number of different public schools, with no additional cost, based on which is the best match for the child. Which do you believe is better: assigning children to one public school based solely on where they live or allowing the parent to choose from a number of public schools?

68%	<i>A NUMBER OF DIFFERENT SCHOOLS</i>
24%	<i>ONE SCHOOL</i>
6%	<i>DEPENDS/UNSURE/DON'T KNOW (VOL)</i>
1%	<i>REFUSED (VOL)</i>

- ❖ As illustrated in the nearby graph, as the age of a respondent increased, his or her support for allowing parents to choose from a number of different public schools decreased.
- ❖ **A tri-partisan majority supported allowing parents to choose the best school for their children**, namely: Independents (71%), Democrats (71%) and Republicans (62%).



- ❖ Those who are newer to the state having lived there for less than five years) were 20% more likely than old-timers (natives and those with 30+ years of residency) to want choices with regards to their children’s education (84% vs. 64%).

Wyoming Residents Back Holding Teachers Responsible for the Academic Achievements (or Lack Thereof) of Their Students.

Next, the survey probed respondents on whether or not they would support a compensation system that would reward teachers according to student performance. Upon hearing this description, 62% would support the measure, with the plurality “strongly” doing so. However, more than one-third opposed it, with more than two-in-ten “strongly opposed.”

Do you support or oppose considering student performance when deciding how to compensate teachers? Under this plan, a teacher whose students actually perform well would receive a higher salary and additional financial reward?

62%	<i>TOTAL SUPPORT (NET)</i>
36%	<i>STRONGLY SUPPORT</i>
26%	<i>SOMEWHAT SUPPORT</i>
34%	<i>TOTAL OPPOSE (NET)</i>
13%	<i>SOMEWHAT OPPOSE</i>
21%	<i>STRONGLY OPPOSE</i>
4%	<i>DON'T KNOW (VOL)</i>
-	<i>REFUSED (VOL)</i>

- ❖ Men were 7% more likely than women to get behind a pay for performance school (39% vs. 32%).
- ❖ Nearly half of Southwestern Wyoming citizens (49%) “strongly” supported the idea as well.
- ❖ Parents were 6% more likely than those who do not have children under 18 at home to champion performance pay at charter schools.
- ❖ A majority of people in all political parties support pay scales based on student/teacher accomplishments, with just one point (a rarity in modern public policy) separating members of the two major political parties (65% Democrats, 64% Republicans, 59% Independents).

A Penny for Your [Charter School] Thoughts.

Participants were also asked to rate the appeal of two aspects of charter schools: their “no new taxes” nature and codified accountability standards.

As the box to the right demonstrates, fully 71% of Wyoming adults said that knowing that funding charter schools does not require an additional check to Uncle Sam or Cheyenne would make them more likely to support charter schools. In fact, **unmistakable majorities of men, women, and voters of all ages, regions, incomes, and political stripes affirmed that the lack of an extra cost to taxpayers would make them more likely to endorse charters.** By comparison, only 22% said that they would be *less likely* to support charter schools knowing this.

Charter schools do not cost taxpayers any additional money – the tax dollars they already pay simply follow the student from the traditional public school to the charter school.

**70% TOTAL MORE LIKELY
(NET)
37% MUCH MORE LIKELY**

- ❖ **Tri-Partisan Support:** A majority of Republicans (73%), Independents (71%), and Democrats (62%) admitted the attractiveness of the fact that the “cost of admission” to charters demands no extra tax dollars.
- ❖ Respondents in the lowest income bracket (<\$30K) were four points more likely than those in the highest income bracket (\$70K+) to be more likely to support them (75% vs. 71%).
- ❖ Wyomingites aged 65 and older and self-identified Democrats were all more likely than the average to say this argument would make them less likely, but even there only topped out at 32%.

In another question, two-thirds of survey respondents across Wyoming (66%) lauded the fact that they operate on a performance contract and can be shut down for failing to achieve their goals. And 28% disagreed, saying they would be less likely to support charters knowing this. Similar hesitation was revealed in the focus group held in Jackson in September, where some participants were unnerved by the notion that underperforming schools could be “closed down.” This would be unwelcome, they reasoned, in a state with only a handful of charters to begin with AND limited (or no) options in the public school system in some areas.

Charter schools are on a performance contract and can be closed down at any time for failure to meet the terms of the contract without having to go through a lengthy government process.

**66% TOTAL MORE LIKELY
(NET)
35% MUCH MORE LIKELY**

- ❖ Those aged 55-64 were much more likely than any other age groups to back schools with a performance contract. (75% compared to 60% of 65+ year olds, 63% of 35-44 year olds).

Other groups apt to defend charters included:

- ❖ Residents of the western counties in Wyoming. North westerners (67%) and South westerners (77%) a more likely to give “props” to the performance contract than their counterparts in the Eastern and Central parts of the state.

- ❖ Rural Wyomingites were 10% more likely than their suburban counterparts and 15% more likely than urbanites to perk up toward charters due to the performance contract.
- ❖ *During the focus groups conducted in 2007, participants in Cheyenne said the most positive fact about charter schools is their commitment to excellence via the performance contract. However, this was not appealing to participants in Jackson.*

Equal School Rights in the “Equality State”

In the last section of the survey, respondents were asked three questions about existing Wyoming charter school laws.

First, they were asked who should have to power to authorize charter schools – either the local school board (the current rule) or other outside groups. Nearly 6-in-10 (59%) felt that additional parties should be welcome to the table to approve or deny the creation of charters. A significantly smaller number (33%) backed the current “home rule” that vests exclusive authority in the local school board.

The Wyoming state law says that only local school boards can authorize the creation of a charter school. Do you feel that this power should be limited to this one group or should other groups have the authority to approve the creation of charter schools?

- 33% ONLY LOCAL SCHOOL BOARDS SHOULD HAVE THE POWER
- 59% OTHER GROUPS SHOULD HAVE THE AUTHORITY
- 7% DON'T KNOW/UNSURE (VOL)

- ❖ Women were 5% more likely to see the wisdom in broadening the spectrum of charter authorizers (62% vs. 57%).
- ❖ Party lines had little impact on multiple authorizers. For example, 34% of Republicans and 35% of Democrats think only local boards should have the power, and 59% of conservatives and liberals alike think other groups should have the authority.

States such as Arizona, Idaho and Colorado have set up separate boards or commissions that are responsible for authorizing charter schools. These groups do not have direct ties to the school district. Would you be more or less likely to support a candidate who proposed developing this same type of system in Wyoming?

- 51% MORE LIKELY TO VOTE FOR
- 35% MORE LIKELY TO VOTE AGAINST
- 13% DON'T KNOW/UNSURE (VOL)
- 1% REFUSED (VOL)

Participants were then read a statement about nearby states highlighting the differences between their charter school laws and Wyoming's (*see nearby text box*).

After hearing this, respondents were asked whether they would be more or less likely to support a candidate who wanted to develop a similar program in Wyoming. A slim majority – 51% said they would be “more likely” to vote for this person, however, 35% said they would be “more likely to vote *against*” this person. Thirteen percent did not know or were unsure.

Those more likely to vote for a candidate that supports separate authorizing boards included:

- ❖ People aged 18-34 (64%)
- ❖ Southwestern Wyomingites (56%)
- ❖ Adults with children under 18 still at home (60%)
- ❖ Republicans more likely than Democrats (53% vs. 45%).

People most likely to vote against a candidate who wants to take sole approving powers away from the local school board included:

- ❖ Men more than women (38% vs. 32%).
- ❖ People who do not have any children at home (39%).

When asked if Wyoming should create additional charter schools, respondents overwhelmingly voted “Yes!” Sixty-two percent supported the idea, more than double the 27% who rejected the idea. Only 11% were uncertain or ambivalent, suggesting that Wyoming residents care about the issue and respond to facts and figures about charters in the state.

- ❖ Men were 4% more likely than women (29% vs. 25%) to say “no” to additional charter schools in Wyoming.

Other groups more likely to want to leave the public school system as is included:

- ❖ People who identify themselves as a Republican (32% vs. 27% overall)
- ❖ Respondents without kids at home (31% vs. 27% overall).

Currently there are three charter schools operating in Wyoming and one, called the Cheyenne Classical Academy, has recently applied and been denied by the local school board. In your opinion, should the Wyoming public school district create public charter schools as a way to expand the options available to parents and children?

62% YES, THE SCHOOL DISTRICT SHOULD CREATE ADDITIONAL CHARTER SCHOOLS
27% NO, THE SCHOOL DISTRICT SHOULD NOT CREATE ADDITIONAL CHARTER SCHOOLS
9% DON'T KNOW/DEPENDS/UNSURE (DO NOT READ)
2% REFUSED (DO NOT READ)

On the other hand, however, people more likely to want more charter schools, and thus, more educational choices, were:

- ❖ People who identify themselves as a Democrat (65% vs. 58% of Republicans)
- ❖ People that would like to see many groups responsible for charter authorization rather than centralizing it with the local school board (70%).

Conclusions & Strategic Recommendations

- ❖ ***There is room for improvement in Wyoming's public schools.*** More than 4-in-10 respondents only doled out the average grade of a 'B' for the educational systems, while about two-in-ten gave the system either an 'A' or a 'C.' Charter schools create competition, and as such, are likely to invigorate the entire school system and would benefit all residents of the Equality State. It will be important to tread lightly when reaching out to parents who are already invested in the state's public school system and presently rate it higher than those without kids. **The core message is not so much that Wyoming public schools are sub-par, but that charter schools could be better and at the very least, expand the number of options that parents and students have to obtain a quality education.**
- ❖ ***Wyoming residents need to undergo a crash course on charters, as only 32% could correctly identify them as "public" schools.*** With only two charter schools currently operating in the state, it is no surprise that most Wyomingites don't know much about the schools. It is up to the pro-charter groups in the state to arm them with the facts, figures, and anecdotes necessary to get them on board. **Specifically, educate them about the fact that that charters will not cost any extra taxpayer money, that students must pass the same government-mandated standardized tests as other public school students, and that charters are subject to performance contracts that mean – unlike with conventional public schools – they can be closed for failing to meet standards conducive to providing children with a quality education.**
- ❖ ***Unmistakable majorities of men, women, and voters of all ages, regions, incomes, and political stripes affirmed that they would support charter schools in Wyoming.*** While there was some "dissension in the ranks" in all demographic areas, the greater part of the Equality State thinks the time for charters is now. **Democrats, women, and younger (18-34) adults were all especially likely to back the formation of charters and should be specifically targeted by pro-charter groups in Wyoming. And tri-partisan majorities of Democrats, Independents and Republicans all parties consistently agreed with the major tenets and the possible implications of charter schools.**

- ❖ *The demand for “choice’ is ripe and unmistakable; message this as a child-centric modification that expands rather than retracts the number of options available to students and the number of authorizers vested with the power to create more charters in Wyoming.* A slim majority (51%) of survey respondents backed additional charter school authorizers in Wyoming – and would be more likely to vote for a candidate who could make this change a reality. While conservatives were more likely than liberals to vote for a candidate who supported separate, non-district affiliated boards, Democrats were more likely than Republicans to support allowing parents to choose – regardless of location – the best school for their child. **Unify political parties by showing that both are seeking the same goals – more school choice through easier access to charter schools. It isn’t a partisan issue so much as a critical achievement for Wyoming’s public schoolchildren.**