Community partnerships are powerful in direct proportion to the strength of the relationships that have been forged. The partnership network that has been devised among Indiana University-Purdue University Indianapolis, the George Washington Community High School, and the local community defines the relational qualities needed to make sustainable changes within the high school.

3

George Washington Community High School: Analysis of a partnership network

Robert G. Bringle, Starla D. H. Officer, Jim Grim, Julie A. Hatcher

INCREASINGLY COLLEGES AND universities are becoming more civically engaged in their local communities. This community engagement is recognized as a valuable dimension of higher education fulfilling its civic role. In addition, this engagement holds potential for improving teaching and learning, as well as scholarship and research. Yet understanding the benefits of such engagement to communities is an underresearched area within the domain of engagement. Two major areas can be studied in terms of understanding the value of civic engagement for communities: (1) changes in outcome measures that are associated with quality

of life in communities, such as a decrease in teenage birth rates or an increase in reading scores, and (2) the relationships that emerge and develop between community and campus.

Typically this relationship is described as "campus-community," "community-campus," or "university-school" in the case of higher education and K–12 schools. Each of these phrases assumes that two entities comprise the relationship. From our collaborative work over the past decade to improve educational opportunities in our community, we now recognize and value the strength and rewards of a network of relationships.

In this article, we expand the notion of the campus-community partnership perspective by describing a network of relationships between and among four stakeholders: the university, the school, community organizations, and residents. We then analyze the unique partnership between Indiana University-Purdue University Indianapolis (IUPUI) and George Washington Community High School (GWCHS) in terms of how it has developed qualities of a relationship that are desirable in civic engagement work.

## *Community-campus partnerships*

One way of assessing civic engagement is for a campus to count the number of campus-community programs that exist. As important as this may be for benchmarking the status of civic engagement, it is vital to shift the focus from the quantity to the quality of such relationships. Developing better campus-community relationships is viewed as one of the basic building blocks for universities to improve civic engagement work by universities.[1] Furthermore, Cruz and Giles recommend as a remedy for the paucity of community-focused research "that the university-community partnerships itself be the unit of analysis."[2] But how can these relationships, specifically between a university and a K–12 school, be studied, and how can the quality of the relationship be assessed?

At the most general level, we propose that four clusters of constituencies can be differentiated for analyzing university-school relationships: the school, the university, the residents of the community, and community organizations, such as businesses, nonprofits, and government agencies. Each of these entities plays an important role in transforming schools to improve the academic success of youth. Accordingly, there are six relationships that exist among these four constituencies (Figure 3.1).

The term *partnership* is sometimes used in the most generic sense to describe interactions between entities; it is also used to denote interactions that possess particular qualities. At a national Partnership Forum, convened by Portland State University in March 2008, representatives of community organizations and higher education discussed the term *partnership*.[3] The ideas proffered were summarized in the following statement:

Partnerships develop out of relationships and result in mutual transformation and cooperation between parties. They are motivated by a desire

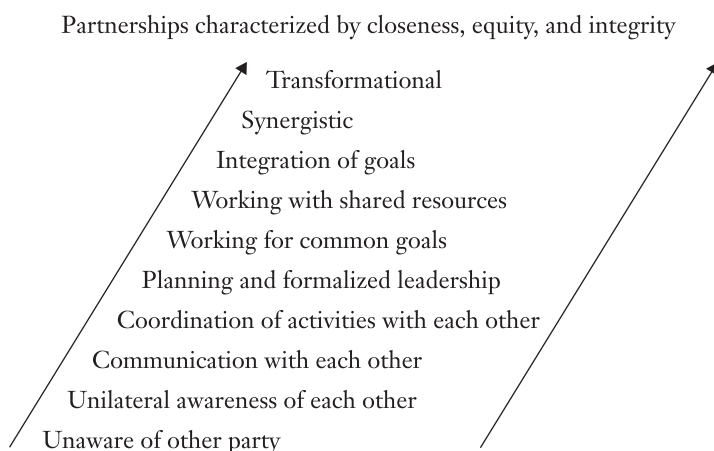**Figure 3.1. Network of six relationships**
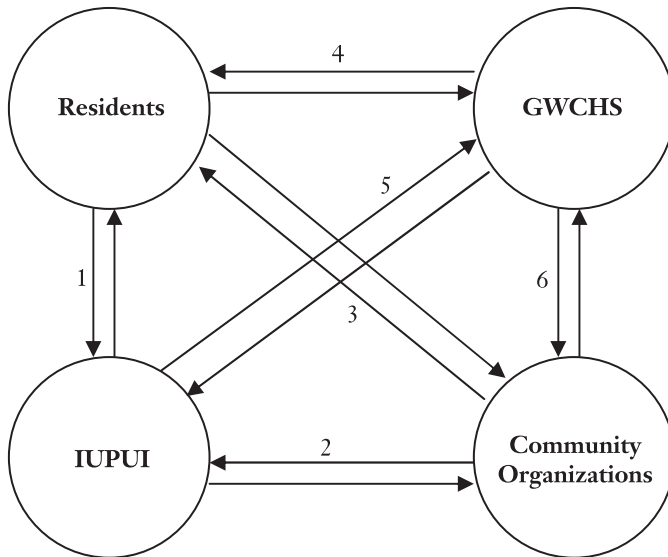
to combine forces that address their own best interest and ideally result in outcomes greater than any one organization could achieve alone. They create a sense of shared purpose that serves the common good.[4]

For this analysis, we use the term *relationship* to refer to personal interactions between people and *partnership* to describe a particular subset of relationships that is characterized by three qualities: closeness, equity, and integrity (see Figure 3.2). Thus, a campus or a school may have a number of relationships with outside entities, but there may be only a limited number of partnerships because not all relationships become partnerships.

History of the GWCHS-IUPUI partnership

Only a narrow river separates the IUPUI campus from the Near Westside Indianapolis community. However, the bridges that connect this urban research campus of more than thirty thousand students with its neighbors to the west are both real and symbolic. Relationships between IUPUI and the Near Westside have taken years to develop, yet their strength gives support for a number of

Figure 3.2. Types of relationships

Partnerships characterized by closeness, equity, and integrity

Transformational
Synergistic
Integration of goals
Working with shared resources
Working for common goals
Planning and formalized leadership
Coordination of activities with each other
Communication with each other
Unilateral awareness of each other
Unaware of other party

faculty, staff, students, and community residents to cross back and forth between the campus and community. This collaboration is best illustrated at GWCHS, a public school within a mile of the campus. The very existence of GWCHS is an achievement of this campus-community partnership.

Historically, George Washington High School had reflected the educational and civic heart of the Near Westside of Indianapolis. Residents of this largely working-class area, comprising three distinct and diverse neighborhoods, took pride in the historical, and often family, legacy of the school. The school was closed in 1995, as were all elementary schools in the area, as the Indianapolis Public School (IPS) system was forced to consolidate schools as enrollment fell. The residents united to fight against the closure but lost their case before the IPS School Board.

At about the same time, the IUPUI Office of Neighborhood Partnerships (ONP) was established by the campus to build long-term strategic partnerships with the Near Westside community. Through early conversations and an asset-mapping of the community in 1996, ONP and community representatives identified education of youth as one target for joint activity. Due in part to activities for a Department of Housing and Urban Development Community Outreach Partnership Center (HUD-COPC) grant, a public forum convened community residents, staff from ONP, and community organizations. The highest priority that was expressed in forging the campus-community collaboration was reestablishing public schools in the Near Westside. The goal would be to focus initially on secondary schools and then on elementary schools.

IUPUI, *residents, and community organizations*

The grassroots activities to reestablish public schools on the Near Westside created new relationships between the campus, residents, and community organizations that had not previously existed (see relationships 1, 2, and 3 in Figure 3.1). As a result of the forum, residents of the community, representatives from

community organizations, and faculty and staff from IUPUI formed the Westside Education Task Force (WETF). Since its inception in 1996, the WETF has organized forums, coordinated study circles, conducted surveys of educational needs and interests of residents, and collaborated with IPS staff and the superintendent to identify ways to improve educational opportunities for residents in the Near Westside. Facilitated by ONP, these activities have brought community residents, representatives from community agencies, and IPS staff together to create a vision for a community-oriented school in the neighborhoods.

Thus, the WETF became a formal structure for establishing relationships among IUPUI, the residents, and staff from community organizations before any school existed in the neighborhood. After a team of representatives visited schools in Louisville, Boston, and New York City, the WETF proposed that any school that reopened in the Near Westside neighborhoods should have the capacity to be an integral part of the community by providing a broad range of services for students, their families, and the larger community. WETF members thought this could be accomplished most successfully through implementation of a community school model. This model promoted strong partnerships between the school, social service providers, parents, and the community to provide a network of services and for the schools to become the center of community life.

Before George Washington reopened in fall 2000, the principal, teachers, and other educators met with parents, neighborhood leaders, community organizations, university staff and faculty, service providers, and faith-based representatives to plan how a community-focused school would operate. Parents and community residents played a key role in defining this, and they modeled a collaborative, participatory, and democratic approach to decision making. Although George Washington originally opened as a middle school, high school grades were added following the 2000–2001 school year, one year at a time. As a result, the school officially changed its name to George Washington Community High School. In 2006, Wendell

Phillips School 63 was opened in the Near Westside as a community elementary school.

The school and the university

For the past eight years, GWCHS has collaborated with IUPUI to provide mutually beneficial relationships and programs for GWCHS and IUPUI students, faculty, and staff (see relationship 5 in Figure 3.1). Many of these activities have been generated through the IUPUI Center for Service and Learning, a centralized unit on campus that encompasses four offices: Neighborhood Partnerships, Service Learning, Community Work-Study, and Community Service. For example, America Reads and America Counts tutors provide free tutoring in reading and math to youth through school-based and after-school programs. Each year, the Sam H. Jones Community Service Scholarship program places between fifteen and twenty-five college students in after-school programs and college readiness programs offered as part of the social studies curriculum. College students coach cheerleading, assist the school nurse, conduct fitness classes, provide tutoring, offer art classes, and serve as athletic trainers. School personnel believe that the mere presence of college students in the school building has contributed immensely to the increased rate of graduates continuing on to post-secondary education.

In addition to coordinating the HUD-COPC activities that focused on educational issues, financial literacy, and health initiatives, ONP serves as a catalyst for linking other campus units with GWCHS and the Near Westside. As active participants in community forums organized through the Great Indy Neighborhoods Initiative, ONP staff keep an up-to-date list of neighborhood priorities in education, youth involvement, health, and civic engagement. A faculty development program, Community Fellows, involves six faculty from IUPUI in a year-long faculty learning community focused on developing new community partnerships in

the Near Westside. The schools of Education, Nursing, and Physical Education have developed comprehensive programs at GWCHS through preservice and service-learning classes.

Annually, approximately seventy-five IUPUI students, faculty, and staff work with GWCHS, an estimated value of more than $300,000 to the school. This work is consistent with the university's commitment to civic engagement as an integrated part of the campus mission. Involvement at GWCHS provides an opportunity for college students to receive hands-on experience with students, teachers, administrators, and other partnering agencies. College students are able to work within a thriving set of community resources in one of the most poverty-stricken communities in Indianapolis. In doing so, they have an opportunity to have an impact on the future development of the community by assisting GWCHS students and their families with education. The college students serve as role models, and as they share their stories with high school students, they provide encouragement for them to continue into postsecondary education. The experiences shape their civic commitments and confirm their career choices. The return on investment is equally valued by both partners.

GWCHS and community residents

GWCHS representatives along with ONP staff collaborated in the Near Westside Great Indy Neighborhoods Initiative, a neighborhood strategic planning activity (see relationship 4, Figure 3.1). More than 150 residents, many new to neighborhood engagement, participated in these activities. The planning resulted in several resident-driven committees working to improve neighborhood issues such as a business association, education, housing, health, and public safety. Most recently, with funding from the Indiana Campus Compact, a "Listening to Communities Dialogue" was convened by ONP staff at the neighborhood library. GWCHS students participated and contributed to conversations that will enhance neighborhood work. In partnership with IUPUI, GWCHS now offers fitness and nutri-

tion services to students, parents, and the broader community in a newly created wellness center. Nursing and physical education students staff the wellness center, which provides low-cost access for residents. The Fit for Life fitness program now draws 145 community residents who work out in the wellness center. In addition, two centers for working families are located in the geographical area surrounding GWCHS. These centers educate the community on the importance of addressing financial literacy.

Since GWCHS opened, it has been effective in both reaching out to the community residents and inviting them into the school. By hosting community events such as family nights, meals, and health fairs, having a community meeting room available for free use, and providing access to a swimming pool and wellness center, GWCHS has reestablished itself as a hub for the neighborhood. In 2005, a survey of a hundred Near Westside households identified the schools as the greatest neighborhood asset. This is indicative of a relationship between the school and community residents that has increased in closeness, is viewed as mutually beneficial, and has integrity by demonstrating common concern for improving the neighborhood.

GWCHS and community organizations

Over the past eight years, extensive relationships have emerged between the GWCHS and community organizations (see relationship 6 in Figure 3.1 and Table 3.1). GWCHS has relationships with more than fifty businesses, organizations, neighborhood groups, and service providers (including IUPUI) that have resulted in programs and services valued at more than $2 million annually for students, their families, and residents. The presence of a thriving school has also contributed to the economic revitalization of the West Washington Street corridor. Buildings that were once boarded up are now thriving businesses ranging from banks and bakeries to health care providers and restaurants. This growth, paired with community planning, has resulted in the development

Table 3.1. Examples of GWCHS partnerships with community organizations

Community Organization	Activity
Indy Parks and Recreation	Manages the swimming pool, providing lifeguards and swimming instructors for school day physical education and after-school programming, evening and weekend public swimming and classes.
Young Audiences of Indiana	Provides a series of arts workshops for students in after-school hours that include theater, African drums, original music production, and art created from neighborhood service-learning cleanup projects.
LaPlaza Community Organization	Offers TuFuturo programming to help Hispanic students navigate college financial aid, standardized tests, and entrance applications, and weekly programming for middle school girls and their mothers, as well as boys and their fathers.
Indianapolis Urban League	Mentors ninth- and tenth-grade African American and Latino students in Project Ready to help ensure high school graduation and postsecondary learning with two on-site mentors that meet twice weekly during the school day and extended hours.
ACE Mentoring	Provides high school students project-based mentoring focused on architecture, engineering, and construction technology careers, culminating with a spring design project the student team presents to a public forum of hundreds.
Hawthorne Community Center	Coordinates activities including after-school tutoring and homework assistance, community service projects, swimming, life skills development, Peace in the Streets, and antitobacco and drug prevention.
Midtown Community Mental Health Services	Provides three full-time counselors for students and their families with access to specialist treatment and medications during school days and extended hours for the convenience of GWCHS families.
Marion County Probation Officer	On-site service for Westside youth on probation, reporting a 70 percent decrease in the GWCHS total since relocating here three years ago.
Neighborhood Centers for Working Families and the Indianapolis Neighborhood Housing Partnership	Offers parents and adults monthly workshops on family budgets, mortgage payments, purchasing and maintaining a home, and critical employment skills. Workshops are offered in conjunction with monthly GWCHS Family Nights, which include dinner, games, and prizes, free of charge, to promote parent-school engagement in a social setting.

of a new Westside business association. The community school model has been effective because of the investment of these many organizations.

The extent of this success is facilitated on a daily basis by a full-time community school coordinator, a professional staff position who is responsible for coordinating a diverse set of activities between the school and community organizations. For instance, Midtown Community Health provides on-site mental health counseling, which is now viewed as a seamless part of the school services. Hawthorne Community Center provides after-school programming at GWCHS to all seventh and eighth graders from the neighborhood. The Community Advisory Council provides a forum to engage and connect new and existing partners; staff and faculty from IUPUI participate on this advisory council. The school's investment in developing lasting relationships is a long-term commitment of the teachers and key administrators. These relationships provide a means for not only strengthening the community connections of GWCHS but also developing long-term partnerships among community organizations.

Qualities of partnerships

Three qualities are posited as being indicative of partnerships: closeness, equity, and integrity. The quality of closeness is conceptualized as ranging from "unaware of the other party" through "transformational" (see Figure 3.2). In relationship theory, closeness is a function of three components: frequency of interaction, diversity of interaction, and strength of influence on the other party's behavior, decisions, plans, and goals.[5] Although simply being aware of another person or entity (for example, a policeman or a government regulatory agency) can influence one's behavior (following the regulations, for example), the more typical case takes place when influence occurs through personal interaction. Frequency of interactions is an important but incomplete index of closeness. Parties who do many different types of activities together

are closer than parties who interact just as frequently but always do the same activity. Thus, relationships are closer when they have a diverse basis of interacting with each other, that is, when they grow beyond the original focus (such as student placements in a service-learning class), identify additional projects and diverse activities on which to work, and develop a broader network of relationships for collaboration.

In addition to frequency and diversity of interactions, relationships that demonstrate interdependency, bilateral influence, and consensual decision making are even closer. These relationships are characterized by a transition from a tit-for-tat pattern of appraising personal outcomes according to one's own gains (a transactional basis) to a consideration of joint outcomes, a communal attitude, and accommodation that supports mutual trust and a long-term perspective.[6] The highest order for these interactions is when they result in the merging, growth, and transformation of the entities that share a common fate.[7]

The quality of equity, a second dimension of the relationship, raises the issue that the contributions and outcomes of interactions will be quantitatively and qualitatively different for each party, and the standards against which they are appraised will be unique for each party. Equity theory posits that even when the inputs and outcomes are unequal, when outcomes are perceived as proportionate to inputs and those ratios are similar, a relationship is satisfying. Helping interactions are inherently asymmetrical and inequitable in that someone with resources is often helping someone who lacks that resource;[8] thus, one party invests disproportionally more and one party receives disproportionally more. In general, transformational partnerships reflect equity in that both parties view the interactions as fair and demonstrate growth in ways that are uniquely meaningful to each. Thus, equity is a more reasonable and practical aspiration for civic engagement activities than is equality.[9] Equity highlights newer models of civic engagement that are not just working "to and for" communities, but rather are working "in and with" communities toward mutually satisfying goals and reciprocal interactions. Thus, campus-school relationships that are

equitable are more egalitarian and reciprocal, with both parties giving and receiving.

A third quality of partnerships is integrity. Morton argues that relationships lack integrity when they are paternalistic, self-centered, produce negative consequences, create dependencies and false expectations, and leave others tired and cynical.[10] In contrast, relationships with high levels of integrity possess "deeply held, internally coherent values; match means and ends; describe a primary way of interpreting and relating to the world; offer a way of defining problems and solutions; and suggest a vision of what a transformed world might look like."[11]

The degree of integrity could vary across each of the six relationships identified in Figure 3.1. Although the types of relationships portrayed in Figure 3.2 can vary on integrity and equity, we posit that the closer the relationship is, the greater the integrity and equity, with transformational relationships always having high degrees of equity and integrity.

Prior to the opening of GWCHS, an evaluation of IUPUI activities in the Near Westside neighborhoods, based on interviews with key community leaders and residents, provided evidence that the relationship between the campus and community was growing closer during this period. Virtually all respondents recognized a greater level of interaction between the Near Westside and IUPUI as a result of HUD-COPC activities (mean = 4.62 on a 5-point response scale). One respondent described weekly, if not daily, contact between neighborhood leaders and IUPUI faculty and staff. Thus, frequency of interactions was higher. Almost all community respondents agreed that the Near Westside and IUPUI had jointly participated in multiple types of activities over the past year (4.32 out of 5.00). Some of the collaborative activities mentioned were tutoring programs, job and health fairs, grant writing, and community meetings. Thus, diversity of interactions had also increased. A more neutral position was taken in answer to inquiries about evidence of the Near Westside and IUPUI influencing each other's functioning (3.32 out of 5.00). In addition, some respondents felt that the community benefited more than the university did (that is,

the interdependency was asymmetrical) at this stage of the relationship. Most respondents believed that IUPUI and the Near Westside had been able to discuss difficult issues with each other during the past three years (4.30 out of 5.00). There was also a sense that openness had increased over time and that meaningful progress had been made.

At that time, two themes emerged regarding ways IUPUI should work to improve its relationship with the Near Westside. The first was that the university needed to demonstrate commitment to the partnership with the community beyond the scope of past activities. The second was that the community needed to clarify its needs and consider whether the university was well suited to contribute to them. Some respondents observed that the community sometimes changed its position midway through a project, contributing to dissatisfaction with outcomes.

There has been growth in the relationship between IUPUI and the Near Westside, and much of this growth has been simulated by the opening of GWCHS. The success of the GWCHS-IUPUI partnership inspired GWCHS staff to develop new ways to engage youth in the community, including service-learning classes and service events, and the community in GWCHS. IUPUI has also helped secure funding for community programs in financial literacy and health promotion. The achievements are communicated to GWCHS parents and neighborhood residents through school press releases, local community newspapers, and reports at community meetings like the community advisory council and the WETF. The partnership and continued need to inform more people has also prompted ONP to develop an e-newsletter that informs the campus and community stakeholders about the work by the partnership.

The development of these interactions between IUPUI and GWCHS over time has reflected more frequent and more varied activities; however, it is probably the case that IUPUI has been more involved in the life of GWCHS than GWCHS has been in the life of IUPUI. Nevertheless, both share a genuine concern for educating youth and creating opportunities for the entire commu-

nity to be engaged in growth and development activities in ways that reflect mutually held values and goals. Most programs have been developed from conversations among the stakeholders. One community leader notes that the partnership works on the Near Westside because everyone is bringing and taking away something. She equates the partnership to a potluck dinner: each person brings one dish, and by the end of the meal, each walks away full. This illustration demonstrates the diversity of ideas as well as the commitment that partners bring to the partnership.

The impact of the collaborations between GWCHS and IUPUI has been significant. For example, 88 percent of the 2007 graduating class went on to postsecondary education, including some to IUPUI, exceeding local and national norms. Jim Grim, the community school coordinator and learning communities initiative director, said:

The Sam H. Jones Community Service Scholars from IUPUI serve as important role models in addition to the invaluable information they present to our students about college and its quality-of-life benefits. We would not have had 80 percent of our first graduates in 2006 and 88 percent in 2007 go into postsecondary education had it not been for the ongoing presence of IUPUI service students at Washington. Our success is the direct result of IUPUI's commitment to service learning and we are grateful for it.

College students have been inspired by the partnership with the school as well. One IUPUI Fugate Scholar, a scholarship instituted by the university in 2006 to support student involvement at the school, said, "I am proud to speak about my entire George Washington experience. The fact that we are able to be positive role models is great just with our presence, but the fact that we're able to convey the message about furthering their education is the most important issue we're addressing."

This mutually beneficial partnership continues to have a positive impact on youth development and academic achievement. Ninety-one percent of the 2008 graduating class pursued postsecondary education. According to documentation provided to the Community Advisory Council, there has also been a noticeable increase in attendance and math and science standardized test scores.

Conclusion

In analyzing the dimensions of the GWCHS-IUPUI partnership, we have proposed a network that identifies four constituencies (campus, school, community organizations, residents) and six relationships among them. Furthermore, three dimensions are posited to reflect the quality of relationships that have developed into partnerships: closeness (a function of frequency of interactions, diversity of interactions, and interdependency), equity, and integrity. Evidence has been presented that bears on the quality of the six relationships in the case of GWCHS. Prior to the opening of GWCHS, the relationships among IUPUI, residents, and community organizations were developing with evidence of increasing and diverse interactions, and common purpose reflected in the importance of enhancing educational opportunities in the community through IUPUI's civic engagement in the Near Westside neighborhoods. Although all of these relationships might not have been symmetrical, they were appraised as beneficial and equitable. Furthermore they were developing qualities of high integrity. Residents; staff from community centers, public school administration, and other community organizations; and IUPUI representatives were working together in a concerted way to meet the challenge of having no schools in the neighborhoods, forging a common vision of opening schools, and developing strategies for working toward a solution. Thus, there was clear evidence that they were working with one another and with an integration of purpose. Furthermore, partnerships (not just relationships) were being established.

When GWCHS opened, the network of existing partnerships contributed to the development of the school as a community school. With strong school leadership and the active leadership of the WETF and representatives from IUPUI and the community, CWCHS was able to thrive within this well-functioning network of partnerships and build new working relationships between GWCHS and the other three sets of constituencies. The evidence that is presented supports the conclusion that the relationships between GWCHS and IUPUI, residents, and community organizations are close, reciprocal partnerships with integrity.

Several indicators point to how the high quality of these partnerships has contributed to the growth of the constituencies. GWCHS was awarded the Inaugural National Community School Award by the National Coalition for Community Schools in 2006 and was recognized by the KnowledgeWorks Foundation of Cincinnati, Ohio, in 2004 as "one of the nation's best examples of a school as center of community." In 2008, the U.S. Department of Education notified GWCHS partners that they were one of ten community schools, and the only one in the Midwest, to be awarded $2.4 million over the next five years in the nation's first federal full-service community schools funding authorized by Congress. A community organization, Mary Rigg Neighborhood Center, which employs the GWCHS community school coordinator, will serve as fiscal agent on behalf of the extensive collaborating partnerships. The federal funding expands support services for GWCHS students, families, and residents, particularly after school and on weekends. The grant also includes a five-year evaluation led by IUPUI's Center for Urban and Multicultural Education and recognizes GWCHS as a model for school-community partnerships that will be replicated at three additional community high schools in IPS.

In the near future, the partners hope to secure funding for a graduate student from the School of Social Work to assume an intermediary role as community school coordinator at Wendell Phillips Elementary School 63, thus replicating the GWCHS model. The Near Westside received a Great Indy Neighborhoods Initiative (GINI) grant to aid with resident-based community planning, including education. Finally, the students at GWCHS have shown growth that leads us to conclude that this model of engagement has an impact on the academic achievement and overall development of youth. In the past three years, the school has documented a 70 percent decline in the percentage of students required to see the on-site probation officer. Youth involvement has increased in community service, including the establishment of the Key Club, participation of over eighty youth in Make a Difference Day, procurement of a Youth as Resources grant by young people who adopted a nearby park, and participation of youth in the GINI quality-of-life planning and implementation.

The partnership with GWCHS has significantly contributed to the ability of IUPUI to be an engaged campus. Through continued communication between staff in the Center for Service and Learning and community leaders in the Near Westside, new programs are easily discussed and implemented, demonstrating the integrity of the partnership. As a priority partner, GWCHS is the host site for many new programs. This partnership has prompted IUPUI to become involved in larger national and global conversations on engaging universities in underresourced neighborhoods. The civic engagement work in communities, including work in the Near Westside and with GWCHS, has been the basis for numerous recognitions to the campus, among them the Presidential Award for Community Service, the Carnegie Foundation Classification for Community Engagement, the Saviors of Our City award, recognition in *Colleges with a Conscience*, and *US News and World Report* recognition for service-learning each year since 2002.

Although this analysis has focused on the four cardinal points and the six relationships among them in Figure 3.1, this is nevertheless a simplistic approach to understanding the complexity of university-school partnerships. First, many of the activities draw in representatives from more than two of the cardinal points, transcending the dyadic characterization. Second, each cardinal point can be elaborated. For example, GWCHS has had an influence on other schools in IPS, serving as a resource and a model for other schools to become community schools. Because of the activities in the neighborhood since GWCHS opened, there have been additional unique collaborations between and among community organizations as they have worked together on activities. Resident involvement in GWCHS has spawned involvement in other educational initiatives such as charter schools and strategic planning in health, safety, and other areas. The GWCHS Alumni Association is now active in bringing community support to the school, and neighborhood residents have a swimming pool, a wellness center, and a community meeting room available for free use. Finally, the GWCHS-IUPUI partnership has resulted in the formation of an IUPUI P-16 council to coordinate campus work with other schools in Indianapolis and

central Indiana. The GWCHS community school coordinator is an active member of this council. Thus, there has been growth in the individual missions of the major constituencies through the development of strong partnerships, and this growth has strengthened their roles with similar constituencies.

Jacoby differentiates between relationships that are merely transactional and those that are transformational.[12] Transactional relationships are instrumental in design, focused on accomplishing bounded tasks in a way that benefits everyone; transformative relationships "invite the possibility that . . . joint work" may well change individuals, relationships, and organizational contexts as new questions are considered, problems are redefined from new perspectives, identities and meanings are challenged and reconstructed, and new possibilities are envisioned. Transformational "partnerships have the ability not to just get things done but to transform individuals, organizations, institutions, and communities." Our analysis of the six relationships that have resulted from the GWCHS-IUPUI collaboration suggest that each of them has moved from relationship to partnership because they are close, equitable, and high in integrity. The analysis of this case study of GWCHS suggests that its work with IUPUI, residents, and community organizations has not only transcended the transactional but may indeed be a transformational network for change.

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