A Transformational Civic Engagement Partnership: GWCHS and IUPUI

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Broad Background

- University-Community Partnerships
- University-School Partnerships
- School-Community-University Partnerships
  - “University assisted”
ISSUES OF PARTNERSHIPS

- Neglect of partnerships
- “Relationships” vs. “Partnerships”
- Relationships that are “technocratic” and transactional (“what do we each get out of it”) vs. transformational and reciprocal
- Campus-Community relationships that are expert-oriented models
- Campus-Community: Unit of Analysis
- Outcomes must be “equal”
Figure 2. Different Types of Relationships

- Unilateral awareness
- Unaware
- Communication with
- Coordination with
- Convener of
- Working for
- Working with
- Integration
- Synergistic
- Transformational
- Partnership
SOFAR Model of Partnerships

Transactional

- Short-Term
- Project Based
- Limited, Planned Commitments
- Work Within Systems
- Maintain Separate Identities
- Accept Institutional Goals

➤ Each Benefits
Transformational

- Long-Term, Indefinite
- Issue Based
- Dynamic, Open Commitment
- Create New Systems
- Create New (or Merged) Identities
- Critically Examine Goals

➢ Each Grows
RECIPROCAL, DEMOCRATIC RELATIONSHIPS

- FAIR & EQUITABLE (NOT NECESSARILY EQUAL)
- INCLUSIVE
- PARTICIPATORY

--Saltmarsh
Democratic Partnerships

Harkavy & Hartley, 2009
• Three-way partnership: Indiana University, Purdue University, & City of Indianapolis

• Metropolitan campus: 30,000 commuting students

• Mission: Teaching, Research, and Civic Engagement

• Professional education and community-based instruction and research

• Indiana’s Public Urban Research Campus
Near West School Closings
History of Partnership
1995 – 1998

• Community and campus identify opening schools as a high priority

• IUPUI Office of Neighborhood Resources is established by IUPUI’s Chancellor

• Community Outreach Partnership Center (COPC) Grant Awarded from the US Department of Housing and Urban Development (HUD)

• Westside Education Taskforce (WETF) is established
Bryk, Sebring, Allensworth, Luppescu, & Easton, 2010

- Examined 200 turnaround schools in Chicago
- Five factors that are necessary and sufficient for producing academic gains
  - Collaborative Leadership (inclusive, empathy, integrity)
  - Instructional Guidance (introduction of math)
  - Professional Capacity (innovation, improvement, quality of teaching)
  - Learning Climate
  - Authentic Parent/Community Engagement
Bryk et al.’s Results

• Analyses demonstrate that if these are strong, schools are 10 times more likely to show academic gains than if they are weak.
• Analyses also concluded that strong leadership base was the driver of the other four factors.
• Strong leadership was the catalyst of change and influenced the learning climate of the school and the other factors.
• “We know of not even one case of sustained school improvement in Chicago where local [school] leadership remained chronically weak” (p. 199).
GWCHS: Alternative Model

• Authentic parent and community involvement was the driver for the other four
• Re-opening of GWCHS was a grassroots community initiative → WESCO Educational Taskforce
• Taskforce shaped the vision of GWCHS as a community school, with IUPUI as a key partner
• Collaborative leadership was also important
Partnership Model
Partnership Model

Residents

GWCHS

IUPUI

Community Organizations

WETF
History of Partnership Continued…
2000 – 2010

- In 2002, School Board approves the addition of high school grades, responding to community input

- In 2003, IUPUI America Reads tutoring expands

- In 2003, IUPUI Daniel J. Fugate Scholarship created in memory of WETF leader

- In 2005, launch of IUPUI Fit for Life wellness program operated by service learning students

- In 2006, opening of Wendell Phillips School 63

- In 2006, launch of Learning Communities Initiatives funded by USA Funds

- In 2007, Near West & West Indianapolis Great Indy Neighborhoods Initiatives begin

- In 2008, launch of IUPUI Community Partner Scholars & Faculty Community Fellows programs

- In 2010, 21st Century Learning Center Grant for Decatur Middle School
CCPH: Authentic Partnerships

- Transformation at multiple levels:
  - **Personal transformation**, including self reflection and heightened political consciousness
  - **Institutional transformation**, including changing policies and systems
  - **Community transformation**, including community capacity building
  - **Transformation of science and knowledge**, including how knowledge is generated, used and valued and what constitutes “evidence”
  - **Political transformation**, including social justice
Outcomes for GWCHS

- School performance shows improvement on state indicators
- Student attendance increased from 88% in 2006 to 94% in 2009
- 100 percent of 2009 graduating seniors accepted into post-secondary education
- Inaugural National Community School Award in 2006
- 94 percent of Washington students in 2009–10 participated in at least one tutoring, mentoring, community-based service, or other academic support
- In 2008, community partnerships earned first USDOE Full-Service Community School funding from Congress: $2.4 million of total $4.9 million
- 2010 study showed underserved students outperform more traditional ones
• More than 50 organizations and businesses partner with GWCHS
  • Anchor partnerships serve 735 students, 449 family members, & 7,245 community members
  • Over $2 million in services provided annually
  • Approximately 40 representatives meet monthly as the GWCHS Community Advisory Council

• Indy Parks manages & staffs Washington pool (open evenings & weekends)

• Mary Rigg Neighborhood Center employs three full-time staff members for coordination activities

• Hawthorne Community Center provides the after-school program
GWCHS – Resident Partnerships

• 2004 West Indianapolis 100-household survey identified public schools the neighborhood’s top asset

• PARCS Fit for Life first year served 240 area adults with personal fitness training

• 573 individual parents engaged in school activities; 165 more than once in 09–10

• In 2009, school improvement survey results show that 100 percent of parents said their children were going to college
Civic Engagement

Engagement of Faculty Work in and with the Community
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Service To and With GWCHS

• America Read/America Counts
  ▪ 135 tutors and 21,000 hours of service

• Sam H. Jones Scholarship Program
  ▪ 190 students and 15,000 hours of service
  ▪ 40 service learning assistants and 4400 hours of service

• IUPUI Days of Service
  ▪ 2 large service events annually

• Faculty and Staff Service
  ▪ On Boards, Councils, Committees, Task Force
  ▪ University library provided $3,000 in new books for the media center

• Service Learning Training for GWCHS Teachers
  ▪ 5 Fellows participated and are now principals
Community-Based Teaching and Learning

• Introductory Psychology
  ➢ 150 students, 5400 of hours – over 10 years
• Education
  ➢ 60 students, 3900 hours - annually
• Art
  ➢ 6 students, 1100 hours – 2009
• Physical Education
  ➢ 84 students, 950 hours - annually
• Nursing
  ➢ 18 students, 1404 hours – annually

Other departmental involvement; 16 courses during 2009-2010
(e.g., Communication Studies, Sociology, Geography, Political Science, World Languages & Cultures)
Research, Scholarship, and Dissemination

• More than 24 presentations
  • U Pennsylvania Community School Conferences
  • HUD conferences
  • Other related professional conferences
  • Almost all with school/community co-presenters

• Publications include 7 journal articles and book chapters
  • All with school/community co-authors

• Research and program evaluation by the IUPUI Center for Urban and Multicultural Education

• Numerous visitors to both the university and GWCHS to learn about school – university – community partnerships
Grants and Other Funding

• Grant funding
  • HUD COPC grant, 1997-2002, $395,000
  • Annie E. Casey Foundation grant, $225,000
  • WEIPC University of Pennsylvania replication grant, 1999-2001, $51,000
  • HUD New Directions grant, 2002-2004, $150,000
  • Bank One/Chase grant, $75,000
  • ICC Listening to Community grants, 1998, 2005, $2,500
  • USA Funds grants, 2005 - 2010, $895,000
  • US Department of Education grant, 2009 - 2014, $2.4 million total award

• Other leveraged funding
  • Federal Work Study
  • Service Learning Assistants (more than $35,000 annually)
  • Stipend support for IUPUI faculty (approx. $3,000 – $10,000 annually)
  • IUPUI student scholarships (more than $55,000 annually)
  • Office of Neighborhood Partnerships (approx. $75,000 annually)
Quality of the Partnership

Closeness
• Frequency of Interaction
• Diversity of Interaction
• Interdependency

Equity
• Mutually satisfying processes
• Mutually beneficial outcomes

Integrity
• Coherent, shared values
• Mutual vision for change
• Mutual commitment
Implications

- Community can influence the development of a school
- Strong community involvement can be a driver for the other four factors in Bryk et al.’s model
- Sustainability can transcend leadership changes
- Community-School-University partnerships can be transformational for various constituencies
- University assistance can be important across areas of academic work (and outside of a School of Education)
- The model has been replicated with IPS and regionally
Other Implications?

• How does the GWCHS/IUPUI partnership align with your experience?

• What are some of the implications of this partnership for your work?

• What challenges do you face in attempting to follow Bryk et al.’s model?

• What future steps will you take to build a Community-School-University partnership that is transformative?
Future of IUPUI–GWCHS Partnership