The purposes of this article are to examine 6 school-university partnerships developed between the Special Education Department of the University of South Florida and surrounding school districts and to delineate key factors contributing to their progress. The literature on partnerships is used as a guide for the review. Context and key personnel seem to be two of the most important factors in these 6 projects. Challenges to partnerships are discussed, including the establishment of parity and the role of personal values in developing school-university partnerships.