



Sustainable Partnerships. Programs are self-sustaining through K – 12, college, and community partnerships. District per-pupil expenditure pays for tuition and books and colleges use their existing infrastructure to limit operational costs. District and college needs are met.

Evidence at start-up

- A written document [MOU, contract, charter] is in place that outlines partnership parameters (e.g., facilities, resources, finances, referrals).
- Any waivers, regulatory changes, or legislative actions are completed (e.g., instructional minutes/days, teacher certification) for necessary program implementation.
- A K – 12/college advisory committee is in place.
- A plan linking the program to the community is in place (e.g., referral services).
- Information-sharing systems between the district and college are created.
- Data agreements between the district, college, and National Network are signed.

Evidence of mature implementation

- An advisory committee comprised of district, college, and GtC program stakeholders meets regularly to review progress and data, and to plan for the future.
- Community collaborations have been established contributing to student success and persistence (e.g., service learning, workforce partnerships).
- A variety of partners provide regular student referrals. Referral by word-of-mouth thrives.
- Referrals and enrollments are adequate to sustain the instructional program.
- Parent services (e.g., parent and alumni associations, open houses, training opportunities) are available to help parents (or other student supporters) engage and actively support students