

# Guiding Principles

The guiding principles outline the qualities and opportunities that Accelerate ED initiative provide for young people. Program participants commit to using the support and resources from the Accelerator toward these objectives.

**Principle 1 - Goal: Designed to enable young people to attain an associate degree through an additional year of formal education - year 13 - leading directly to good jobs and/or further education towards a bachelor's degree. Students can earn:**

- A minimum year's worth of high-quality program-aligned transferable college credit (a minimum of 30 college credits) by the end of 12th grade
- A transferable, regionally in-demand, career-aligned associate degree by the 13th year
- Guaranteed acceptance to regional/state bachelor's degree programs upon completion of the associate degree.

**Principle 2 - Program: Designed around an intentional, integrated curricular experience and integrated student supports.**

- Provide career-aligned coherent program(s) of study that extends beyond introductory courses, designed around skills and credentials needed in specific middle- to high-wage, high-growth career clusters within IT, healthcare, business, or other high demand sectors in your region.
- Informed and validated by employers in these sectors, integrated learning and work experiences.
- Student perspectives and experiences are incorporated into the design of and ongoing evaluation of the program.
- Quality postsecondary and career advising are provided to help students select and prepare for a range of postsecondary pathways offered.
- Student supports are embedded and span academic, career, financial aid, and social/emotional domains.
- Credit articulation/transferability agreements between and across institutions are established to maximize transitions.
- Programs are anchored to institutional brands that are recognized and valued in the local job market (as reflected in graduate employment rates).

### Principle 3 - Delivery Model: Designed to minimize transitions for students and ensure opportunities are available and equitably accessible for all students across the region and/or state.

- Integrated into high school and institutional schedules and delivered through a range of high school models (comprehensive and focused/magnet, small and large, in-person and virtual).
- Accessible to students across large geographic areas via partnerships and articulation agreements between local or state education authorities, degree-granting institutions/programs and employers.
- To ensure accessibility, student support, coursework and other learning experiences can be delivered in- person, virtually and in hybrid models.
- Incorporate intentional strategies to help prepare students for the rigors of college- and career-level coursework and experiential learning.
- Fully accessible and equitably available across student achievement levels (without exclusionary entrance or selection policies).
- Use data to regularly monitor student outcomes and ensure equitable opportunities and supports.

### Principle 4 - Funding Model and Cost: Designed to ultimately be sustainable via public funding and affordable for students.

- Draw on and bring together multiple sources of public funding (e.g. K-12, dual enrollment, 13th year, Pell/state financial aid, workforce) in ways that are accessible for both institutions and students.
- Require no or minimal tuition, and support students to navigate and address non-tuition affordability barriers (books, transportation, food, housing, etc.).