

Access to College Credit Opportunities Request for Information (RFI) Response Template

Respondents to this RFI are asked to submit answers to the list of questions below. Responses must be submitted within the text boxes provided under each question to facilitate the State's review. The entire submission should be no more than 10 pages of solution-focused narrative. Additional data and information can be shared as appendices. Additional information can be found within the RFI and questions concerning the RFI can be directed to ICC@che.in.gov in advance of the published RFI deadline.

RFI Objective: How might we ensure that every Hoosier student has access to the [Indiana College Core \(ICC\)](#) and priority CTE courses at no cost, allowing more students to complete credentials of value while in high school (i.e., affordability and alignment opportunity).

Background: Currently [328 Indiana high schools](#) offer the ICC for the 2026-2027 school year, making it accessible to 78 percent of students in grades 9-12. This equates to approximately 300,000 Hoosier high school students who have access to the ICC, leaving nearly 88,000 students who do not—presenting an opportunity to expand access statewide. Even students who have access to the ICC today may not have access to every ICC course through their high school.

Indiana is also a national leader in access to career and technical education, with more than 90% of last year's graduating class completing at least one CTE course. While some students were able to earn dual credit (both high school and college credit) for these CTE courses, many only earned high school credit for taking the same courses. Increasing the number of students who earn dual credit in priority CTE courses presents an opportunity for Indiana to increase the number of students earning a credential of value before high school graduation and ensure students are better prepared for what's next.

Indiana currently ranks first in the nation in terms of students completing at least one college course in high school. Of the high school graduates who earned dual credit in 2024, the average number of credits earned was 15 credits – often positioning students only a few credits away (1-2 courses) from earning a credential of value. This presents an opportunity for the state to increase the number of students earning a credential of value before graduation.

While responses must address the core objective listed above, special consideration should be given to how services could be expanded within the state's current funding, which is approximately \$30 million.

*In addition to providing access to the ICC, respondents must indicate how they would provide access to courses that lead to additional postsecondary credentials of value in priority industries, such as Advanced Manufacturing and Logistics, Healthcare, Life Sciences, Information Technology, Business, and Construction.

RFI Questions

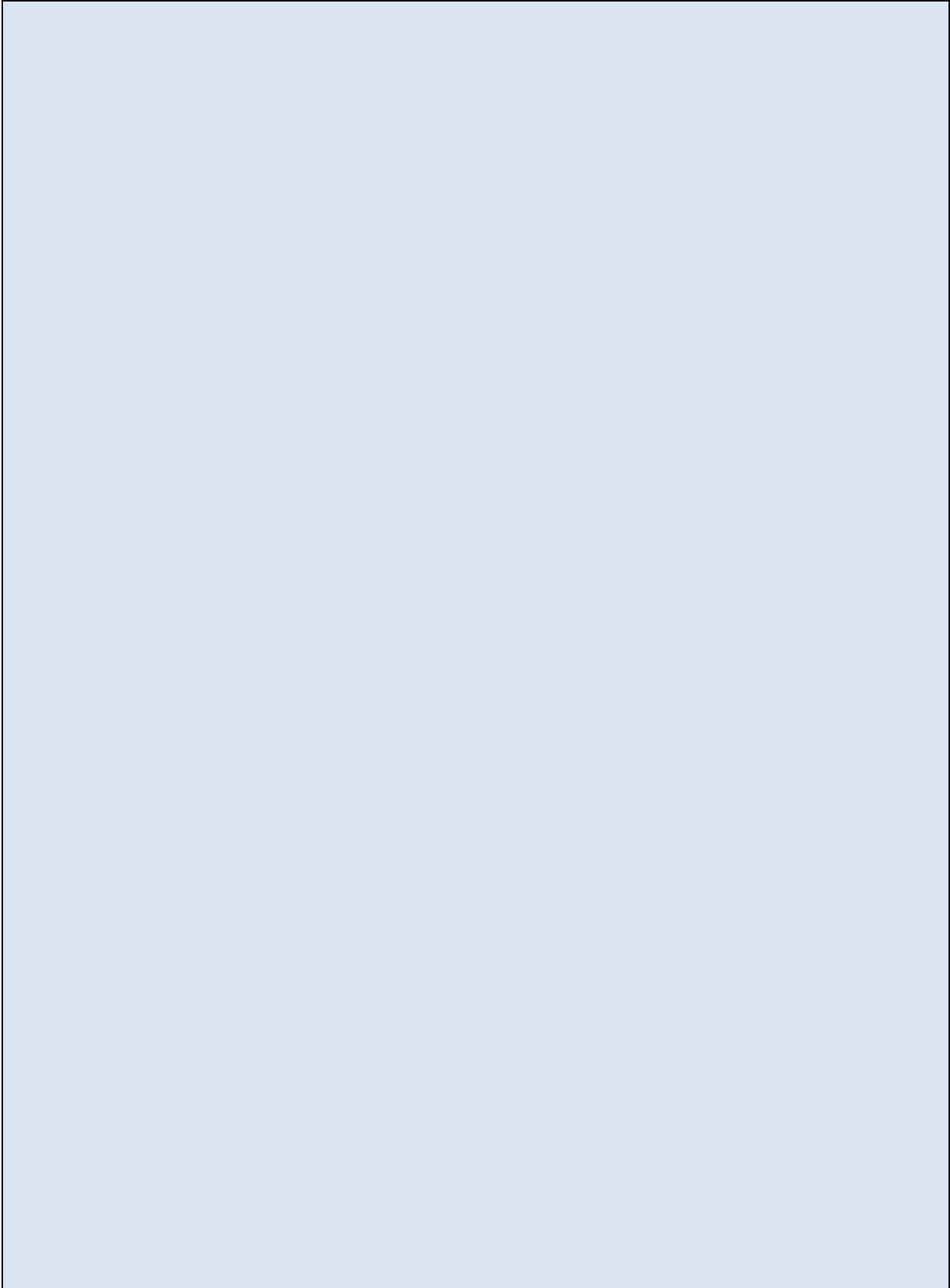
1. How does your institution/entity propose to achieve the stated objective for Indiana high school students who do not currently have access to the ICC?

a. Responses should include:

- i. An overview of how your institution/entity will scale this work and a timeline for full implementation.
- ii. Strategies for how your institution/entity will provide solutions to common barriers experienced by Indiana high schools and their students, referencing any potential efficiencies that may be realized. Specifically, how will your institution/entity provide the following for high schools and their students:
 1. Increased flexibility and pathways for teacher credentialing;
 2. Innovative options to allow high schools to offer, or students to take, courses with low student enrollment;
 3. Flexible and student-friendly scheduling options; and
 4. Varied delivery models to address student transportation limitations.
- iii. Information on your anticipated costs to provide services to these schools and students. Special consideration should be given to how services could be expanded within the state's current funding, which is approximately \$30 million.

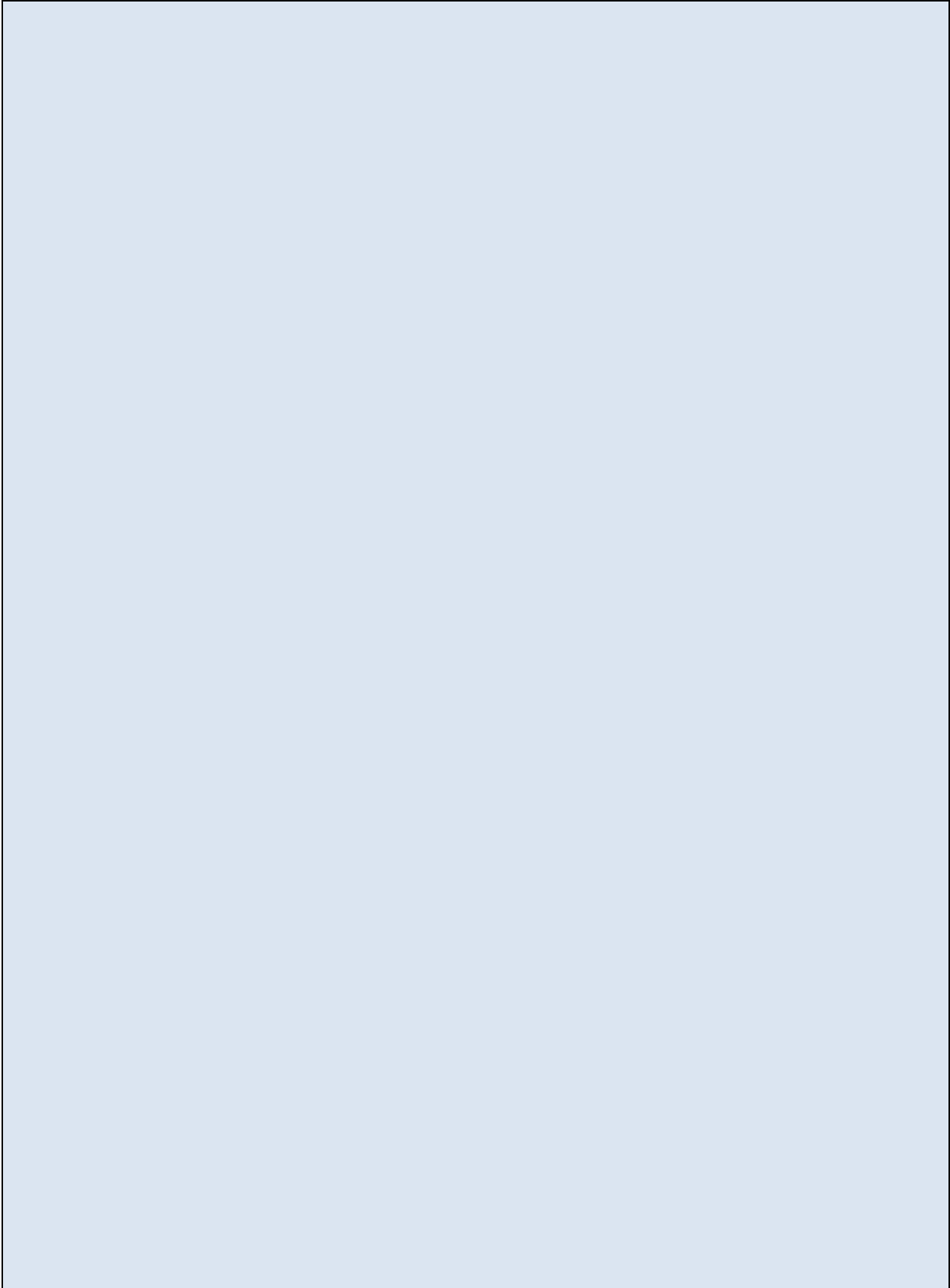
- b. **OPTIONAL:** Responses *may* include proposed policy changes that would remove identified barriers currently experienced by your institution/entity and would enable successful implementation of your planned strategies.

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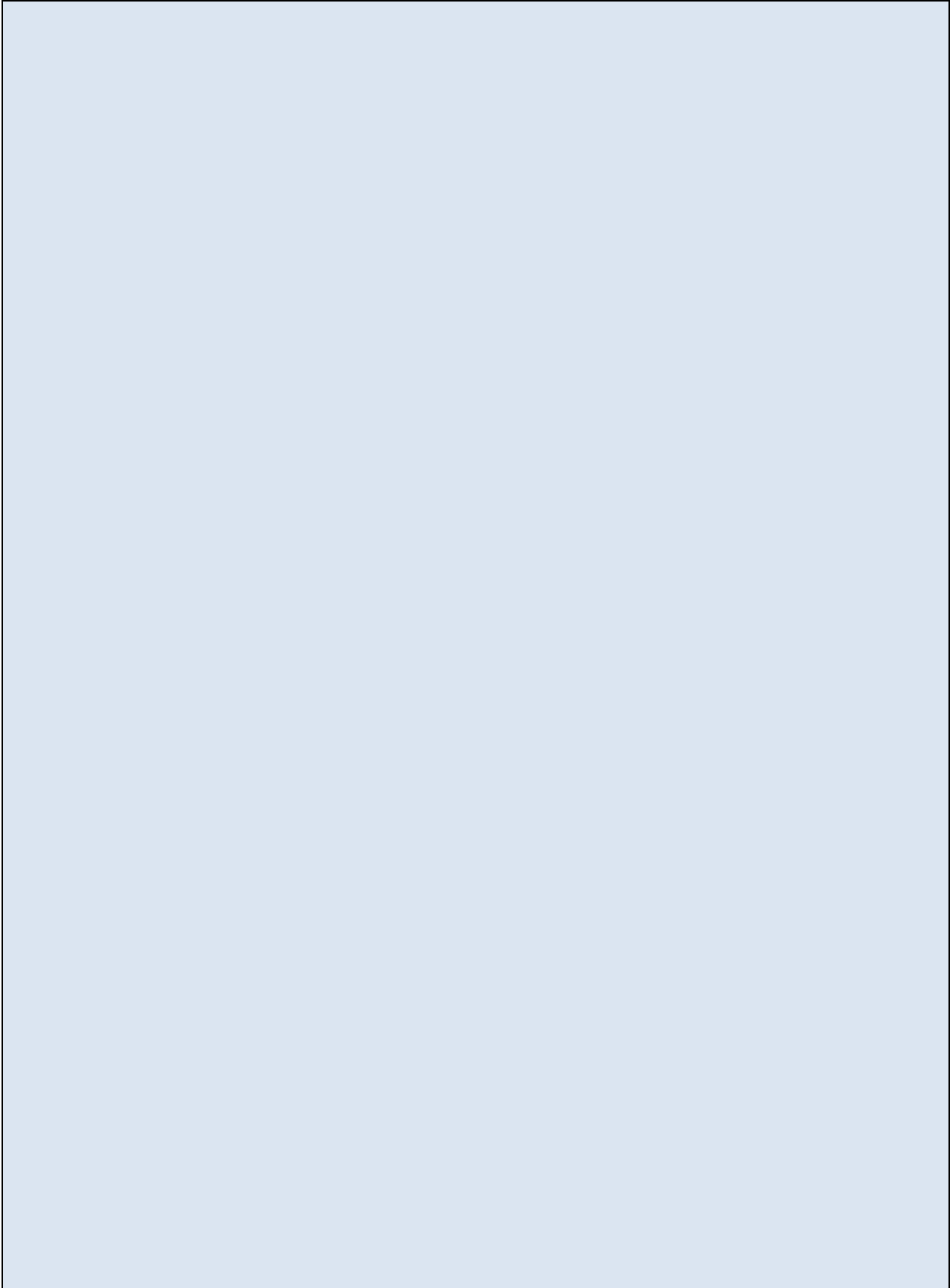
2. **For institutions/entities with existing Indiana high school partnerships,** either as the primary or secondary provider for the ICC, and/or as a provider of priority CTE courses, please describe the following:
- a. Strategies for how your institution/entity will provide solutions to common barriers experienced by Indiana high schools and their students, referencing any potential efficiencies that may be realized. Specifically, how will your institution/entity provide the following for high schools and their students (responses should clearly delineate the planned strategies to accomplish the stated objective for both the ICC and priority CTE courses):
 - i. Increased flexibility and pathways for teacher credentialing;
 - ii. Innovative options to allow high schools to offer, or students to take, courses with low student enrollment;
 - iii. Flexible and student-friendly scheduling options; and
 - iv. Varied delivery models to address student transportation limitations.
 - b. Please provide an **Appendix A** outlining a list of Indiana high schools you are currently partnering with and identify those in which you are:
 - i. The primary provider for the ICC,
 - ii. A secondary provider for the ICC, and
 - iii. A provider of priority CTE courses.

Enter your response here (no character count limits):



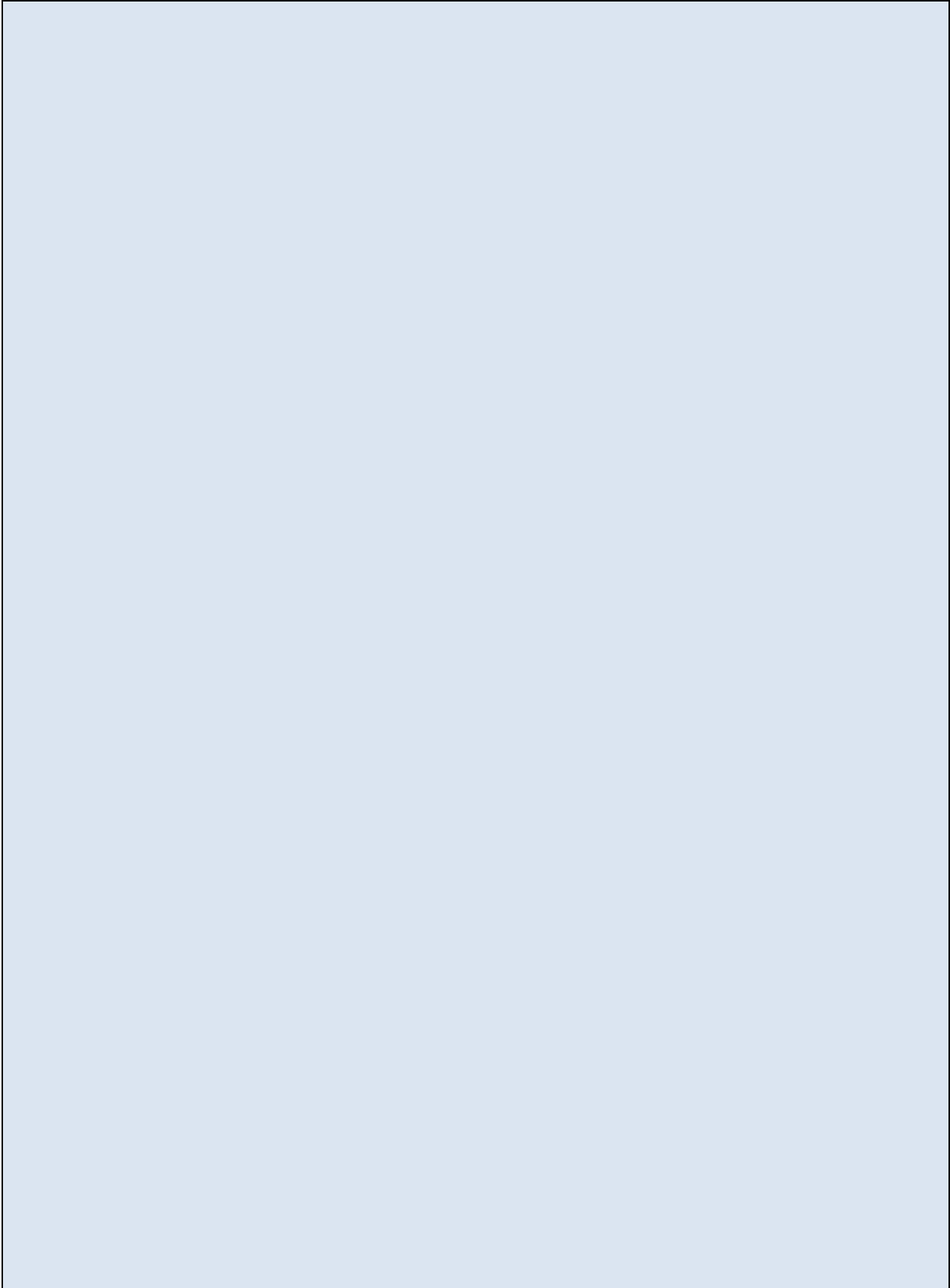
3. **For any Indiana high school or student encountering barriers to offering the ICC and/or priority CTE courses, how would your institution/entity expand support to these schools and students, such as offering online courses or filling the gap of missing credentialed teachers?** Note: responses should clearly delineate the planned strategies to serve in this capacity in terms of both the ICC and priority CTE courses.
- a. Please provide details on how your institution/entity proposes to serve in this capacity, including:
 - i. An overview of how your institution/entity will scale this work and a timeline for full implementation, and
 - ii. Strategies for overcoming barriers through each proposed delivery mode (in-person, hybrid, or virtual dual credit and/or dual enrollment).
 - b. **OPTIONAL:** Responses *may* include proposed policy changes that would remove identified barriers currently experienced by your institution/entity and would enable successful implementation of your planned strategies.

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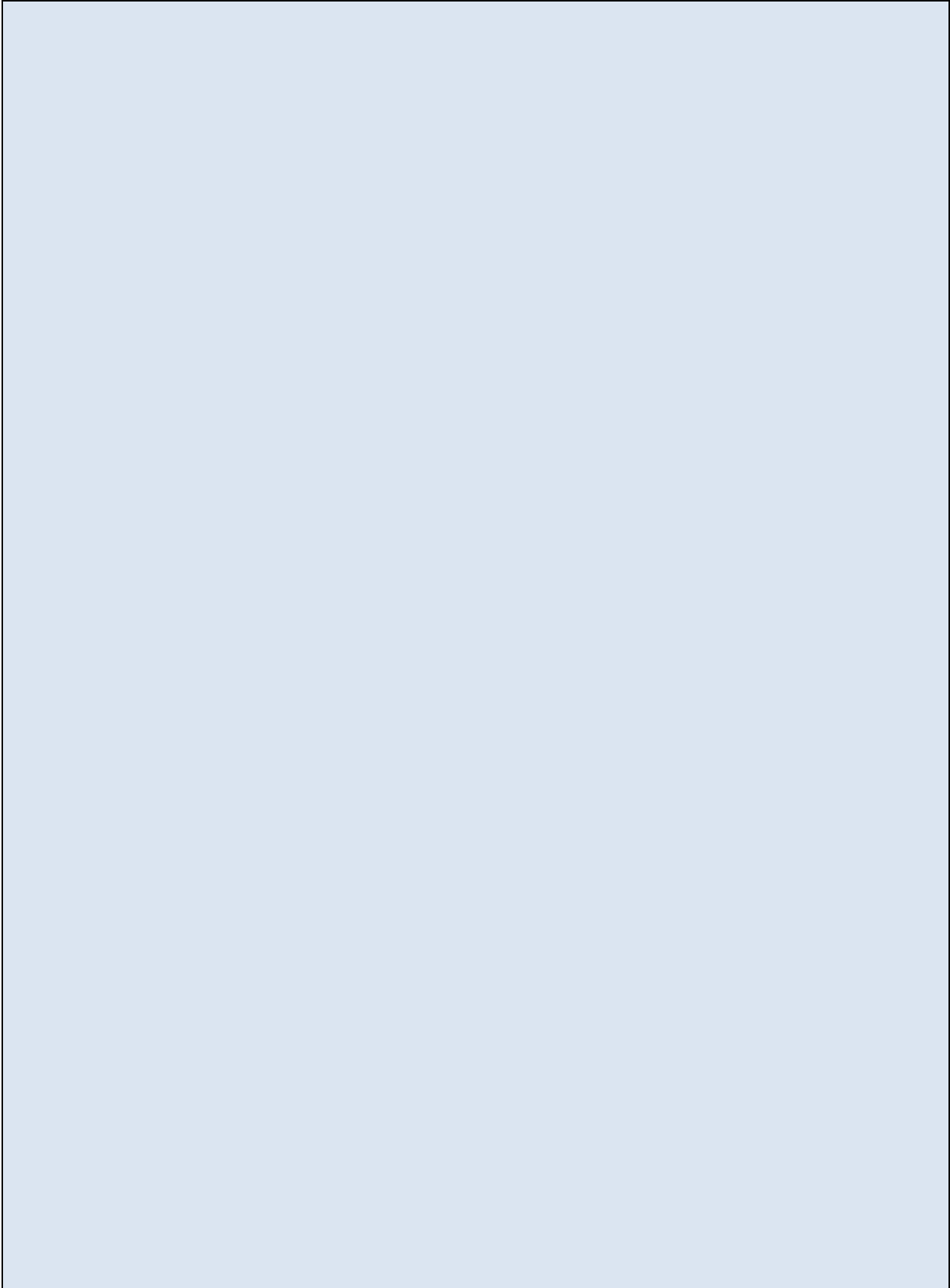
4. **How does your institution/entity propose to work alongside other college credit providers to collectively achieve universal, guaranteed access to the ICC and priority CTE courses for all Hoosier students?** If relevant, please include in your response how your institution/entity currently works with other institutions/entities to provide access to students.

Enter your response here (no character count limits):



5. If not provided in previous answers, **please describe, for each proposed delivery mode (in-person, hybrid, or virtual dual credit and/or dual enrollment), how courses will be delivered, including the instructional mode scope, breadth, and frequency of offerings for each mode, to achieve the stated objective.** Note: responses should clearly delineate the planned strategies to serve in this capacity in terms of both the ICC and priority CTE courses.
 - a. **OPTIONAL:** Responses *may* include a curriculum map of options provided by your institution/entity.

Enter your response here (no character count limits):



6. **Please provide the following information.** Note: responses should clearly delineate the planned strategies to serve in this capacity in terms of both the ICC and priority CTE courses.
- a. **Appendix B:** Specific courses your institution/entity currently offers and when each of these courses are offered (during the school day and/or after the school day; in the summer), so Hoosier students can earn the ICC and/or earn credits in priority CTE courses.
 - b. **Appendix C:** Specific courses your institution/entity plans to offer and when each of these courses will be offered (during the school day and/or after the school day; in the summer), so Hoosier students can earn the ICC and/or earn credits in priority CTE courses.
7. **Please describe in detail the framework of your college credit program** that enables Indiana high school students to earn credits toward earning the ICC and in priority CTE courses, including:
- a. **Appendix D:** A description of the personnel involved and their roles.
 - b. **Appendix E:** The institutional policies and procedures in place, such as, but not limited to:
 - 1. How do students qualify to take, and how do they enroll in courses?
 - 2. What are the requirements for teachers to be qualified and approved to teach courses?
 - 3. What are the costs to students or their high schools?
 - 4. How are courses monitored and reviewed for appropriate rigor and quality?
 - c. **Appendix F:** The services provided, such as, but not limited to:
 - 1. Student advising,
 - 2. Teacher professional development and mentoring,
 - 3. Course materials and/or equipment, and
 - 4. Partnerships (business and industry, community) in place.
8. As indicated in the stated objective, institutions/entities are to provide access to these college credit opportunities at no cost to Hoosier students. Understanding that this RFI is not a bidding process and that your institution/entity is not committing to these financial figures, **please share information about your proposed cost structures to achieve the overall objective within Appendix G.** Special consideration should be given to how services could be expanded within the state's current funding, which is approximately \$30 million.