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LEADERSHIP OF LEARNING

UNIVERSITY OF INDIANAPOLIS

# P-CAP: RE-ENGAGING STUDENTS THROUGH COMMUNITY, INTEGRATED COURSES & WORK-BASED LEARNING

## Presenters:

**Brooke Marsh**

Career Readiness Project Coordinator  
Center of Excellence in Leadership  
of Learning

**Brooke Vollen**

Project Coordinator  
Center of Excellence in Leadership  
of Learning

**INDIANA EARLY  
COLLEGE SUMMIT**

# P-CAP: Re-engaging Students through Community, Integrated Courses, and Work-Based Learning

EC Summit  
June 3, 2026



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# Welcome & Introductions



# CELL P-CAP Team



**Brooke Marsh**  
Coordinator of  
Career Readiness



**Brooke Vollen**  
Project Coordinator

# Agenda

- Overview of Indiana P-CAP
- Workplace Learning Challenges
- Connections to Work-Based Learning
- Where to Start: Connecting Industry with Schools
- Brainstorming: Your Ideas for Bringing Industry into your Schools
- P-CAP Grant Opportunity: Open Now!



# Indiana P-CAP Network

## Mentor Schools

- Lincoln High School
- Logansport High School
- Perry Central Jr-Sr High School
- Winchester Community High School

## Partner Schools

- Angola High School
- Eastern Greene High School
- Frankton Jr-Sr High School
- Jac-Cen-Del Jr-Sr High School
- [Maconaquah High School](#)
- Manchester Jr-Sr High School
- [Madison Consolidated High School](#)
- Madison-Grant Jr-Sr High School
- North Montgomery High School
- Shelbyville High School
- The Academy at LCSC
- Union City Jr-Sr High School
- Wabash High School



# Indiana P-CAP Overview & Data



**P-CAP**  
PATHWAYS TO CAREERS  
AND POSTSECONDARY

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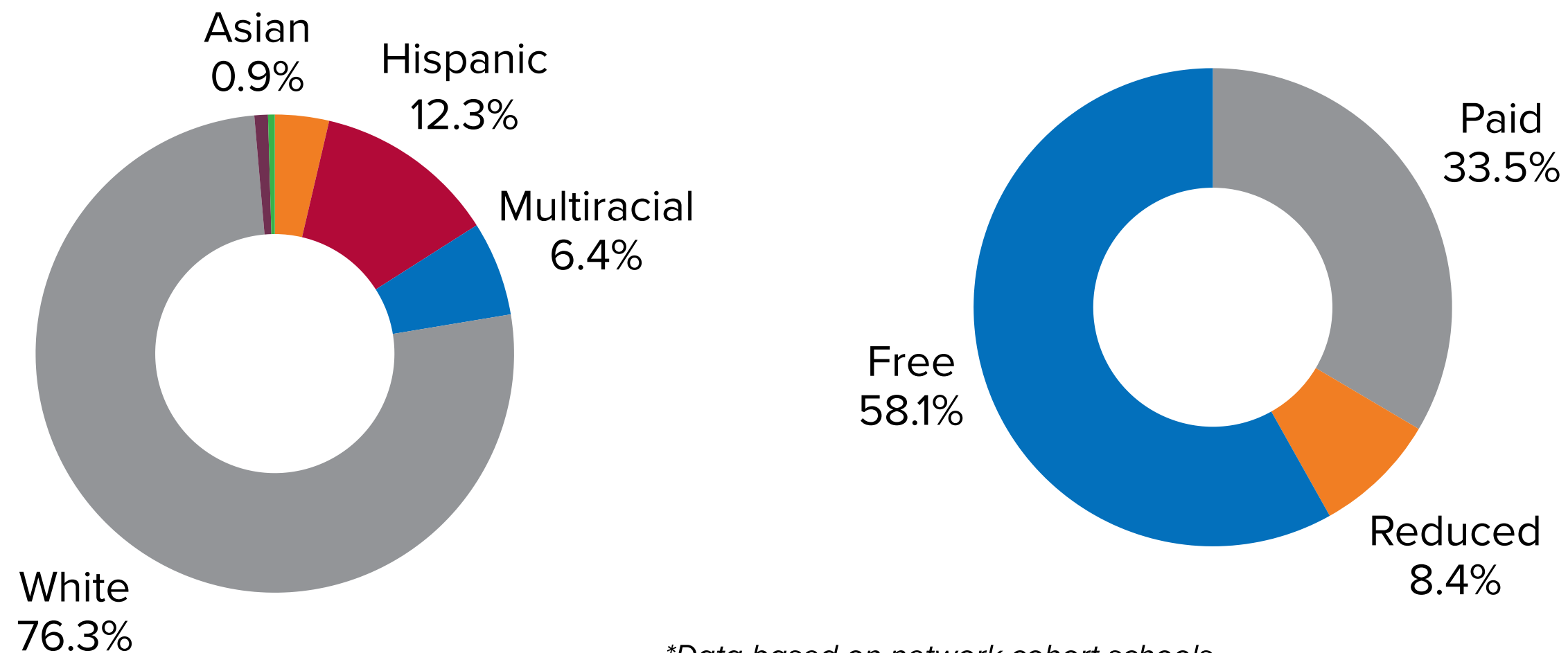
# What is P-CAP: Pathways to Careers and Postsecondary



*Blending careers and postsecondary pathways  
to transform the lives of Indiana's underserved youth*

# Scholar Demographics

P-CAP Scholars have varied backgrounds, and they all have the capacity to be successful.



*\*Data based on network cohort schools*

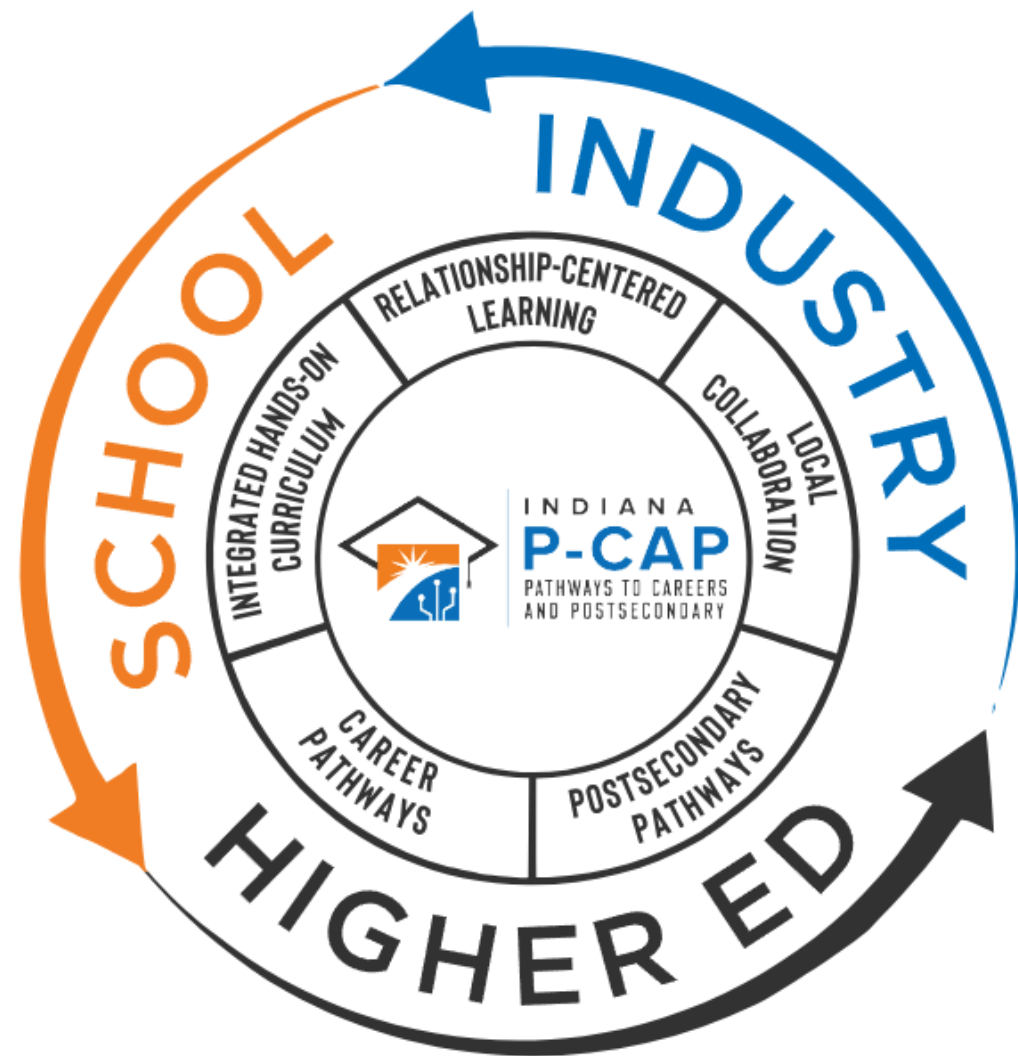
*P-CAP students may also have IEPs, 504's, be identified as high ability, and/or as multi-lingual learners*

*Do you have “P-CAP” students?*

*Are there students whose  
strengths or needs you haven’t  
fully tapped into yet?*



# P-CAP Model - Essential Strategies & Elements



1. Relationship-centered Learning
  - 9th-12th model, cohort-based
  - Previously under-engaged students
  - Community-building strategies
2. Integrated Hands-on Curriculum
  - 2+ integrated core classes w/ PBL
3. Career Pathways
  - CTE pathway w/ workforce credential
4. Postsecondary Pathways
  - Dual credit
  - Credential stackable to higher ed
5. High School, Industry, and Postsecondary Collaboration
  - WBL Coordinator
  - Workplace learning challenges & high quality WBL

# Scholar Outcomes

Average Grade

**C+** TO **B**

Average Missed Days

**15** TO **8**

*From end of 8<sup>th</sup> grade to end of 2025-26 semester 1. Data based on current network schools.*

**School has changed for P-CAP scholars.**

**They want to be there.**

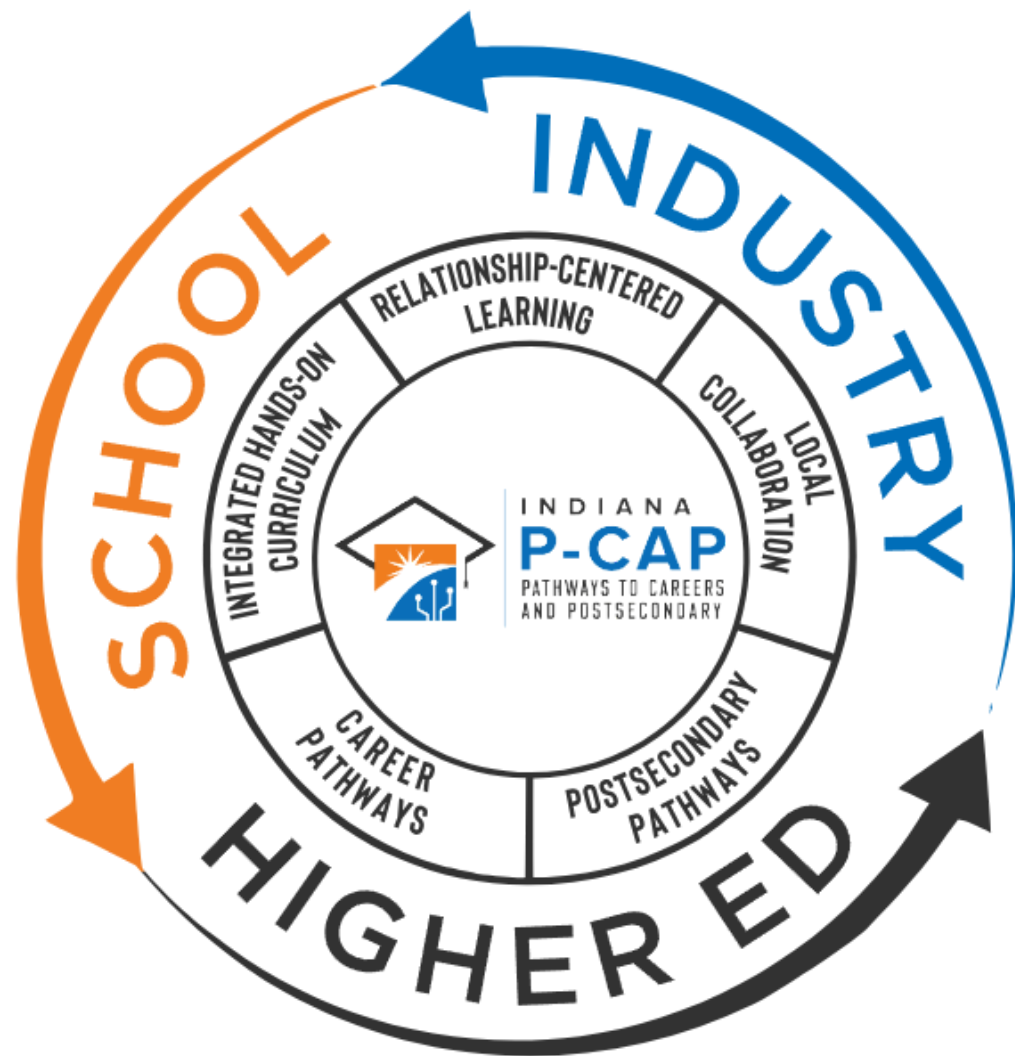
**It's a space where they can grow, succeed, and thrive.**

# Scholar Voices

**HOPE - ASPIRATION - FAMILY - RELEVANCE  
VOICE - GOALS - COMMUNITY - CONNECTED**

“I would personally describe it as something that gives unlimited opportunities” “P-CAP makes you realize you have something to do in life and that you’re loved by others” “Everyone here is family...teachers are more approachable and treat us with respect” “They don’t let us down, so we don’t let them down” “Everybody looks out for each other. If somebody’s down, someone will end up asking what’s going on” “Being noticed and motivated on a daily basis” “Feeling that we matter...Motivation, being heard, having a voice” “[Without P-CAP], I would have been the same person as last year and wouldn’t have made any changes. I would have been stressed, not doing work seriously, and everything would be all over the place” “That’s kind of when I realized that it’s a lot bigger than just us”

# P-CAP Model - Essential Strategies & Elements



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# Questions?



**P-CAP**  
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# Workplace Learning Challenges

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## Connecting Industries and Schools



# It starts with Project-Based Learning

PBL enables Scholars to explore **real-world problems and challenges** orchestrated by the Lead Learners. These projects involve working collaboratively to investigate and create solutions over an extended period.

## The PBL Rubric:

- Student learning & success skills
- Challenging problem/question
- Sustained inquiry
- Authenticity
- Student voice & choice
- Reflection
- Critique and revision
- Public product



# Industry Partner Involvement = Workplace Learning Challenges

Industry and community partners collaborate with the school staff to discuss and identify an **authentic problem the organization** faces. Then the workplace learning challenge is developed and presented by the industry or community partner:

- The partner poses their problem to the scholars as a challenge.
- Partners answer the scholars' questions that arise during challenge and host potential visits to clarify and enhance the solution process.
- Scholars work on their solution for approximately two to three weeks.
- At the end of that time, the scholars' solutions are presented to the partner.
- Oftentimes, the scholars' solution becomes practice at the business.

**A win-win for all.**

# PBL vs. WPLC

<b>Project-Based Learning (PBL)</b>	<b>Workplace Learning Challenge (WPLC)</b>
Unit developed by the Lead Learner	Needs determined by the industry/community partners
Educational & aligns with standards	Educational & aligns with standards but also solves an authentic business problem
Takes place primarily in the classroom	Takes place in the classroom, but also requires a visit to the location of the challenge
Lead Learners are the primary audience	The industry/community partners are the primary audience or stakeholder

# PBL & WPLC Projects are ALL Interdisciplinary

## Industry Driven Challenges

- Engaged with industry partners to examine real-world problems and operational needs
- Applied feedback to guide project direction and decision-making

## Applied Problem-Solving

- Identified challenges related to vehicle components and production processes
- Developed and tested solutions using hands-on techniques

## Technical Skills Development

- Applied concepts related to materials, systems, and mechanical design
- Built practical skills through direct interaction with tools and equipment

## Collaborative Learning

- Worked in teams to analyze problems, share ideas, and refine solutions
- Communicated progress and decisions throughout the process



# Workplace Learning Challenge

- Fall 2025-



## Sposeep Restoration

- WHS Chapter 1 P-CAP Young Scholars partnered with Indiana Landmarks and the City of Wabash to reimagine the future of the historic Sposeep building.
- After researching the site and consulting with local professionals, students developed scale models and floor plans to guide proposed uses for the space.



*Young Scholars explained their design decisions and responded to questions from community stakeholders.*

## Design & Impact:

Young Scholars proposed new uses for the space, including retail, cultural, and health care concepts based on community needs. The project concluded with presentations to local realtors, Redevelopment Commission members, Indiana Landmarks staff, and other community stakeholders. Young Scholars confidently shared and defended their ideas in a real-world setting.

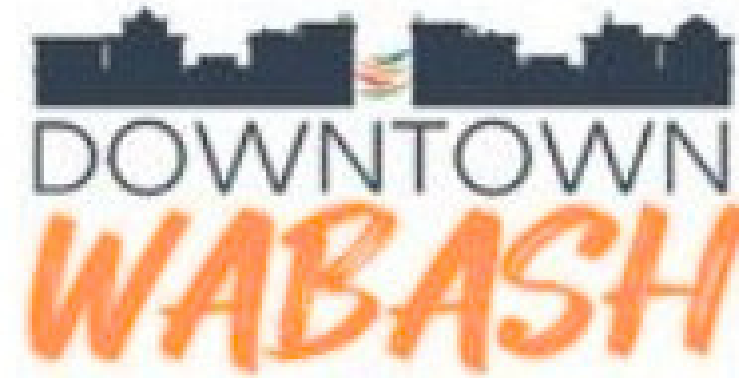


*Young Scholars presented their final redevelopment proposals to the Wabash Redevelopment Commission, Indiana Landmarks, and other community stakeholders.*

*Young Scholars visited the historic Sposeep building as part of their redevelopment project in downtown Wabash.*

# Workplace Learning Challenge

-Winter/Spring 2026-



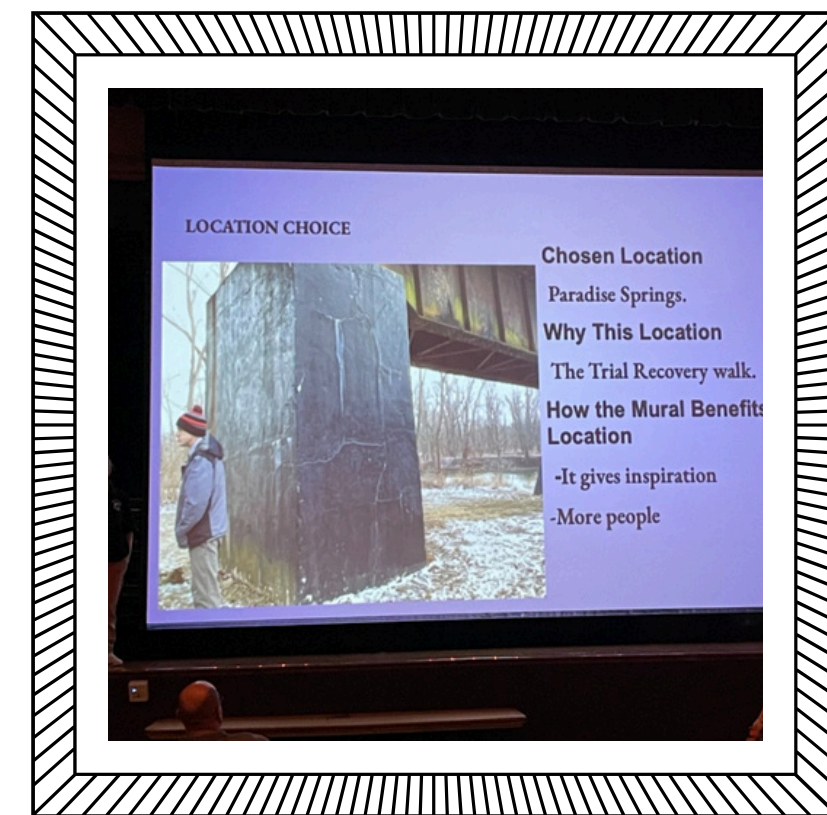
## Line Art Murals

- WHS Chapter 1 P-CAP students partnered with the Wabash City Parks Department to design line art murals for identified park spaces.
- Students created designs using 28–40 lines, applying slope calculations ( $y = mx + b$ ) within their work.



*A young scholar's combined design and math concepts to represent a central theme and create a meaningful community-focused mural.*

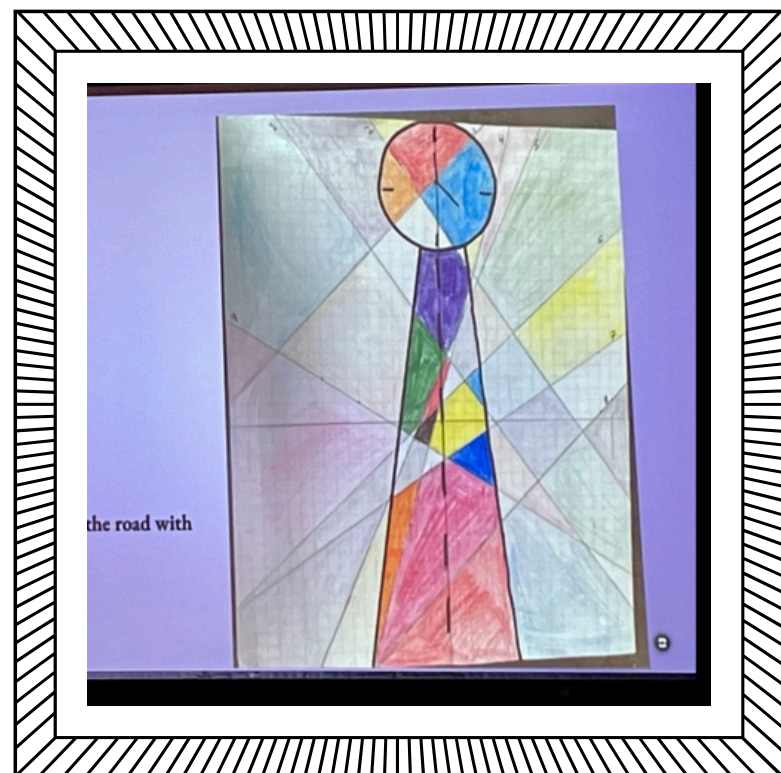
*Young scholar presents in front of the Wabash Park Board. His mural design is under consideration to be displayed in a Wabash park.*



*A young scholar selected a high-impact community location and designed a mural intended to inspire and increase engagement with the space.*

## Design & Impact:

Scholars worked with local artists to design murals that reflect the community, then presented their work to a panel of community judges. Scholars strengthened communication and design skills by presenting their work to authentic audiences.



# Connections to Work-Based Learning

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Why is this important?



# Indiana's Definition of WBL

**Work-based learning (WBL) is defined as sustained interactions between participants and industry professionals in real or simulated workplace settings.**

- These experiences foster **authentic work experience** and develop knowledge, skills, and competencies.
- Experiences support participants in **career exploration and readiness** and are intentionally **aligned and evaluated** with course or training competencies.
- WBL requires a written **partnership agreement and plan** between the participant, parent or guardian, school, and employer partner.

# New Indiana Diploma Requirements

## CORE DIPLOMA REQUIREMENTS

ENROLLMENT

HONORS  
SEAL

HONORS PLUS  
SEAL

EMPLOYMENT

HONORS  
SEAL

HONORS PLUS  
SEAL

ENLISTMENT

HONORS  
SEAL

HONORS PLUS  
SEAL

# Diploma Readiness Seals That Include WBL

## ENROLLMENT HONORS PLUS

Must complete the requirements of the Enrollment Honors Seal and:

- Complete 75 hours of WBL
- Earn a credential of value
- Demonstrate skill development

## EMPLOYMENT HONORS

- Complete 150 hours of WBL
- Must complete one of the following:
  - credential of value
  - CTE pathway
  - approved CSA program
  - approved LCP
- Meet the attendance goal

## EMPLOYMENT HONORS PLUS

Must complete the requirements of the Employment Honors Seal and:

- Complete 650 hours of WBL
- Earn a credential of value

# Indiana's Definition of WBL

**Work-based learning (WBL) is defined as sustained interactions between participants and industry professionals in real or simulated workplace settings.**

- These experiences foster **authentic work experience** and develop knowledge, skills, and competencies.
- Experiences support participants in **career exploration and readiness** and are intentionally **aligned and evaluated** with course or training competencies.
- WBL requires a written **partnership agreement and plan** between the participant, parent or guardian, school, and employer partner.

# P-CAP WBL Continuum - Connected to Learning and PS Opportunities



Industry-Developed Challenges

Workplace Simulations

School-Based Enterprise

Technical (CTE) Internship

Modern Youth or Pre-Apprenticeship

# Where to Start

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## How to Connect Industries and Schools



# Building a strong and engaged group of Industry and Community Partners is key to success!



# Building Partnerships

- Initial Reach Outs via email and/or phone to set up appointments
- Appointments with individual Industry Partners
- Newsletters
- Tours of your school (provide multiple dates)
- Meet and Greet #1 (Introduce Lead Learners & Industry Partners)
- Meet and Greet #2 (Introduce Industry Partners & Scholars)
- Engage partners in the classroom via Workplace Learning Challenges
- Focused donations: SWAG Bags for Signing Night and Dress for Success

# Brainstorming

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How can you bring industry into your schools?





# Ideation Protocol - “20 Things”

## *-Part 1-*

**Generate 20 ideas for student projects!**

**Start with:**


- Problems to solve
- Questions to answer

**If you get stuck:**

Something that students can:

- Build
- Make
- Do

**Goal: 20 ideas**

 **5 - 8 mins**



**Use the worksheet provided to capture and refine your ideas**

# Ideation Protocol - “20 Things”

## *-Part 2-*

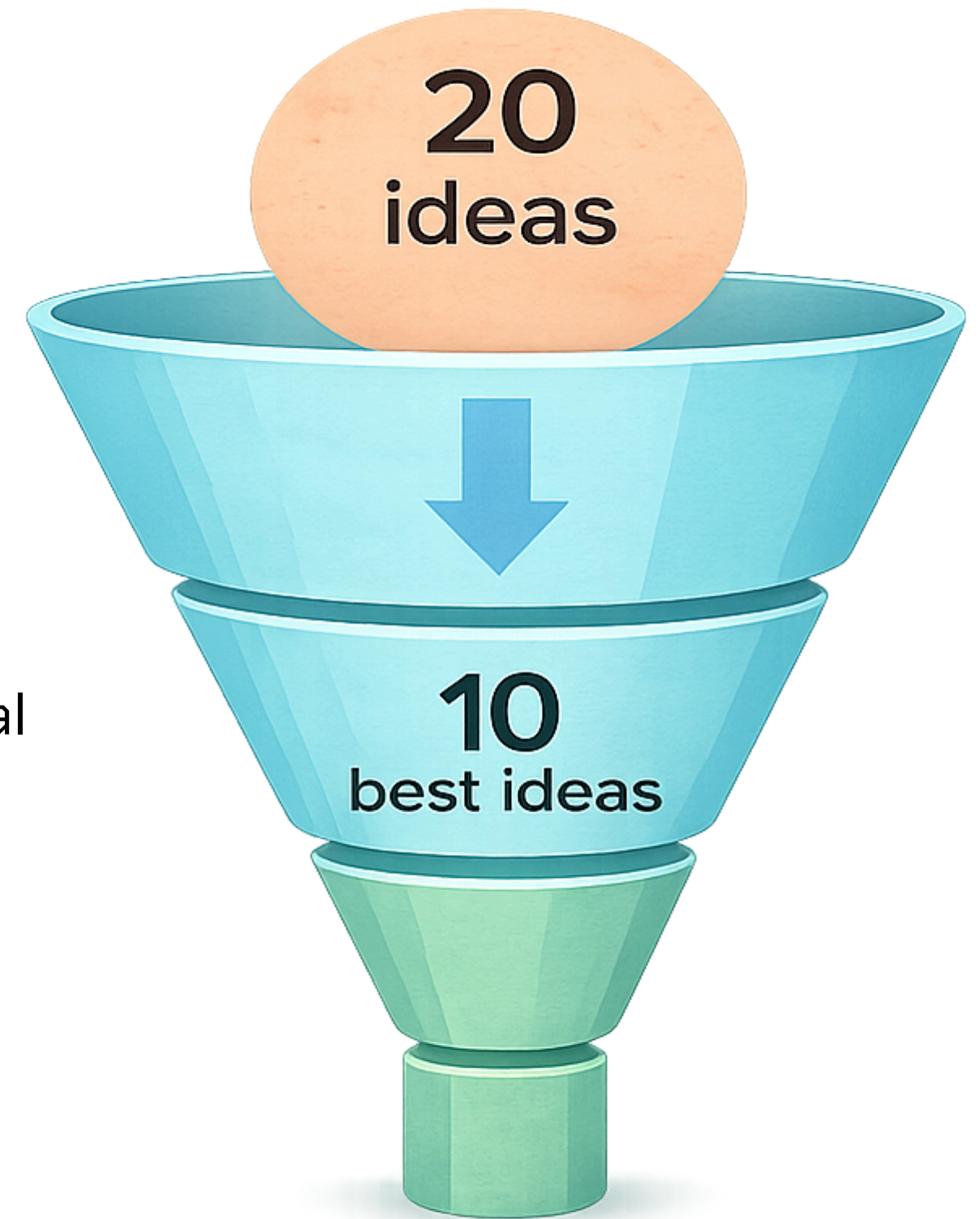
### Find your Best 10 Ideas

#### 1. Narrow Your List

- Select your top 10 ideas
- Focus on ideas that are:
  - Real-world relevant
  - Doable
  - Engaging for students

#### 2. Connect to Industry

- **Which ideas** could involve a local partner?
- **Who** could provide input, feedback, or a real problem?
  - i.e., Chase Bank on Grove St.
- **How** could this connect to real-world experiences?



Use the worksheet provided to capture and refine your ideas



5 - 8 mins

# Industry Partners: Ideation Protocol

**20 THINGS**

**NARROW IT  
DOWN**

**CONNECT TO  
INDUSTRY**

**BRING IT  
TO LIFE**

# 20 THINGS



Generate 20 ideas for student projects.

Start with: Problems to solve & questions to answer.

If you get stuck: Build • Make • Do

Goal: 20 ideas in 5–8 minutes.

## Ideation Protocol - "20 Things" (Part 1)

Generate 20 ideas for student projects.

Start with: Problems to solve / Questions to answer. If you get stuck: Build • Make • Do.

Goal: 20 ideas in 5–8 minutes.

1.		11.
2.	<input type="checkbox"/>	12.
3.		13.

**NARROW IT  
DOWN**

**CONNECT TO  
INDUSTRY**

**BRING IT  
TO LIFE**

# NARROW YOUR LIST

Select your best ideas. Focus on ideas that are: real-world relevant, doable, and engaging for students.

## Ideation Protocol - "20 Things" (Part 2) - Narrow Your List

Select your best ideas. Focus on ideas that are: real-world relevant, doable, and engaging for students.

Top idea #1:	Top idea #6:
Top idea #2:	Top idea #7:
Top idea #3:	Top idea #8:
Top idea #4:	Top idea #9:
Top idea #5:	Top idea #10:

CONNECT TO  
INDUSTRY

BRING IT  
TO LIFE

## 20 THINGS

### NARROW IT DOWN

## CONNECT TO INDUSTRY

Which of your best 10 ideas could involve a local partner?

Who could provide input, feedback, data, a site visit, or a real challenge?



### BRING IT TO LIFE

20 THINGS

NARROW IT  
DOWN

CONNECT TO  
INDUSTRY

# BRING INDUSTRY INTO YOUR SCHOOLS

Using your best idea, answer: How can you bring industry into your schools?

Bring industry into your schools (reflection/extension)

Using your best ideas above, answer: How can you bring industry into your schools?

## Exploring Industry Connections

Ideas to connect to work  
(List idea #s or notes)

- Guest speaker
- Mentor
- Real-world challenge
- Data/case study
- Site visit
- Judge/feedback
- Other: \_\_\_\_\_

Possible partners

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- If you need ideas
- School
  - Families
  - Local business
  - Chamber/workforce
  - Other: \_\_\_\_\_

Optional next step: Who first?

Quick reflection: What makes this meaningful for students?

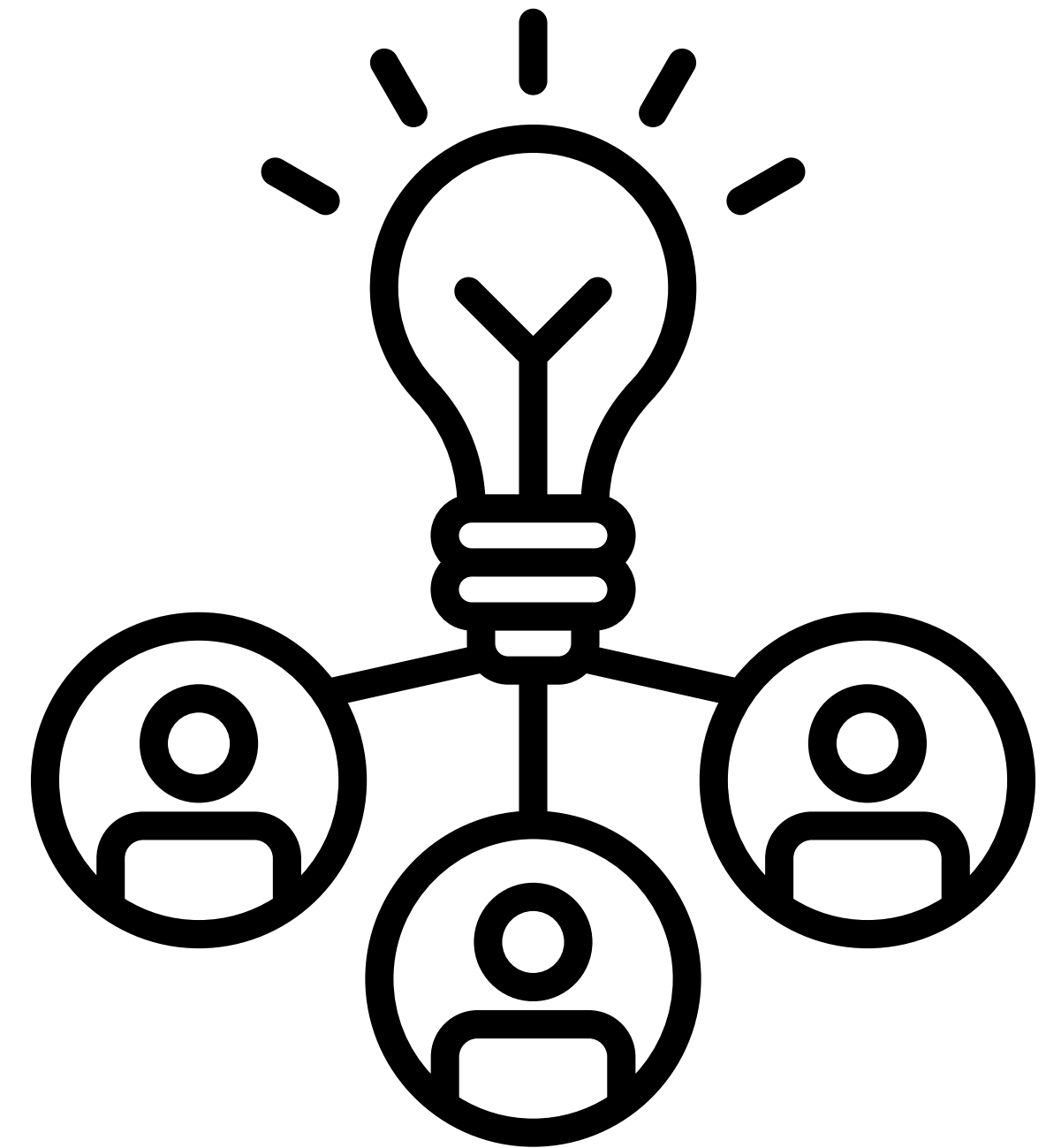
**20 THINGS**

**NARROW IT  
DOWN**

**CONNECT TO  
INDUSTRY**

**BRING IT  
TO LIFE**

## **Stand-N-Share**



[Link to Ideation Worksheet](#)

# Questions?



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# P-CAP Grant Opportunity for Rural Schools

Scan to Apply



**\*\* Current Application Window \*\***

**Summer 2026 Applications for -  
Planning Year (26-27) + Launch Year (27-28)**

- 
- Rural Postsecondary and Economic Development (USD OE)
    - 4-year grant with 2 years remaining
    - Add 12 new P-CAP schools over 3 years
    - 10 schools have been selected, and 2 more will be selected
  - Award for Schools
    - Stipend: \$12,000 annually (personnel, PD, supplies, marketing)
    - Training and technical assistance from CELL
      - One-on-one support and peer mentorship
    - P-CAP Network membership and annual convening attendance



# Questions?



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# Keep in Touch!

**Brooke Marsh**

Coordinator of  
Career Readiness

[marshb@uindy.edu](mailto:marshb@uindy.edu)

**Brooke Vollen**

Project

Coordinator

[vollenb@uindy.edu](mailto:vollenb@uindy.edu)

**Scan for a  
copy of our  
slides**



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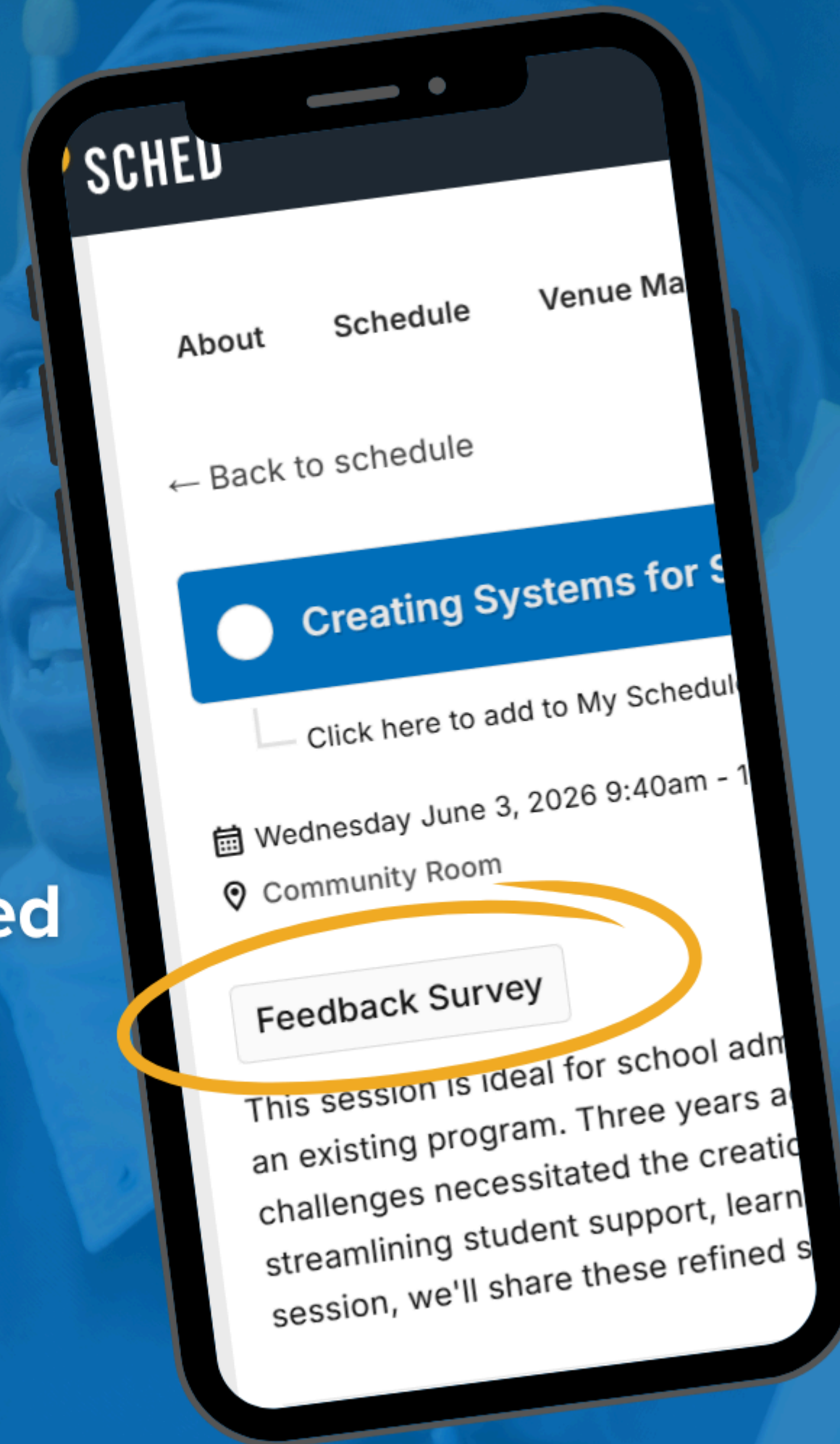
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## SURVEY REMINDER

Please complete a survey in Sched for each session you attend.



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