

# RECAP Principles

## A University Commitment to Educational Partners

### Relationships | Equity | Compliance | Awareness | Power

*In partnership, the University of Michigan's [Center for Educational Outreach](#), the [Marsal Family School of Education](#), and the [Ginsberg Center](#) developed the following principles to guide and strengthen K-12 school and educational partnerships in Michigan. We are committed to working with our U-M colleagues, K-12 schools, and students to advance student learning and teamwork through the RECAP principles.*

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#### RELATIONSHIPS

Relationships start with people and are built on trust, clear boundaries, ongoing communication, and transparent expectations. When developing a partnership, identify a clear point of contact, assess the nature of the relationship from both perspectives and determine the mutual benefits of sustainable collaborations. Explore intentional ways to enter and exit communities together.

#### EQUITY

Seek to understand and attend to the interests, needs, and expectations of K-12 schools and districts throughout the process to avoid unintended consequences. Consider what will support and advance student learning and well-being and who will benefit or be burdened.

#### COMPLIANCE

Working with K-12 students is highly encouraged at the University of Michigan and comes with additional responsibilities. Work with the Office of Risk Management, which leads the Children on Campus initiative, when beginning all partnerships with K-12 students, schools, and community-based partners (SPG 601.34). Consult with the Institutional Review Board (IRB) if you will be conducting research with human participants.

#### AWARENESS

Schools have tremendous demands on their time, and their top responsibility is educating youth. Using an asset-based approach, seek to understand the unique characteristics of a particular school context, including the role of race, culture, socio-economics, and privilege in partner schools and communities.

#### POWER

Strive to balance power by practicing cultural humility, acknowledging power differences, and consciously attempting to attend to these differences through reflection, conversation, and learning.

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# Applying the RECAP Principles: Reflection Exercise

*Use the guiding questions below to inform your work with K-12 partners. Take a moment with your team to discuss the following questions. Note where your initiative would benefit from consulting with one of the RECAP partners, and following this, connect with them.*

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## RELATIONSHIPS

**With K-12 Educators, how are you building a trusted, mutually beneficial relationship?**

- How are you using your interactions with your partner to establish common ground and to advance everyone's priorities?
- Do you have a skill set or resource that can be brought to bear on the priorities/needs of the school partner?

## EQUITY

**In a K-12 partnership, do all parties feel they are getting their fair share?**

- How are you meeting the school where they are and making the partnership as easy as possible for them?
- Do you need additional training or support to gain the skills and knowledge required to meet the priorities of the school/classroom?
- Does the partnership benefit K-12 students, educators, and/or community members?
- How do you know? Are resources/partnerships distributed equitably across a district or region?

## COMPLIANCE

**What are you doing today to protect minors' safety and dignity and the reputation of your school partnerships, the University, and yourself?**

- Have you worked with the Children on Campus office?
- What are the school or district requirements and expectations of partners?
- Have you identified the point of contact for the district (a community liaison) to connect with to begin your work in their district?

## **AWARENESS**

**How are you actively learning from the wisdom of your school partners while reflecting on your own experiences and knowledge from your field?**

- How do the goals of your project and the school's needs align?
- How are you considering the history and context of your school partners?
- How are you honoring and affirming the lived experience, expertise, and social identities of those within the school community?
- Who are other U-M scholars in your community already?

## **POWER**

**How are you affirming and recognizing the expertise and contributions of your K-12 partner?**

- How can you leverage each other's resources and knowledge?
- How are school stakeholders involved in the design process of a project or service and decision-making throughout the engagement?
- How are you considering compensating or otherwise recognizing the contributions of school partners in your project/work?
- Have you considered your school community's communication, timing, and other preferences?