**Background**

- Racism is deeply entrenched in American life and institutions, including educational systems (Ladson-Billings & Tate, 2006).
- Consequences from structural racism results in systemic educational inequity in achievement, discipline, teacher performance expectations, tracking, and special education referrals (Crutchfield, Phillips, & Frye 2020).
- Prior studies have shown that enacting culturally responsive pedagogical practices contributes to positive academic and nonacademic outcomes for diverse students (American & Leith, 2006).
- Anti-racist, racial justice, and culturally responsive trainings are needed to set the stage for educators to do this work (Coy, 2015; Ladson-Billings, 1995).
- However, more research on the implementation, effectiveness, and sustainability of these programs is needed.

**Research Questions**

RQ1. How can a racial justice program change teacher mindsets and beliefs about the intersection of race and education?

RQ2. How do these changes influence behavior and/or practice? What factors play a role in either promoting or preventing these changes?

**Methods**

- This study utilized a qualitative case study to understand the outcomes of a racial justice program and the mechanisms underlying any changes (Creswell & Poth, 2018).

**Data Collection Site & Demographics**

- **Westbridge Elementary** (Located in New York)
  - N: 469
  - Asian/Mixed: 16%
  - Latino: 77%
  - Black: 5.5%
  - White: 6.6%

**Racial Justice in Schools Pilot Program**

With support, Westbridge formed a Racial Equity Committee (REC) and went through the program’s three stages.

**Data Sources & Participants**

- **Data Sources**
  - 6 Interviews
  - 2 Focus Groups
  - 1 Observation of Assessment Results
  - Documents

- **Data Collection**
  - Fall 2018
  - Winter 2019
  - Spring 2019

**Analyzing Educators’ Responses to a Racial Justice Program and Barriers to Sustainability**

**References & Acknowledgments**


