Racial socialization refers to practices and messages that teach youth about their race. African Americans/Whites/Mexicans are represented in your textbooks. In psychology, there is little study of racial socialization in school settings outside of prejudice reduction and African-centered practices (e.g., Lewis et al, 2012; Paluck & Green, 2009).

The multicultural education literature offers theories and teachers’ perspectives, but less evidence on students’ perspectives (Bennett, 2007; Howard, 2007). There is a need to understand practices in mainstream classrooms as experienced by students and the implications for development. A new framework of school racial climate (Aldana & Byrd, in press; Byrd, 2014) accounts for school racial socialization (see below) in addition to intergroup interactions.

**Method**
- 21 African American/Black high school students (75% female) in 10th-12th grade
- Predominantly Black high school in Detroit, Michigan
- Focus group and individual follow-up interviews
- Semi-structured interviews
- What do you learn about race and culture at school?
  - Example probes:
    - Are African Americans/Whites/Mexicans represented in your textbooks and materials?
    - Does the school celebrate any holidays or have multicultural festivals?
    - Do teachers/administrators encourage you to hang out with people of different races?
    - Do your teachers ever talk about ignoring race?

**Analysis**
- Content coded meanings of practices or messages relating to race, diversity, and culture at school into dimensions of framework
- 215 mentions (572 coded)
- 38% formal curriculum, 24% informal opportunities

**Conclusion**
- The study of school racial socialization as an aspect of school climate will further illuminate the role schools play in shaping youths’ identities and attitudes.