



Convener Statements — Equity and Early School Success

The National Civic League focuses much of its work on racial equity and inclusiveness. This work extends from our core mission: to advance civic engagement to create equitable, thriving communities. The League's All-America City Awards include equity as one of its six criteria for community designations and often focus on a particular aspect of equity, like health equity. Our commitment to racial equity and healing is also reflected in our other programs, including our Model City Charter and other publications. The AAC Awards call special attention to initiatives grounded in advancing racial equity.

CGLR's commitment to equity is hard wired into our mission to disrupt generational poverty and our work to improve the prospects for children of economically challenged, fragile and otherwise marginalized families by promoting early school success for the children most likely to fall beyond the reach of school. This is also true for our efforts to accelerate equitable learning recovery for the children disproportionately affected by the learning loss from pandemic-precipitated school closures.

- **Children of color are disproportionately represented among economically challenged, fragile and otherwise marginalized families.** Nationally, they are more likely to live in families with incomes below the poverty line (31% of Black children, 23% of Hispanic children, 10% of white children), live in single-parent households (64% of Black children, 42% of Hispanic children, 24% of white children), and have experienced at least one adverse childhood experience, or ACE (61% of Black children, 51% of Hispanic children, 40% of white children).
- **They are more likely to miss the third-grade reading milestone:** 83% of Black students and 77% of Hispanic students score below proficient on the fourth-grade NAEP exam, compared with 55% of white students.
- **And they experience the most egregious learning loss, in large part because of lack of connectivity to the internet.** One in 10 of the poorest children in the United States has little or no access to technology for learning, according to a Brookings report on data from the Census Bureau's Household Pulse Survey. The same survey found that more than 8% of Black parents say their children rarely or never have access to a device for learning (4 percentage points higher than for the sample of all races). Nearly 7% of Black parents say there is rarely or never internet access available in their homes (3 percentage points above the full sample). In June 2020, McKinsey & Company estimated that children of color would lose more months of learning, on average, than white children during pandemic-related school closures (10.3 months for Black students, 9.2 months for Hispanic students, 6 months for white students). McKinsey estimated that these losses would exacerbate existing achievement gaps by 15% to 20% and lead to losses of \$61,000 to \$82,000 in lifetime earnings for affected students — with Black students losing roughly twice the percentage of annual income lost by white students.