

THE IMPACT OF CITY CONNECTS ON SELECT STUDENT SUB-GROUPS

THE MARY E. WALSH CENTER FOR THRIVING CHILDREN

City Connects is an evidence-based approach to integrated student support that helps students—academically, socially, emotionally, and physically—by connecting each and every child to a tailored set of prevention, intervention, and enrichment services in the school and community. Research has shown that City Connects is associated with a wide range of positive outcomes for students, teachers, and taxpayers.<sup>1</sup> These findings are principally drawn from analyses of

City Connects’ impacts on students who are at a higher risk of adverse academic and nonacademic outcomes.

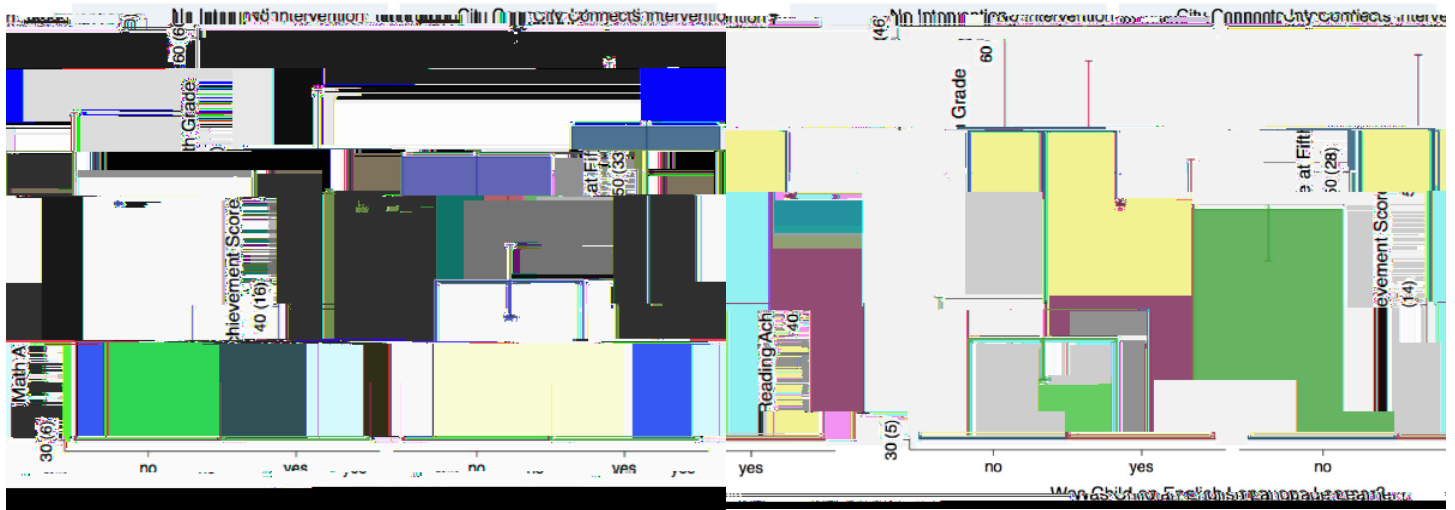
Now, a series of studies have explored the impacts of City Connects on important student sub-groups who are especially vulnerable to lower academic and life outcomes. The findings demonstrate significant positive impacts of City Connects for the following groups:



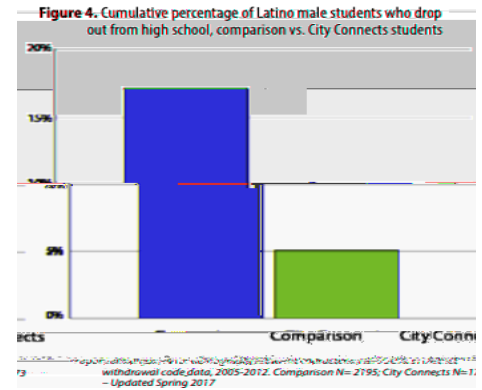
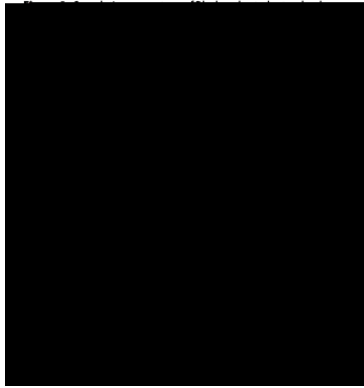
**First-generation immigrant children:** City Connects positively impacts student achievement and attainment, including reducing the gaps for first-generation immigrant children.<sup>2,3</sup>

Immigrant English language learners who experienced effective integrated student support performed better in both English and Math relative to their English-proficient immigrant peers.<sup>4</sup> Immigrant students who experienced City Connects significantly outperformed immigrant students who never experienced the intervention on both reading and math achievement test scores.<sup>5</sup>

**Immigrant English language learners:** City Connects has narrowed the achievement gap relative to other immigrant students. First-generation



: The high school drop out rate is cut in half for Black and Latino boys who received City Connects in elementary school starting in kindergarten or first-grade.<sup>6</sup>



A preliminary study shows that having City Connects in an elementary school is associated with a significant reduction in special education placement rates following four years of

implementation.<sup>7</sup>

Much of that reduction is driven by declines in Black male students being assigned to special education.<sup>8</sup>

<sup>1</sup>B... , A. B., ... , L... , H. M., M... , A., & ... , A. (2020). A E... E... C... B... C... E... , 21(8), 1126-1135.

<sup>2</sup>... , M.E., M... , G.F., ... , A.E., F... , C., A., C., L... - J... , J., & B... , A. (2014). A... E... : E... A... E... J... , 51(4), 704-737.

<sup>3</sup>D... , E., ... , M.E., ... , E., L... - J... , F... , C., & ... , A.E. (2016). C... C... -B... I... A... F... -G... I... C... A... H... ? , C... D... , 87: 883-897.

<sup>4</sup>D... , E., ... , M.E., ... , E., L... - J... , F... , C., & ... , A.E. (2016). C... C... -B... I... A... F... -G... I... C... A... H... ? , C... D... , 87: 883-897.

<sup>5</sup>D... , E., ... , M.E., ... , E., L... - J... , F... , C., & ... , A.E. (2016). C... C... -B... I... A... F... -G... I... C... A... H... ? , C... D... , 87: 883-897.

<sup>6</sup>... , M. E., L... - J... , ... , z... , A.E., ... , C., F... , C., ... , M. (2017). H... D... E... : A... I... I... B... C... C... C... : //... /... /... /... /... /C...%20...%20B...%20-%20D...%20-%205.1.17%20(1)...

<sup>7</sup>K... , (2022). D... ? E... A... A... M... , DC, ☒

<sup>8</sup>K... , (2022). D... ? E... A... A... M... , DC, ☒

