

Research Brief

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.¹ These findings are principally drawn from analyses of

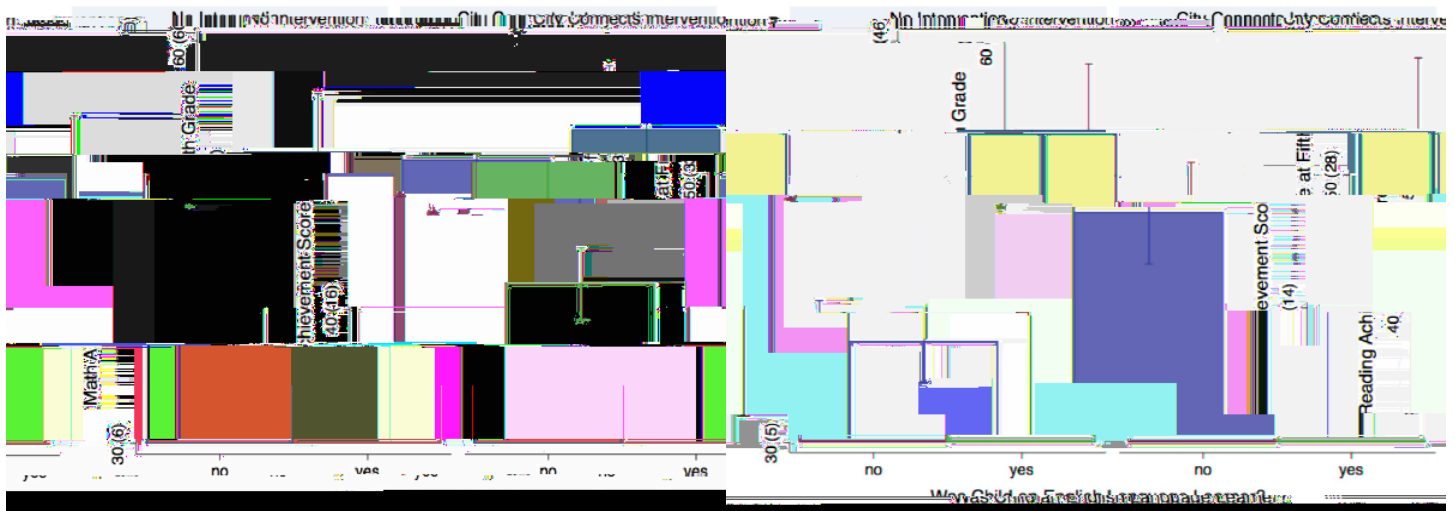
City Connects' impacts on students who are at a higher risk of adverse academic and nonacademic outcomes.

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:

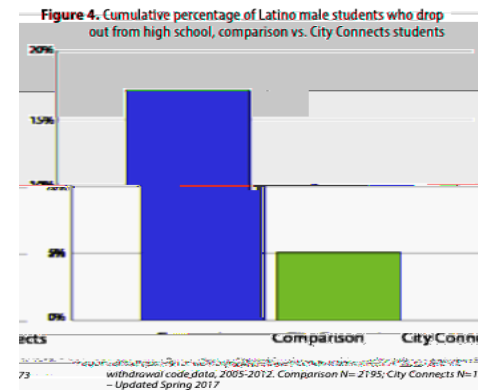
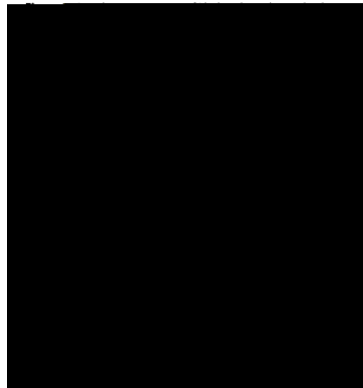
First-generation immigrant children: City Connects positively impacts student achievement and attainment, including reducing the gaps for first-generation immigrant children.^{2,3}

Other immigrant students: City Connects has narrowed the achievement gap relative to other immigrant students. First-generation

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



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.⁶



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.⁷

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

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

²... , 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.

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

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

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

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

⁷K... , . (2022). D... ? E... A... A... M... , DC, ☒

⁸K... , . (2022). D... ? E... A... A... M... , DC, ☒