

# 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.<sup>1</sup> These findings are principally drawn from analyses of

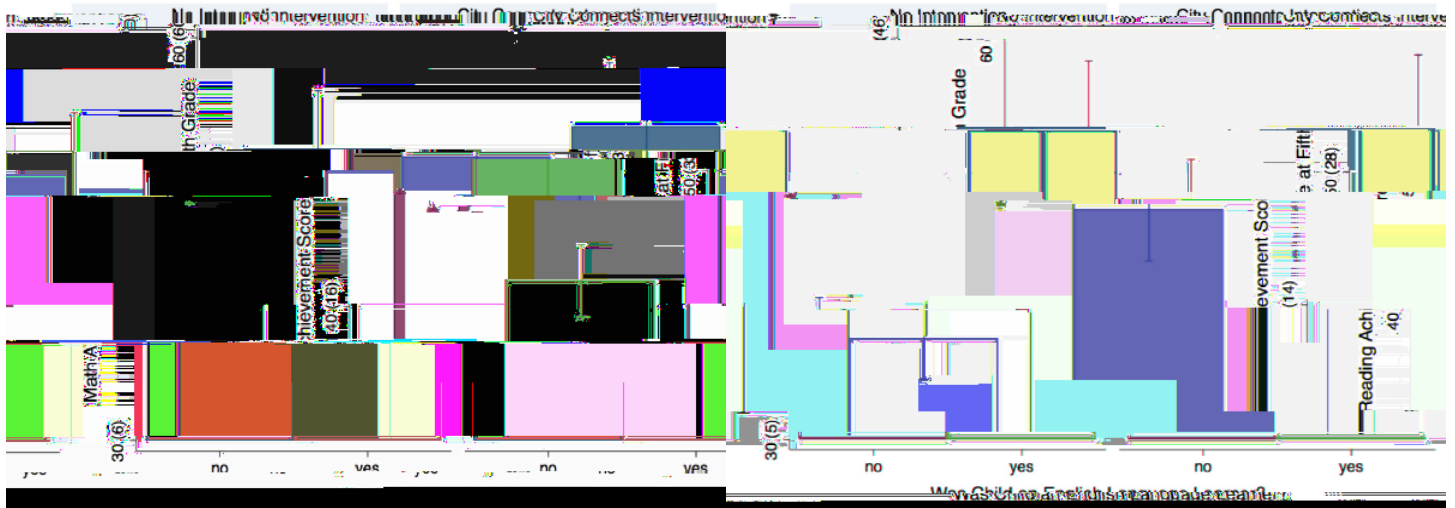
City Connects' impacts on students who are at a higher risk of adverse academic and nonacademic outcomes.

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:

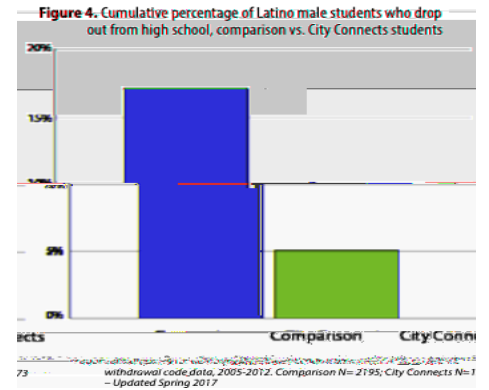
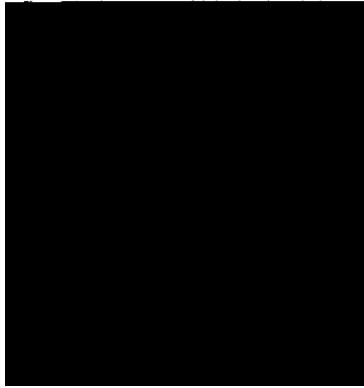
**First-generation immigrant children:** City Connects positively impacts student achievement and attainment, including reducing the gaps for first-generation immigrant children.<sup>2,3</sup>

**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.<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>



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>



implementation.<sup>7</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

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

<sup>1</sup> Brown, A. B., ... (2020). A ... .. 21(8), 1126-1135.

<sup>2</sup> ... (2014). A ... .. 51(4), 704-737.

<sup>3</sup> ... (2016). C ... .. 87: 883-897.

<sup>4</sup> ... (2016). C ... .. 87: 883-897.

<sup>5</sup> ... (2016). C ... .. 87: 883-897.

<sup>6</sup> ... (2017). H ... .. <https://www.impactjournal.org/issue/2017-2018/issue-2017-2018-01/>

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

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

