

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.

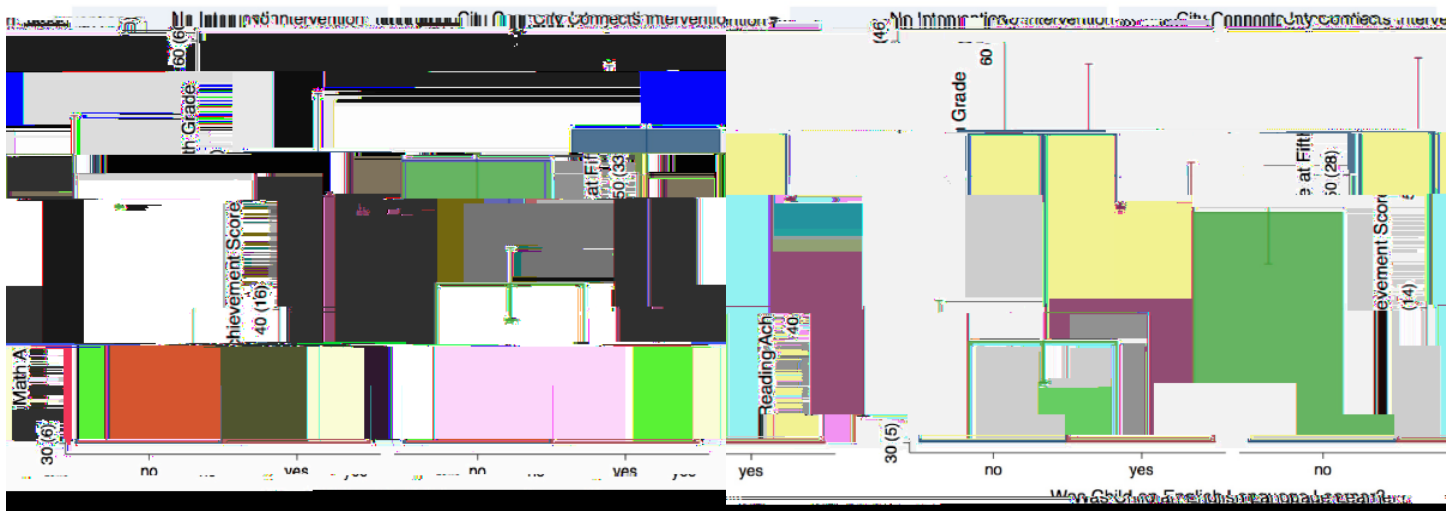
Now, a series of studies have explored the impacts of City Connects on important student sub-groups who are especially vulnerable to lower academic and life outcomes. The findings demonstrate significant positive impacts of City Connects for the following groups:

First-Generation, Immigrant, and English Language Learner Students

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

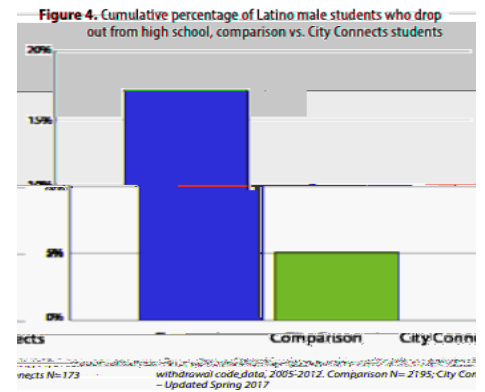
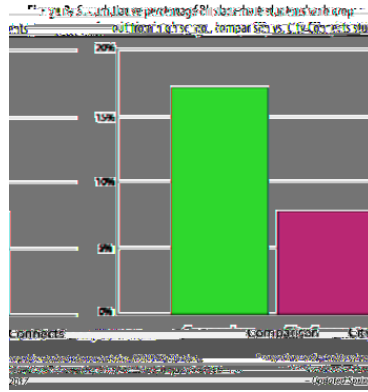
Narrowed academic gaps: City Connects has narrowed the achievement gap relative to other immigrant students. First-generation

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



Black and Latino Students

Reduced drop out: 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



Students receiving special education services

Reduction in overall placement rates: 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

Reduction in placement rates of Black boys: Much of that reduction is driven by declines in Black male students being assigned to special education.⁸

References

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