City Connects is an evidence-based approach to integrated student support that helps students—aacademically, 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

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