A POSITIVE EVOLUTION:

Exploring the Impact of the MBK Village Initiative

A REPORT BY

THE KIRWAN INSTITUTE FOR THE STUDY OF RACE & ETHNICITY
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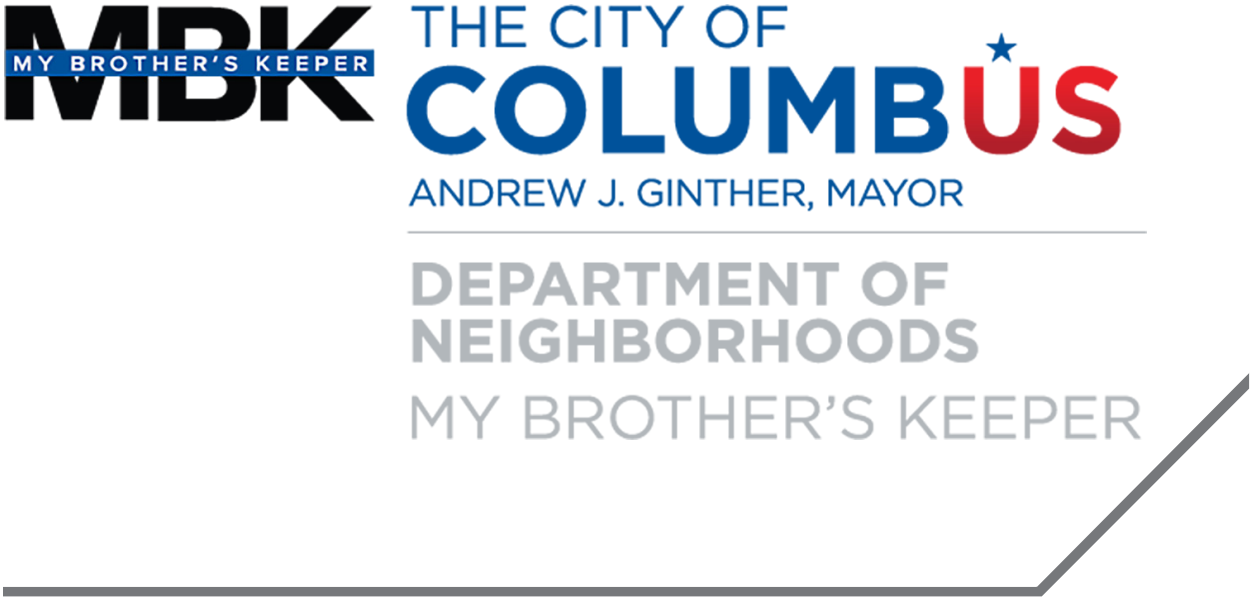


Executive Summary

Over the past five years, cities across the United States have faced historic challenges including a global pandemic, a nation-wide reckoning with racial injustice, and serious economic hardship. Throughout this period, the City of Columbus has persevered by emphasizing cross-sector collaboration and supporting the resilience of innumerable residents, who simply would not give up. At present, Columbus leads most US cities in population growth with positive 10-year trends for economic growth. Moreover, the decline in incidents of violent crime in Columbus (based on Columbus Police Department data) has outpaced the state of Ohio's decline in violent crime. These metrics illustrate why Columbus is both a growing and wonderful place to live; people are noticing locally and nationally what Columbus has to offer.

Despite these positive indicators, disparities persist, constraining the City of Columbus's ability to foster a community where youth of all races and ethnicities thrive. These disparities, in turn, restrain the city's growth potential. Research predicts that if Columbus were to close the racial income gap, its ongoing economic growth would skyrocket, generating another $9.9 billion in local GDP.[1] High rates of vulnerability continue to curtail the role that young men and boys of color across the city can play in contributing to Columbus's prosperity.

In this report we explore the impact of the MBK Village initiative led by the City of Columbus Department of Neighborhoods. Specifically, we find that the MBK Village initiative has had a positive evolution over the last decade by triangulating data from service provider focus groups,

youth service provider surveys, and other programmatic data provided by MBK grantees. Overall, three dimensions of positive evolution emerged from our analysis of the data:

- Increased Access to Opportunity
- Enhanced Youth Engagement and Relationships
- Expanded Capacity among Youth-Empowering Community-Based Organizations (CBOs)

To this end our report builds on Kirwan's 2017 report, *Renewing Our Call to Action*, and seeks to provide guidance for the city's expanding work in the MBK initiative and its impact on six key milestones identified at the national level by the My Brother's Keeper Alliance. Our key findings summary and detailed empirical analysis are the basis for our seven recommendations. We are also convinced that continuing to embrace Columbus's longstanding commitment to creating a thriving community for youth can expand to meet unmet needs exacerbated by a global pandemic through both program expansion and policy change.

At the programmatic level, three important opportunities to expand impact to address unmet needs were identified:

- Expand impact by creating an MBK Village-Wide Strategic Plan
- Smart program expansion that supports multiple needs simultaneously
- Level up MBK Village CBOs' capacity by incentivizing collaboration

At the policy level, two additional and equally important opportunities to expand impact would leverage precious City of Columbus funds to ensure the highest chance of positive outcomes.

- Integrate and Align MBK Village Initiative CBOs with Existing City of Columbus and Civic Policy Priorities
- Coordinate with County and State Initiatives to Provide a Robust Multi-Generational Approach

Final Recommendations

To address these exciting opportunities for expanded impact we have developed seven (7) recommendations that we list here, organized as follows: one (1) global recommendation (G); four (4) MBK Village program recommendations (MBKV); and two (2) policy recommendations (P). A full description of the recommendations can be found on page 9.

G

Develop systematic cross-initiative data collection protocols to track outcomes

MBKV

Devote resources to developing a community-centered strategic plan

MBKV

Incentivize MBK Village providers' ties to multi-sector civic resources

MBKV

Empower youth to lead with a combination of opportunities & resources

MBKV

Explore possibilities for bridge funding connections

P

Continue to scale up the integration of MBK Village initiatives with existing and forthcoming policy changes throughout City of Columbus departments

P

Adopt an expanded definition of "successful workforce entry" and adjust the incentive structure to ensure its adoption across grantees, the business community, and civic sector

We thank the anonymous participants in our MBK Initiative World Café, focus groups and surveys for their tremendous contributions to the analysis. For more information about how we conducted the research please see our Research Design and Methodology section in the full report, where we share more about our community-engaged approach. We remain optimistic about the future of young boys and men of color in Columbus due to the heroic efforts of those who work every day with our youth, including many young people themselves, to ensure Columbus is a place of freedom and opportunity for all. If they have anything to say about it, the City of Columbus will continue moving toward leading the nation in resolving these barriers to progress and creating a thriving community for all youth.

Introduction: Columbus Post-Pandemic

The events of the past five years have tested the resolve and resilience of the residents of Columbus. From a global pandemic to racial reckoning to economic challenges, Columbus has persevered by emphasizing cross-sector collaboration and supporting the grit of innumerable residents who simply would not give up. Through it all young men and boys of color, who entered the past few years with high rates of vulnerability to several challenges, have also persisted.

Now Columbus stands out as a top city for population growth[2] with very positive ten-year trends for economic growth across multiple metrics.[3] Our research also reveals recent progress on issues residents care about, such as incidents of crime. Violent crime reports in Columbus have plummeted at a steeper rate than Ohio more generally. These drops occurred among younger Columbus residents across racial groups, with younger Black residents experiencing the greatest transformation.

Despite these positive indicators, prosperity in Columbus has not been distributed or experienced evenly across its residents. While overall population and job growth have been strong in metropolitan Columbus, the city currently ranks **#54** of 54 large cities in the United States on metrics of racially inclusive

Columbus currently ranks

#54

of 54 large cities in the United States on metrics of racially inclusive prosperity

prosperity.[4] Notably, both Cincinnati (#46) and Cleveland (#51) rank above Columbus on this measure. Moreover, three peer cities (midwestern cities with populations at or above 1 million residents) rank among the nation's top 10 most racially inclusive prosperity locations: Milwaukee (#1); Indianapolis (#6); and Detroit (#10). Between 2012-2022 the racial gap in both median earnings and the poverty rate grew in Columbus.[5] A 2023 study by the Rise Together Innovation Institute revealed that Black and Hispanic residents in Franklin County experience deep poverty (defined as income less than 50% of the federal poverty level) at twice the rate of their white neighbors.[6] As the largest city in Franklin County, Columbus drives more recent County-wide statistics.

Columbus region could generate another **$9.9 billion** in local GDP if racial gaps in income were eliminated.

The persistence of these racial disparities (most of which predate the pandemic) pose a significant threat to the continued growth and economic prosperity of the City of Columbus. The Rise Together Innovation Institute estimates that child poverty likely cost Franklin County $5.2 billion in economic activity in 2021 in terms of reduced earnings, crime, health and child welfare impacts. Similarly, a 2022 study conducted by One Columbus, PolicyLink, the Workforce Innovation Center and the Equity Research Institute estimates the Columbus region could generate another **$9.9 billion** in local GDP if racial gaps in income were eliminated.

The impact is clear: addressing the compounding relationship between poverty and racial disparities goes well beyond just being morally correct: if we get this right here in Columbus, we can go beyond arguments over the size of the share of the pie to grow the pie itself by a noticeable order of magnitude. Despite the clear impact, charting a path forward poses challenges. Figures from 2018-19 highlight Columbus's strong job growth and pre-pandemic potential. However, much of this growth was delayed by the effects of the pandemic. The significant investments provided by the federal government to address pandemic needs are now concluding, despite lingering impacts. **Considering these challenges, how can the City of Columbus implement strategic methods to meet the needs of all its citizens, particularly those exacerbated by the pandemic?**

In this report we detail the results of a youth needs assessment conducted by the Kirwan Institute for the Study of Race and Ethnicity on behalf of the City of Columbus Department of Neighborhoods. We rely on three types of evidence to draw conclusions and offer recommendations. First, we conducted empirical research[7] to gather insights from service providers, which included:

- A community-driven research launch using the World Café Method;
- Focus groups with MBK Village service providers; and
- Survey of MBK Village service providers
- Creation of a geospatial Youth Equity Index

Second, we conducted a document analysis, reviewing City of Columbus resources such as summer youth employment program (SYEP) engagement surveys and prior MBK Village reports. Third, we reviewed recent independent reports about Columbus and the broader region itself. The goal of this three-step approach was to engage in broad exploration, multi-sector listening, and collaboration to avoid offering conclusions in a vacuum.

We find that the MBK Village initiative has had a positive evolution over the last decade by triangulating data from service provider focus groups, youth service provider surveys, and other programmatic data provided by MBK grantees. Overall, three dimensions of positive evolution emerged from our analysis of the data:

- Increased Access to Opportunity
- Enhanced Youth Engagement and Relationships
- Expanded Capacity among Youth-Empowering Community-Based Organizations (CBOs)

We also uncovered three important opportunities at the programmatic level to expand impact to address unmet needs:

- Expand impact by creating an MBK Village-Wide Strategic Plan
- Smart program expansion that supports multiple needs simultaneously
- Level up MBK Village CBOs' capacity by incentivizing collaboration

At the policy level, two additional and equally important opportunities to expand impact would leverage precious City of Columbus funds to ensure the highest chance of positive outcomes.

- Integrate and Align MBK Village Initiative CBOs with Existing City of Columbus and Civic Policy Priorities
- Coordinate with County and State Initiatives to Provide a Robust Multi-Generational Approach

Our report is organized into two sections: 1) a set of policy and programmatic recommendations and 2) an integrated review of our empirical analysis regarding youth equity across six milestones identified by the national My Brother's Keeper (MBK) Alliance that served as the foundation for our recommendations. In this way the current report builds on our 2017 report, *Renewing Our Call to Action*, and seeks to provide guidance for the city's expanding work in the MBK initiative.

2025 represents the 10th anniversary of the landmark Youth Perspective Report and Next Step Recommendations put forth by the Columbus My Brother's Keeper Task Force. What is not in doubt – our city's commitment to ending the structural factors that limit the potential of youth of color – far surpasses the challenges we face. We remain convinced that together Columbus can move toward leading the nation in resolving these barriers to progress by facing hard truths and embracing Columbus's longstanding commitment to creating a thriving community for youth.

Recommendations:

We developed seven (7) recommendations that we list here. The first recommendation is a global recommendation. The second set of recommendations (4) are internal to the MBK initiative itself, while the final set of recommendations (2) exist at the policy level.

Global Recommendation:

Develop Systematic Data Collection Protocols to Track Outcomes

Here we echo a finding from a previous assessment, published in 2021, which suggested that the City of Columbus conduct a longer-term assessment across student intern programs to determine the full impact of SYEP and other initiatives on participant job choice. We would broaden this earlier insight to suggest that the City initiate or engage an outside consultant to develop an instrument that can work across youth populations, programs, and service providers to track outcomes associated with the six milestones. While the MBK Village initiative is at the heart of this report, using nationally set milestones to assess population-level outcomes requires systematic tracking of pre- and post-program data across all youth, not simply boys and young men of color. This would include both collaborative development and tracking of metrics to gauge need and impact along with longitudinal studies of youth to show impact across time.

MBK Village (MBKV) Recommendations

MBKV Recommendation 1:
Develop and implement a community-engaged MBK Village strategic plan

> *"I think if we had a plan and goals, right, that we could write the grants collectively and separately, right at multiple levels, locally, county-wide grant writing. The impact would be broader and more comprehensive. But, again I think you have to have…folks who want to try this, want to work with, to try and coordinate something like that. I do think there has to be a coordinating body that people want to be a part of. Right, and if you have that, then again, if everyone has something they're working toward, individually and collectively, then I think, there'll be enough information to, you know, prove that what we're doing works, if we can get funding from multiple places."*
>
> *– Focus Group Participant*

This recommendation emerged as a response to one of the most pervasive comments out of our analysis. From the initial World Café in May 2023, where the theme of "collaboration versus competition" emerged, through the six focus groups and service provider surveys conducted six months later, the data unequivocally shows that service providers want to collaborate and develop a collective "North Star" that guides their work across the Columbus MBK ecosystem. This recommendation also echoes our focus group and survey findings that service providers need additional opportunities for organizations to learn from each other and the City of Columbus can and should incentivize collaboration and data sharing between organizations to reach population-level impact.

MBKV Recommendation 2:
Explore Possibilities for Bridge Funding Connections

> *"It would be almost like an SBA, like Small Business Association, from a community service aspect. So, I see that it in [sic] that format."*
>
> *Focus Group Participant*

> *"I don't know if it still exists though, but Chicago had a public-private partnership to where organizations that were receiving funding from the city and were having cashflow issues, because that's what the Brother is talking about is cash flow issues…Then there was a partnership that would provide those funds because let's face it, if you provide the service, the money's guaranteed! That's what banks look for! So, those kind of partnerships I think. You know, some public-private partnerships 'cause there's some business opportunities…"*
>
> *– Focus Group Participant*

Both cohorts of service providers – in focus groups and those who responded to the survey – demonstrated interest in collaborating on shared funding strategies to scale up the work that they do. While we initially focused on the idea that collaborating would eliminate the competition for funding first identified during the World Café session, the focus groups surfaced some interesting alternatives. Participants in two different focus groups emphasized the way in which having bridge funding to meet the challenges associated with long lead times or mandated reimbursement policies might be an effective strategy to allow organizations of all sizes and organizational capacities to focus on what they do best: provide the services needed by youth, outside of traditional models like fiscal sponsorship. This could include City-led civic support of a bridge financial entity to address financial capacity limitations for small organizations that goes beyond the traditional definition of fiscal sponsorship.

MBK Initiative Recommendation 3:
Broaden Collaboration and Engagement

Consistent with Columbus's broader ethos of multi-sector collaboration, we recommend the City implements mechanisms that ensure MBK initiative service providers have the resources and information necessary to leverage all parts of the non-profit, philanthropic landscape in Columbus and more broadly across state-level agencies. We envision two related pathways for implementation. First, MBK Village could be further leveraged for impact if broader collaboration could align with other community initiatives. Second, the city could use its convening and funding power to better integrate MBK Village service providers into the existing human services landscape. The Department of Neighborhoods seems uniquely poised to pull these larger institutions into conversation rather than each MBK service provider approaching them individually or as a small group. This might also be an initiative ripe for an external funding collaboration whether it involves establishing full membership for smaller services providers or consulting with the Human Service Chamber or with the Community Information Exchange to develop programming more suitable for smaller service providers like those in the MBK ecosystem. While we would not want to dictate the form in which this kind of strategic collaboration could take place, we are confident that if designed with intentionality it could greatly knit together the providers who are doing this work to provide their staffs with cost-effective leadership development and organizational sustainability support beyond that which a city-funded initiative could provide.

MBK Initiative Recommendation 4:
Empower Youth to Lead with Combination of Opportunity and Resources

> *"I'm not afraid to say, I feel like we have a lot of young people who are ready and willing to be those changemakers in our community. I'm not sure that there are certain people, agencies, etc., that are willing to pass the torch to them. So, it's like one of the challenges I feel like there's not proper grooming for somebody else to take over and keep the energy. … Really just so we can pass the torch, like, we're building these infrastructures, but we gotta pass them on. You know what I mean?"*
>
> *– Focus Group Participant*

Finally, we want to highlight youth leadership. MBK has increased and sustained engagement with youth. Youth feel "seen" and benefit from working directly with peers and near peers. Organizations have built robust relationships with youth and families that have been sustained. The social capital built from youth engagement is an asset that can continue to be leveraged by youth serving organizations and providers. To this end, we recommend that implementation of recommendations 1-3 prioritize opportunities to empower youth to lead beyond traditional leadership development programs. We think this intervention might have the most direct impact on Milestones 4-6, because youth respond best to MBK programming with slightly older "near peer" young adult leaders to mentor younger children. Could additional youth led programming opportunities and leadership development for older youth be emphasized in programming?

Policy Recommendations

Policy Recommendation 1:
Continue to Scale Up the Integration of MBK Village Initiatives with Existing and Forthcoming Policy Changes Throughout City Departments

One MBK SYEP participant put it best, referring to a Kirwan-hosted MBK event for the Columbus and Cleveland chapters as his most memorable moment: "When I got to go to the Ohio State campus and get a tour and record and also see what Ohio State has to offer at the same time." Unfortunately, our ability to explore the experience of youth were constrained by the number and quality of responses to the SYEP 2023 survey data provided by the City of Columbus, which reiterates our global recommendation that systematic outcome-driven data protocols be developed.[8] However, the synthesis between the goals of these programs in conjunction with preliminary survey data suggests that connections between initiative and impact are there.

Policy Recommendation 2:
Adopt a city-wide Milestone 5 definition of "Successful Workforce Entry"

The Kirwan Institute has developed a new definition of sustainable youth employment that focuses on the career potential of entry-level work for youth 16-24. This definition combines the criteria outlined by Advancing Workforce Equity: A Blueprint for Columbus and the "self-sufficiency" standard of the Ohio Association of Community Action Agencies:

- Self-sufficiency compensation that provides a household-size sensitive needs-only no public-assistance required income[9]
- A stable or growing base of employment in the occupational sector (maximum of 10% decline over the next decade);
- Low probability (less than 50%) of job computerization or automation

This more robust definition of employment significantly increases the likelihood of *long-term employment* in jobs that promote self-sufficiency, resulting in lasting benefit to government jurisdictions with lower public assistance expenditures. We recommend action at the policy level to ensure that system-wide administrative changes are made and coordinated definitions are being implemented across city departments. The 2022 Advancing Workforce Equity report estimates the economic benefits of this definition to generate up to $9.9 billion.

Youth Trends in Columbus Pre- and Post-Pandemic

Prior to the pandemic, approximately one third of Columbus' population under the age of 25 identified as people of color.[10] Kirwan's 2017 Report, *Renewing our Call to Action*, found that 55% of Columbus youth experiencing high vulnerability were youth of color. In that report, we built upon the 2015 My Brother's Keeper Task Force findings, which identified three main obstacles for African American male youth:

- Education,
- Relationships and community,
- Personal development, health and self-governance.[11]

For the 2017 report Kirwan also constructed a Youth Vulnerability Index to analyze the impacts of these obstacles on youth opportunity. Our trend analysis compares that index to our 2024 Youth Equity Index relying on similar publicly available data.

In 2024 MBK Village youth are growing more racially and ethnically diverse. The growing international community in Central Ohio will further this trend. MBK Village will need to be adaptable to meet the needs of and engage with immigrant and refugee youth populations that are growing in our community.

For the purposes of the trend analysis we preserved as much consistency as possible between our 2017 report and the 2024 report. Table 1 illustrates the similarities in analyses between 2017 and 2024. The 2024 analysis relied upon primary survey data collected by the Kirwan (Service Providers Convening, Service Providers Focus Groups, and Survey Data). For more information about our research design and methodology, please go to page 62.

Table 1. Analytical Similarities Between 2017 and 2024 Reports

	Education Domain	Economics Domain	Health Domain	Safety Domain	Service Providers World Café Convening Data	Service Providers Focus Groups	Service Providers Survey Data
2017							
2024							

As in 2017, in this current report we track youth needs and challenges using the six nationally recognized MBK milestones for youth empowerment:

- **Entering School Ready to Learn:** All school-aged children should have a healthy start and enter school cognitively, physically, socially, and emotionally prepared to learn.
- **Reading at Grade Level by Third Grade:** All children should be reading at grade level by age 8, the age at which reading is solidified as a truly essential, foundational component of ongoing learning.
- **Graduating from High School Ready for College and Career:** All young adults should have the option to attend postsecondary education equipped with skills for continued success.
- **Completing Post-Secondary Education or Training:** All young adults should receive the education and training needed for quality jobs of today and tomorrow.
- **All Youth Out of School are Employed:** All individuals who want a job should be able to secure and sustain employment that allows them to support themselves and their families.
- **All Youth Remain Safe from Violent Crime** All children should be safe from violent crime. Individuals who are confined should receive the education, training, and treatment they need for a second chance.

Understanding Youth Needs in Central Ohio

> *"I think [the pandemic] impacted all kids across different ages, ages differently – and depending on when it came to them. It could be well my school, my high school fizzled and it just stopped and I had to go be an adult or I was so excited to go to high school. [Or] I am now kind of stuck in this weird [place] like I was a middle schooler and I was going [to] high school and not really anymore and now I'm a high school sophomore... Man, I can't imagine what kind of social changes that they had even amongst themselves in their high school returning back to school. How do we rearrange ourselves? What was it like before that? So, I think it's a lot of it is socialization, social skills, [how do] we keep friends. [So] keeping friends, solving problems."*
>
> *– Focus Group Participant 8*

Like most other jurisdictions, the interruptions experienced by Columbus youth over the last five years are acute and ongoing. Pandemic related learning loss was an international and national phenomenon[12] that has translated into differential recovery rates as well. Such rates are influenced by school system characteristics, student vulnerability and cumulative time lost.[13] Districts with more resource challenges have had slower recovery time and greater losses, whereas districts with higher rates of civic engagement are correlated with reduced learning loss recovery times.[14]

Socio-emotional distress or negative mental health impacts have also been documented nationally in the wake of 2020.[15] Especially relevant to our study, male youth reported the highest rates of challenges with emotional regulation.[16] These daunting findings were not without remedies; protective factors for youth mental health included higher rates of physical exercise and the rate of family and community social support.[17]

Across the six focus groups we facilitated, service providers shared experiences that reflect both of these national trends. They also reported that these impacts have changed the kinds of programming they offer based on clear needs. In addition to the quantitative data explored for each of the milestones, readers should consider the barriers that mental health (including anxiety, lack of motivation, and developmental regression); delayed development of age-appropriate social skills (like managing aggression, communicating effectively, resolving conflict); learning recovery and the extended absence of relational connection with caring adults and/or programmatic resources have had on our youth as milestone targets are set for the next 5-10 years. While service providers have pivoted to meet the needs, whether adjusting curricula to include social skills development previously assumed to be present among youth, developing new programs like getting books in every barbershop to address learning loss, or doing uncompensated conflict resolution work in spaces where youth congregate, the federal support for these expanded services will soon expire; that must be addressed head on by organizations. **Our analysis strongly suggests that the need is not expiring just because the funds will, creating a critical gap that the City should use its convening power to address.** These structural realities, which in fairness have affected just

as many adults as youth, will require realistic baseline assessments about service capacity beyond seats in a classroom or available employees to offer programs. Stakeholders identified potential opportunities for collaborating with the city's Office of Violence Prevention, engaging community health worker programs as a mechanism to reach youth and families and alignment with other community efforts related to meeting third grade reading goals, as well as ongoing efforts to address our region's growing housing affordability challenge. Can progress be made? Absolutely. However, to achieve this goal, we must refrain from setting our MBK Village targets in isolation from other city efforts and acknowledge the significant (and personal) impact the pandemic has had on the capacity of service providers to deliver programming.

Key Findings

We structured our analysis to reflect the six (6) population-level milestones that form the core of the City's relationship with boys and young men of color. In this section we present a summary of top-level findings. The global, MBK Village-specific and policy level recommendations all emerge from this analysis.

Milestone 1: Entering School Ready to Learn

While the upward trajectory of progress was halted following the 2018-2019 school year, Columbus City Schools (CCS) had the lowest decline in kindergarten readiness across the six local school districts we analyzed. As of the 2022-2023 school year, CCS also has the smallest cross-racial/ethnic gaps in kindergarten readiness between White students and both Asian and Black youth. However, cross-racial/ethnic kindergarten readiness gaps remain substantial across three similarly situated districts. Although we are certain partnerships already exist, none emerged from our analysis of the independently collected data. We recommend the city invest in additional partnerships that can enhance school readiness.

Milestone 2: Reading at Grade Level by Third Grade

Columbus area students have results similar to the rest of the country with regard to the decline in reading proficiency due to pandemic learning loss. That said, given the variation in magnitude across districts, it is also clear that district-to-district differences in resources and deployment of those resources also matters. Given its critical role in contributing to school dropout prevention and academic advancement, this milestone should be monitored as an area for further attention based on whether the 2022-2023 district scores remain stable in 2023-2024 or continue to decline. Several school and community partners as well as city departments and state agencies have announced dedicated resources to this milestone, which should be factored into the City's plans for attention and/or investment going forward.

Milestone 3: Graduating from High School Ready for College and Career

Given the importance of post-secondary education and training opportunities for improving both racially inclusive prosperity and regional economic growth more broadly, ensuring that both graduation and pandemic learning loss are addressed swiftly and reversed is crucial for Columbus' future. Racial/ethnic groups experienced wide variation in graduation rates over the time period among the three groups. That said, 2023 SYEP participants expressed several memorable moments that suggested they were better prepared for a career following participation in the program, illustrating an important contribution the program makes to youth in Columbus. We recommend these efforts continue to expand consistent with the definition of employment we provide below.

Milestone 4: Completing Post-Secondary Education or Training

Asian, Black, and White college enrollments in Columbus declined more than seen nationally. The educational fortunes of these three groups do not typically trend together. This makes exploring the small increase we identified among Hispanic/Latinx college enrollment all the more intriguing for further study. Though the increase is small (.9%), it points to a potential opportunity to explore what's working, and to understand whether what's working can be expanded both within the Hispanic/Latinx community itself and more broadly across racial groups. While the absolute percentages of decline are small, the disparities between local and national outcomes is worthy of further attention and monitoring going forward as the City of Columbus continues to think about how best to empower youth 18-24 for progress on additional milestones like employment and safety from violence. Several SYEP 2023 participants offered that their most memorable moments included trips to higher education institutions like Ohio State. These statements reflect the benefit of further integrating MBK Village efforts with other City initiatives like the Summer Youth Employment Program.

Milestone 5: Successfully Entering the Workforce

Ten years ago, Columbus surpassed the state and nation in Black youth employment rates. Since then, Franklin County, Ohio, and the country have not only caught up to Columbus's Black youth employment rates but surpassed them. **It is time for Columbus to innovate once again**. One path to innovation: improving the definition of successful workforce entry. Specifically, we explore a new definition: whether youth aged 16-24 who are out of school are employed in "future-ready" careers and meet the "self-sufficiency standard" for income.[18]

Milestone 6: All Youth Remain Safe from Violent Crime

Some extremely promising findings emerged from our analysis: violent crime reports in Columbus have plummeted at a steeper rate than Ohio more generally. We also found a significant drop in crime incidents as reported by Columbus Police Department across the age cohorts with the highest numbers of incidents: 20–29-year-olds (-36.7%), 30–39-year-olds (- 22.9%), and youth 10-19 years old (- 7.9%). When analyzing the results by race Blacks experienced the largest declines in incidents. Although the parameters of this study do not permit us to draw causal conclusions about the reasons for these overall declines; they are nevertheless notable and worthy of the City of Columbus's further attention to determine what is working and how it can be scaled to have even greater impact.

Our findings emerge from a three-pronged approach described above: the collection of independent empirical data in the form of a World Cafe in May 2023, focus groups in December 2023, and a survey fielded in January – March of 2024. The research design and methodology section features more information about our community-engaged research approach.

Trend Analysis

Milestone 1: Entering School Ready to Learn

Findings:

While the upward trajectory of progress was halted following the 2018-2019 school year, Columbus City Schools (CCS) had the lowest decline across all school districts for kindergarten readiness. As of the 2022-2023 school year, CCS also has the smallest cross-racial/ethnic gaps in kindergarten readiness between White students and both Asian and Black youth. But the cross-racial/ethnic kindergarten readiness gaps remain substantial across three similarly situated districts: CCS, Reynoldsburg City Schools, and South-Western City Schools. Unlike CCS and Reynoldsburg, Hispanic/Latinx youth readiness in South-Western City Schools declined early in the time period (-3.7%), with 2018-2019 representing a lower level of readiness than 2015. However, Hispanic/Latinx youth in the South-Western school district experienced a 1% increase in readiness following the pandemic.

As the City of Columbus begins to consider how to invest in this milestone, it is worth considering both the racial disparities in readiness and in enrollments, particularly in thinking through where to locate programs or services designed to improve both outcomes. Also, kindergarten readiness correlates highly with 3rd grade reading outcomes at the elementary school level. Identifying elementary schools with high 3rd grade reading outcomes despite low kindergarten readiness scores could indicate schools performing well at overcoming this barrier to early childhood educational outcomes.

Since both readiness and enrollments are largely influenced by parents, how communities were positioned and responded to the pandemic is critical for examining this milestone. For example, given what we know about the racial demographics of essential workers workforce, many of these trends might be expected. For example, people of color and limited income families were overrepresented in essential roles during the pandemic (custodians, food service workers, transportation workers, grocery store workers, utility workers, etc). Their demanding work schedule, intensified during the pandemic, could have made it difficult to find extended periods to read with their children. These targeted results also indicate a place for programming like the MBK Village to focus in the years ahead.

Analysis:

For this milestone we tracked data from 2015-2023 to decipher possible progress and to identify opportunities for growth. We use two types of data to analyze outcomes: Kindergarten Readiness and Pre-K Enrollments over the eight-year period. Both figures use data from the Ohio Department of Education's School Report Cards. This milestone was not discussed substantively in the focus groups and our survey generated only one respondent working in this area, so we rely exclusively on publicly available data for this milestone.

Figure 1. Overall Percentage of Eligible Youth Ready for Kindergarten Among Columbus School Districts

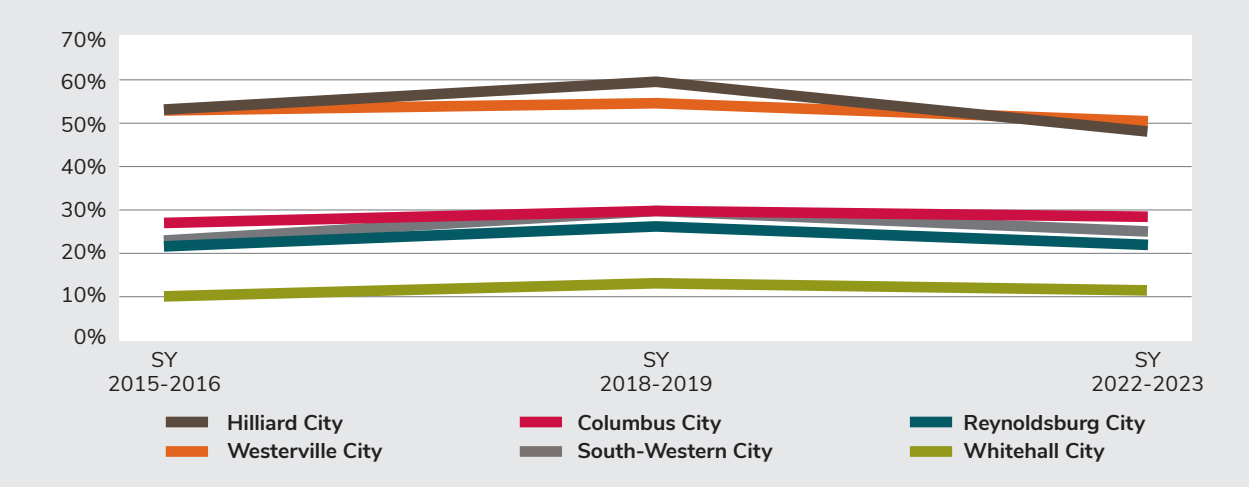
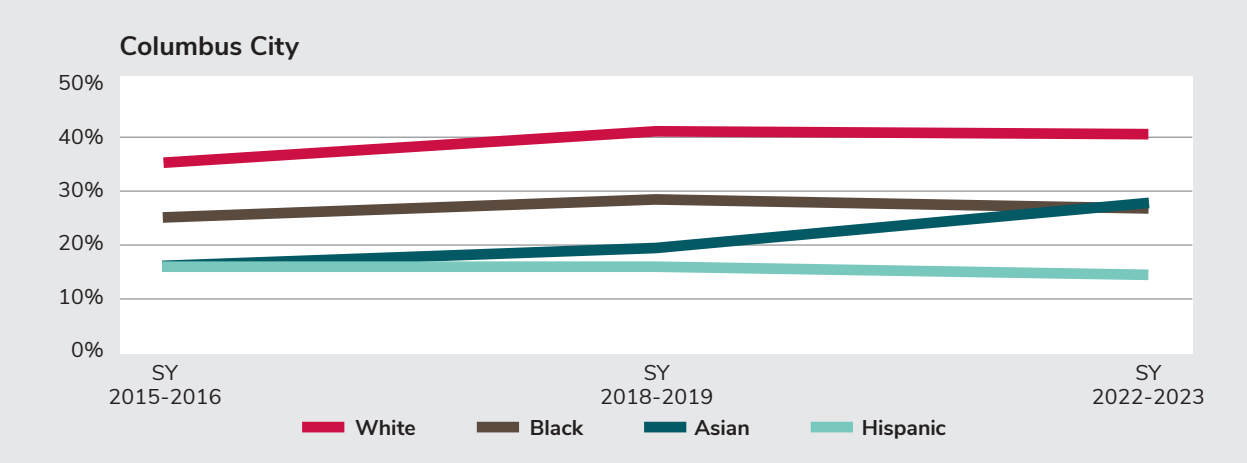


Figure 1 illustrates the trends among Columbus school districts with regard to kindergarten readiness. Notably Columbus's youngest students were least affected (2% decline) by the pandemic in Columbus City Schools (CCS), particularly in comparison to Hilliard schools, which experienced a 12% decline in readiness. While the upward trajectory of progress was halted following the 2018-2019 school year, CCS had the lowest decline across all school districts for kindergarten readiness.

Figures 2-4 illustrate results for three of the six school districts compared above disaggregated by race and ethnicity. CCS, South-Western, and Reynoldsburg all began roughly in the same performance stage, with high water marks of between 15-35% of different groups of youth assessed to be ready for kindergarten. Thus we group them here as a cohort of similarly situated districts.[19]

Figure 2 identifies trends for CCS, with two notable results. Kindergarten readiness among Asian youth trended upward throughout the pandemic, growing from 15.8% to 28.1% of pre-kindergarten youth (+12.3%). Whites, Blacks and Hispanic/Latinx populations trended downward, with readiness declines smaller among Whites (-.5%) and Hispanic/Latinx youth (-1%) than Black youth (-2.3%). Second, the gaps between groups changed markedly over the pandemic. The declines among Black, Hispanic and White youth readiness only exacerbated the gaps between White youth and Black youth (from 12.6% to 14.4% in 2022-2023); flipped the gap between Black students and Asian students from a +9.6% Black youth readiness to +1.4% Asian youth readiness gap; and shrunk the gap between Black and Hispanic/Latinx youth readiness from 13.4% to 12.1%. These findings offer important information about the distinctions between communities' experiences of the pandemic.

Figure 2. Percentage of Eligible Youth Ready for Kindergarten, Columbus City Schools



Figures 3 and 4 reflect the same analysis for South-Western and Reynoldsburg school districts, respectively. Figure 3 reflects a less pronounced but still positive upward trend for Asian youth in Reynoldsburg Schools, where readiness increased 2.5%. White youth readiness continued its upward trend, increasing 3.3% over the course of the pandemic. Black and Hispanic/Latinx youth readiness fared differently in the Reynoldsburg district. Black youth experienced a 7.4% decline in readiness for kindergarten, while Hispanic/Latinx youth experienced a 5.3% decline in readiness for kindergarten over the course of the pandemic. The cross-racial gaps in readiness also persist across the groups.

Figure 3. Percentage of Eligible Youth Ready for Kindergarten, Reynoldsburg City Schools

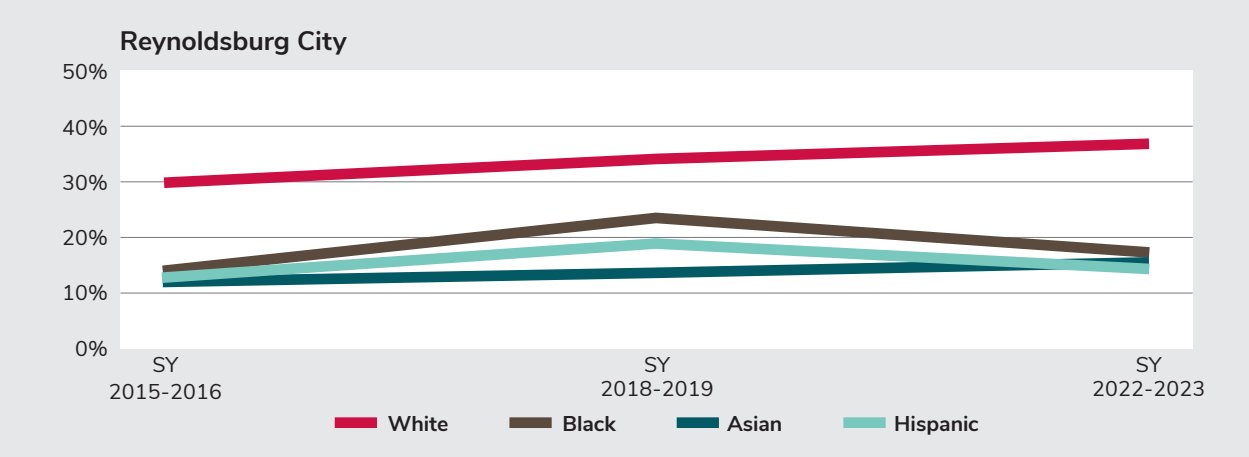
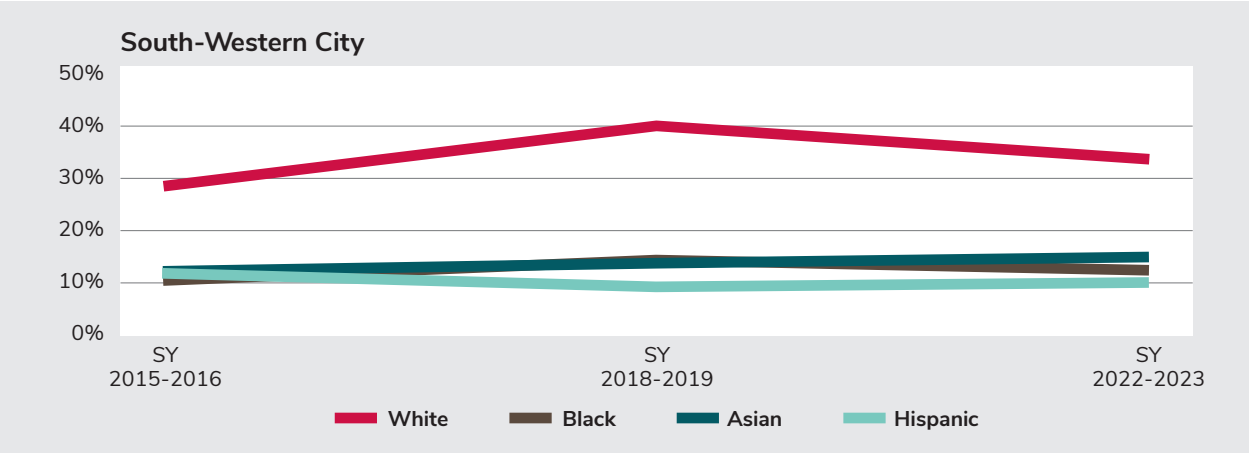


Figure 4 illustrates the results of the same analysis for South-Western schools. Again, trends are consistent with the previous two districts regarding readiness among Asian youth, with a 5% increase over the full time period and growth of 2% during the pandemic. White and Black youth experienced similar trend lines – an upward trend was interrupted by the pandemic, with a more pronounced decline among White youth (-7.7) than Black youth (-2.3%).

Unlike CCS and Reynoldsburg, Hispanic/Latinx youth readiness declined early in the time period (-3.7%), with 2018-2019 representing a lower level of readiness than 2015. However, Hispanic/Latinx youth in the South-Western school district experienced a 1% increase in readiness following the pandemic.

Figure 4. Percentage of Eligible Youth Ready for Kindergarten, South-Western Schools



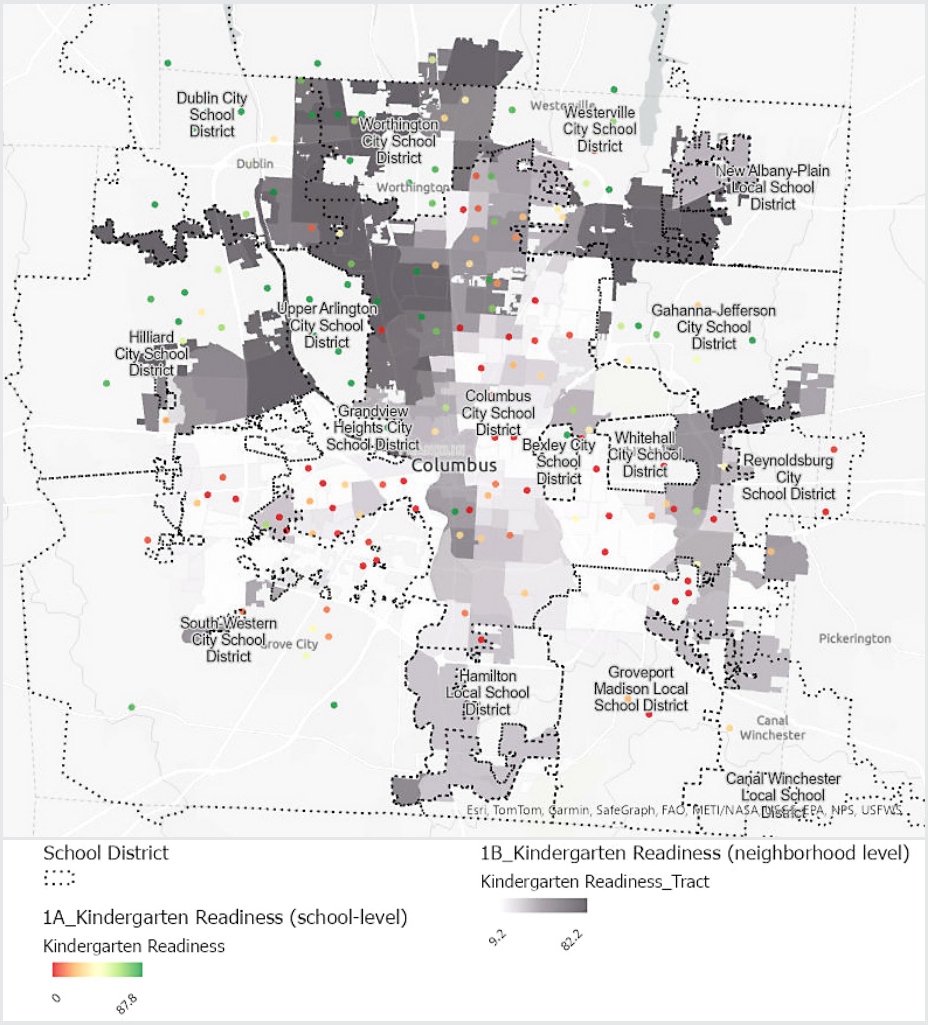
Geography of Kindergarten Readiness

Figure 5 presents a more granular view of kindergarten readiness (by elementary school and census tract) across the City of Columbus and Franklin County. The gray shading displays

estimates of kindergarten readiness by census tract and the color-coded dots indicate kindergarten readiness by elementary school in the County.

As illustrated in Figure 5, kindergarten readiness varies throughout the County with generally higher readiness scores are highest in the northwest and far northeastern portions of the city and Franklin County. Readiness scores are lowest in the northeast portion of the City (near Linden), the West Side and the southeastern portion of the City. Identification of elementary schools with the lowest levels of kindergarten readiness could assist with targeting early childhood education interventions. Also, kindergarten readiness correlates highly with 3rd grade reading outcomes at the elementary school level. Identifying elementary schools with high 3rd grade reading outcomes despite low kindergarten readiness scores could indicate schools performing well at overcoming this barrier to early childhood educational outcomes, providing evidence-based opportunities to learn best practices for other schools.

Figure 5: Kindergarten Readiness by Census Tract and Elementary School



Preschool Enrollments

Figure 6 illustrates overall enrollments in Pre-K at the city, county, state and national level over two time periods. Figures 7-9 again uses three similarly situated school districts according to their baseline readiness figures.[20] Unlike the school-district specific readiness numbers, which are illustrated in percentages, the figures we use here are in absolute numbers for each individual school district.

Overall, Columbus and Franklin County had double the decline in enrollments compared to the state of Ohio and the country. That said, the drop was 4% for Columbus and 2% for the state of Ohio and nation. While there is certainly something to be concerned about here, the scope of differential is comparatively low when examined in aggregate.

Figure 6: Overall Percentage of Eligible Youth Pre-K Enrollments by Jurisdiction

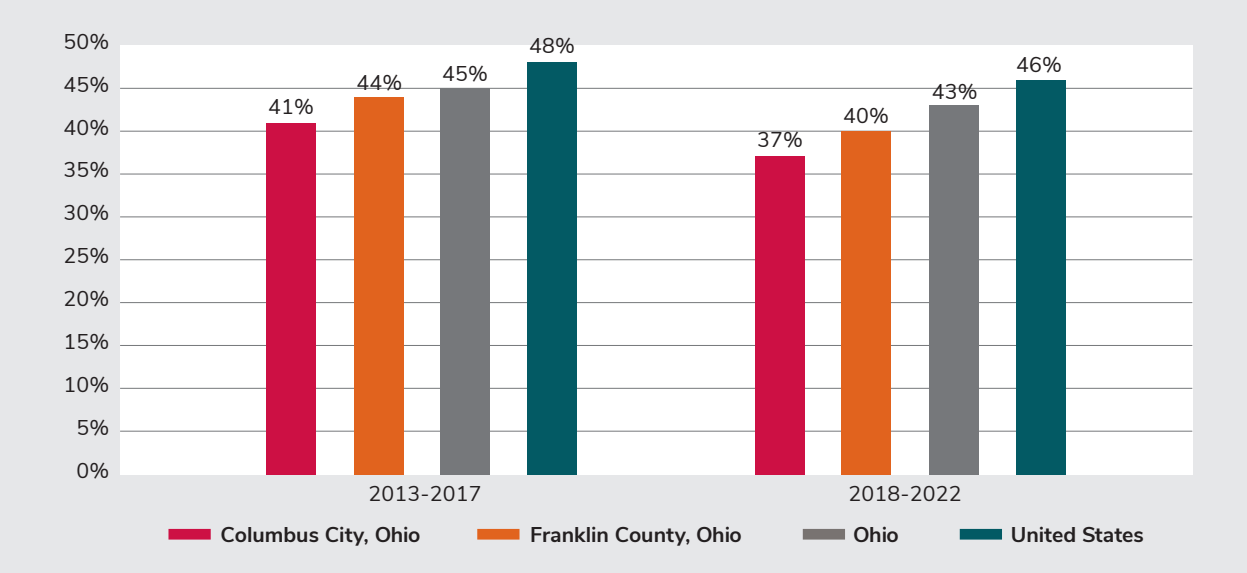


Figure 7 shows preschool enrollment data for two time periods: prior to and after the worst of the pandemic in CCS, illustrating a common trend in terms of which groups are trending in similar directions: an increase in Black and Hispanic/Latinx enrollments and a decrease in White and Asian enrollments. Black preschool enrollments grew by 11.1% and Hispanic/Latinx enrollments grew 44.3% following the pandemic. Given the extensive research that demonstrates the importance of preschool education as a springboard for strong academic performance in elementary school among underrepresented children, this is encouraging. The decrease in enrollments by White and Asian parents is also worthy of examination, particularly because the availability of childcare in Columbus has not improved markedly in the years after 2020. So where and how these children are being prepared for kindergarten, particularly in light of Figure 2's revelation of a slight decline (-.5%) in readiness among White children, could be a sign of worsening outcomes. Asian kindergarten readiness increased in 2022-2023 in CCS, suggesting a different causal chain for Asian students.

Figure 7. Preschool Enrollments, Columbus City Schools

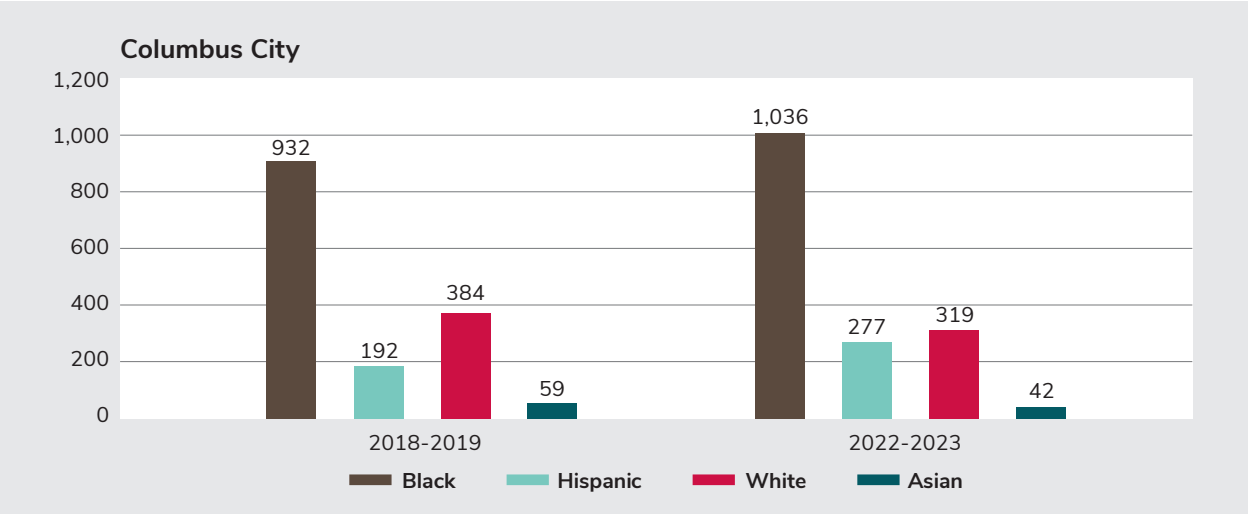


Figure 8 illustrates the preschool enrollments for Reynoldsburg City Schools. The numbers are terribly small, so comparisons are challenging here, but both Black (nearly quadrupled) and Asian youth (+36.4%) experienced significant increases in enrollments. White and Hispanic youth enrollments remained flat and at the same number of youth enrolled.

Figure 8. Preschool Enrollments in Reynoldsburg City Schools.

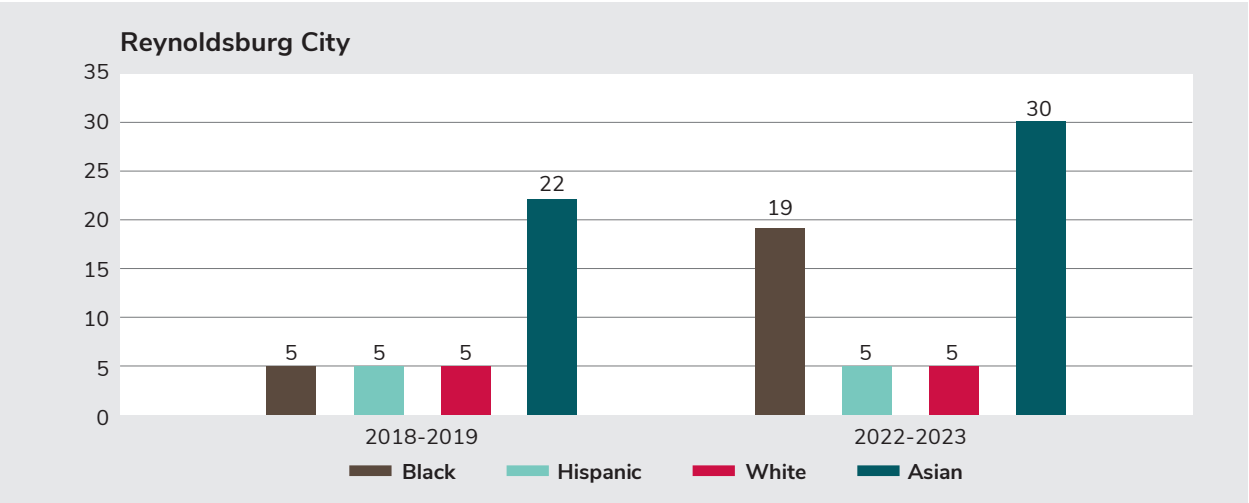
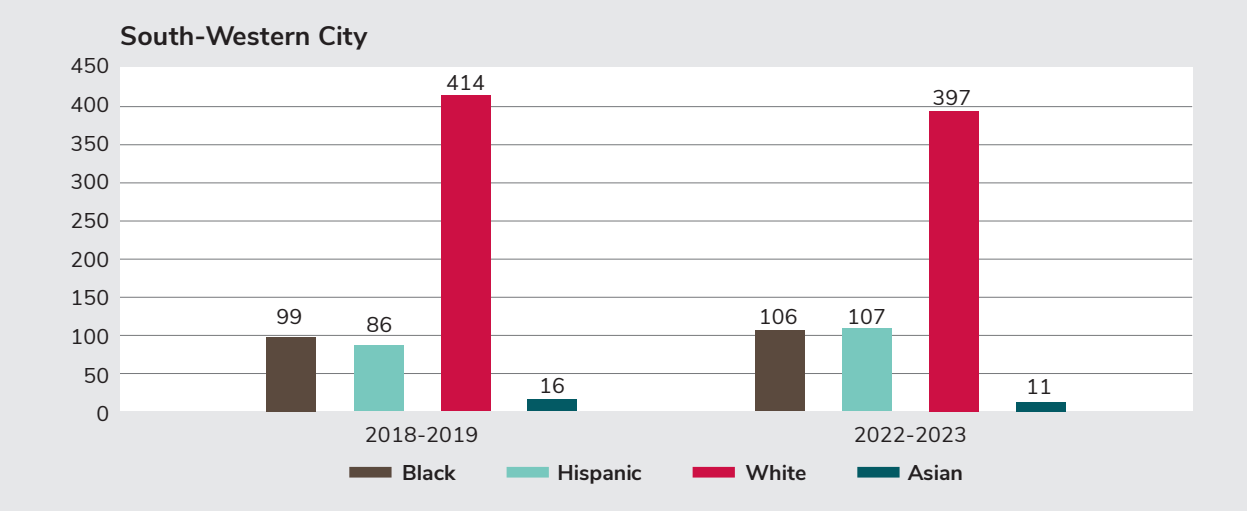


Figure 9 illustrates the changes in enrollments in South-Western City Schools. Hispanic/Latinx enrollment growth was the most robust (21 more students) followed by Black enrollment growth (7 more enrollments). White (17 fewer enrolled students) and Asian (5 fewer enrolled students) youth experienced small declines.

Figure 9. Preschool Enrollments in South-Western City Schools



Milestone 2: Reading at Grade Level by Third Grade

Findings:

Columbus area students have results similar to the rest of the country with regard to the decline in reading proficiency due to pandemic learning loss. That said, given the variation in magnitude across districts, it is also clear that district-to-district differences in resources and deployment of those resources also matters. Given its critical role in contributing to school dropout prevention and academic advancement, this milestone should be monitored as an area for further attention based on whether the 2022-2023 district scores bottom out in 2023-2024 or continue to decline. Several school and community partners as well as city departments and state agencies have announced dedicated resources to this milestone, which should be factored into the City's plans for attention and/or investment going forward.

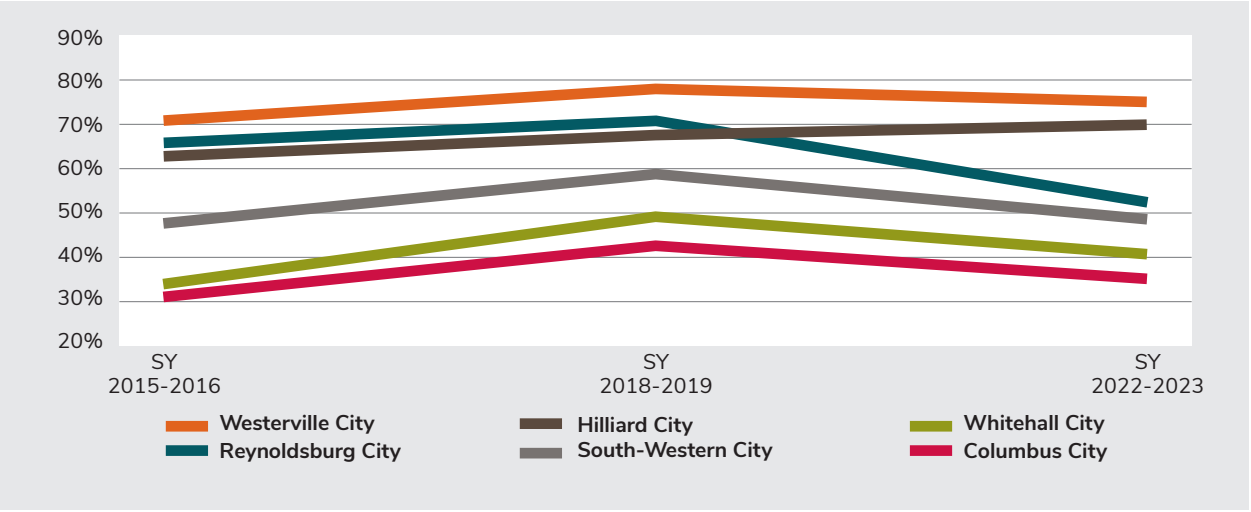
> *"Learning different courses with my kids, while another got the opportunity to lead in a program they'd previously enrolled in: "Leading the activities with the kids throughout the summer. Since I was a previous camper it has been fun leading some of my favorite activities."*
>
> *– SYEP 2023 Participant*

We also note the unique opportunity older youth's expanded participation in solving this issue through programs like SYEP and MBK presents. Two SYEP 2023 participants rated their engagement with younger students the most memorable parts of their program. Service providers also endorsed the importance of empowering youth to lead as well. While more research regarding youth feedback is provided in a separate report, we are comfortable elevating this finding to an MBK Village-level recommendation.

Analysis:

For this milestone we again used the Ohio Department of Education's School Report Cards to track progress between 2015-2023. Notably, every school district was on an upward trajectory prior to the pandemic-interrupted school year of 2019-2020. However, only Hilliard City Schools continued its upward trajectory. While CCS (12%), Whitehall (12%) and South-Western City (16%) all had robust, double-digit improvement in the year prior to the pandemic; unsurprisingly all three districts were negatively impacted by the pandemic. CCS had the smallest decline (8%), while Whitehall (9%) and South-Western City (11%) lost most of their progress. Reynoldsburg began from a higher baseline but suffered the greatest decline: 19%. Figure 10 illustrates these trends.

Figure 10. Students Reading at Grade Level by Third Grade Across Six School Districts



Figures 11-13 disaggregate these overall findings by race and ethnicity for three school districts: CCS, Reynoldsburg City Schools, and South-Western City Schools. Again, the remaining school districts are available upon request.

Figure 11 explores reading rates by third grade for CCS. ***Every racial group experienced learning loss during the pandemic.*** They did not all suffer the same degree of learning loss. Hispanic/Latinx students saw a 17.4% drop in this figure, over twice the loss experienced by Black students (7.8%) and nearly three times the loss of White students (6.2%). By contrast Asian students suffered the smallest learning loss, .2%.

Figure 11. Students Reading at Grade Level by Third Grade, Columbus City Schools

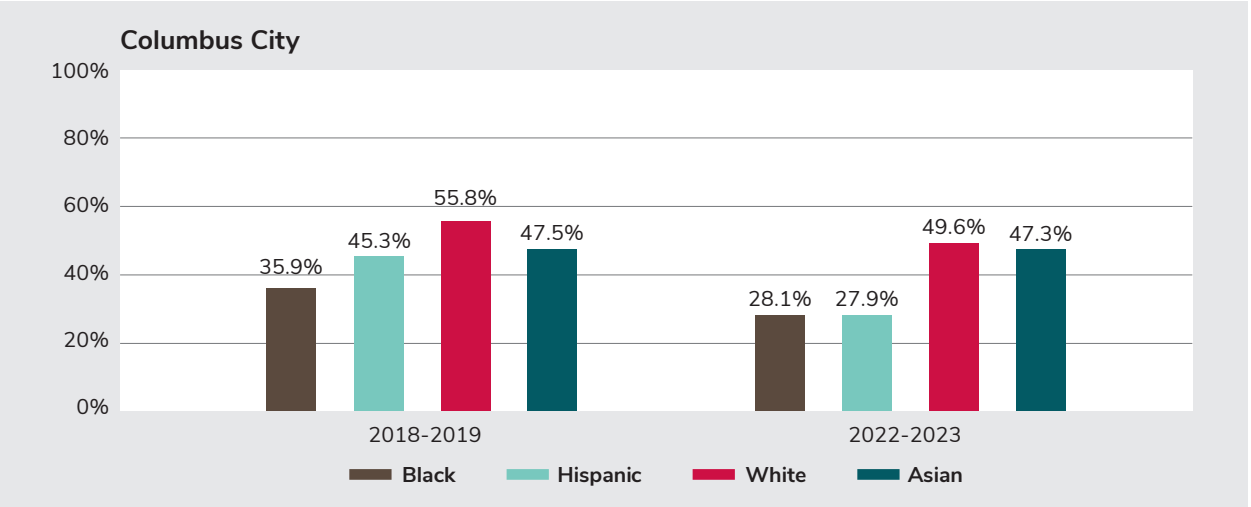


Figure 12 examines the same outcome for Reynoldsburg City Schools. The learning loss in this school district again took place across the board for all students, with variation in degrees of learning loss. That said, Hispanic/Latinx learning loss was again greatest in magnitude in this

district; a whopping 38.4% drop in the number of Hispanic/Latinx students reading at grade level by third grade. Surprisingly, Asian learning loss ranked second (-20.8%), with Black (-19.3%) and White (-12.3%) learning loss raising similar concern. Clearly there is a need for effort in this area.

Figure 12. Students Reading at Grade Level by Third Grade, Reynoldsburg City Schools

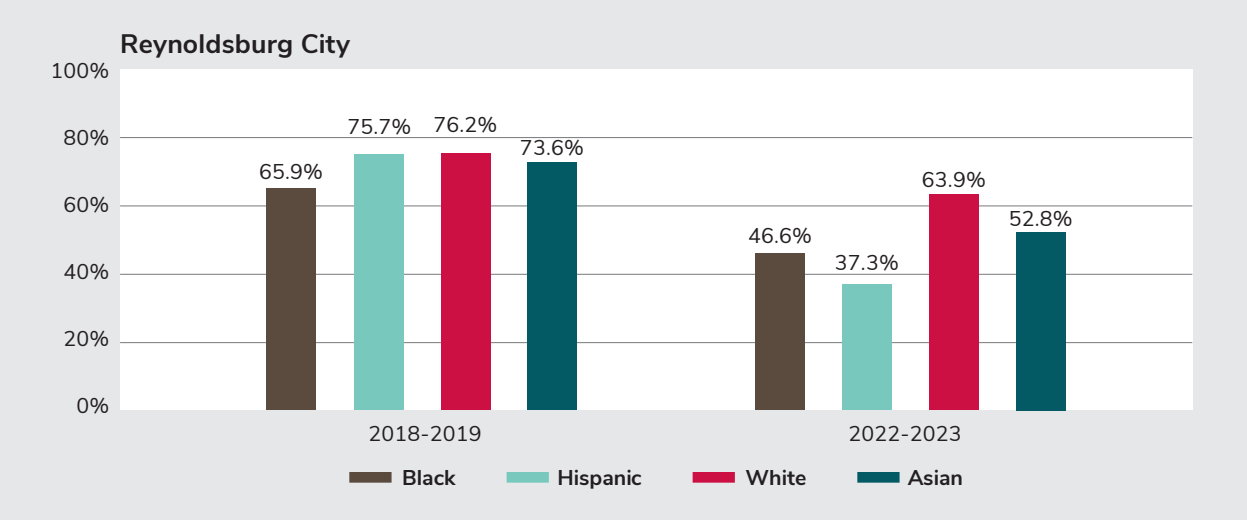
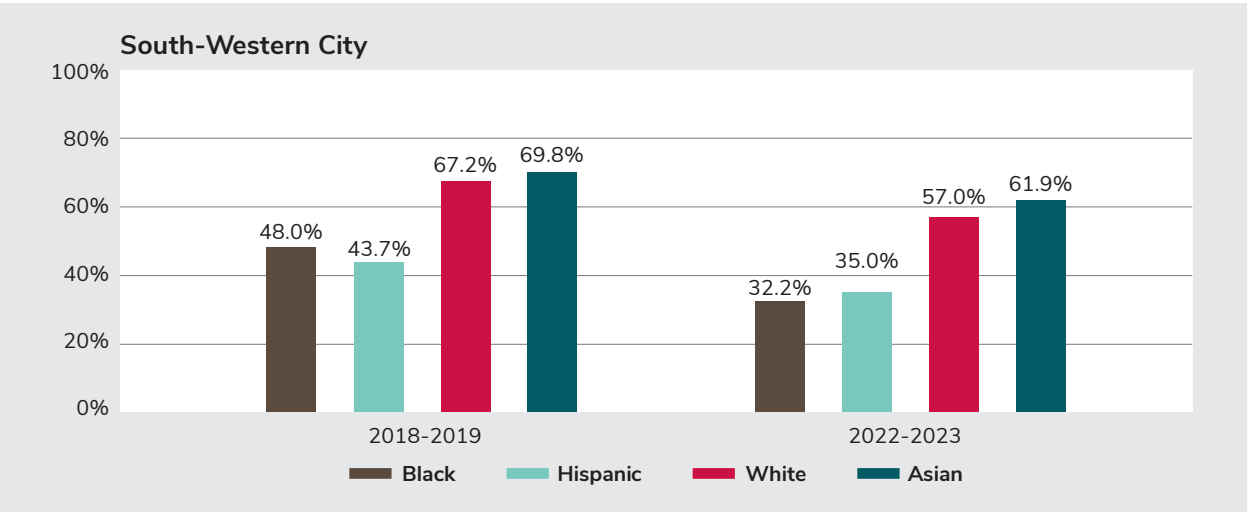


Figure 13 analyzes the data for South-Western City Schools. Like CCS and Reynoldsburg, South-Western experienced learning loss across the board due to the pandemic. In this district, however, Black students experienced the most dramatic learning loss (-15.8%), followed somewhat surprisingly by White students (-10.2%), Hispanic/Latinx students (-8.7%) and Asian students (-7.9%). These magnitudes fall between CCS, which had the lowest magnitudes of learning loss across racial/ethnic groups, and Reynoldsburg City Schools, which had the highest magnitudes of learning loss across racial and ethnic groups.

Figure 13. Students Reading at Grade Level by Third Grade, South-Western City Schools



Milestone 3: Graduating from High School Ready for College and Career

Findings:

Given the importance of post-secondary education and training opportunities for improving both racially inclusive prosperity and regional economic growth more broadly, ensuring that both graduation and pandemic learning loss are addressed swiftly and reversed is crucial for Columbus' future. Racial/ethnic groups experienced wide variation in graduation rates over the time period among the three groups. Asian students across districts increased their graduation rates. Hispanic/Latinx students increased their graduation rates in South-Western City School District but declined in CSS and Reynoldsburg. White students had a mixed set of outcomes; they increased in South-Western, but declined in CCS (-8.6%), with no change in Reynoldsburg. Black students fared worse across districts, experiencing declines in high school graduation rates across every district whether smaller in magnitude (-.7% in CCS) or larger (-3.4% in South-Western).

2023 SYEP participants expressed several memorable moments that suggested they were better prepared for a career following participation in the program. One was thrilled because they "Pulled in a customer by complimenting them," while another felt like a leader for the first time because they came up with the idea for their team's pitch competition, presented it, and won. Another spoke about going onsite for filming. These qualitative findings support the earlier 2021 SYEP findings provided by the City of Columbus. We concur with those findings that a more comprehensive longitudinal assessment with greater numbers of participants would be helpful in highlighting the benefits of the program; we have elevated this need to a global recommendation.

Analysis:

This milestone combined data from the Ohio Department of Education's School Report Cards and the American Community Survey from the U.S. Census to understand both high school graduation and the pursuit of higher education. Figure 14 shows high school graduation rates across local school districts. South-Western, Westerville and Whitehall all showed progress in high school graduation rates despite the pandemic challenges faced by students. CCS (2% decline), Hilliard (3% decline), and Reynoldsburg (2%) suffered small declines in high school graduation rates following the pandemic.

Figure 14. Overall High School Graduation Rates by Local School District

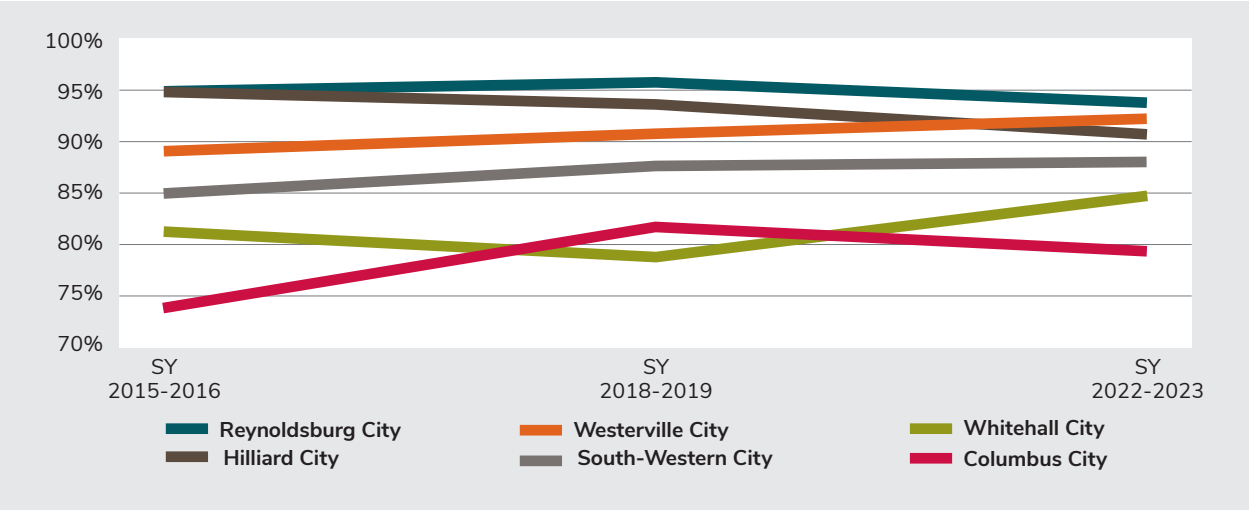


Figure 15 illustrates high school graduation rates disaggregated by race and ethnicity for CCS, with wide variation in outcomes across groups. White students experienced the greatest decline in high school graduation (-8.6%), followed by Hispanic/Latinx students (-2.3%) and Black students (-.7%). In contrast Asian students experienced a **24.4%** hike in the graduation rate.

Figure 15. High School Graduation Rates, CCS

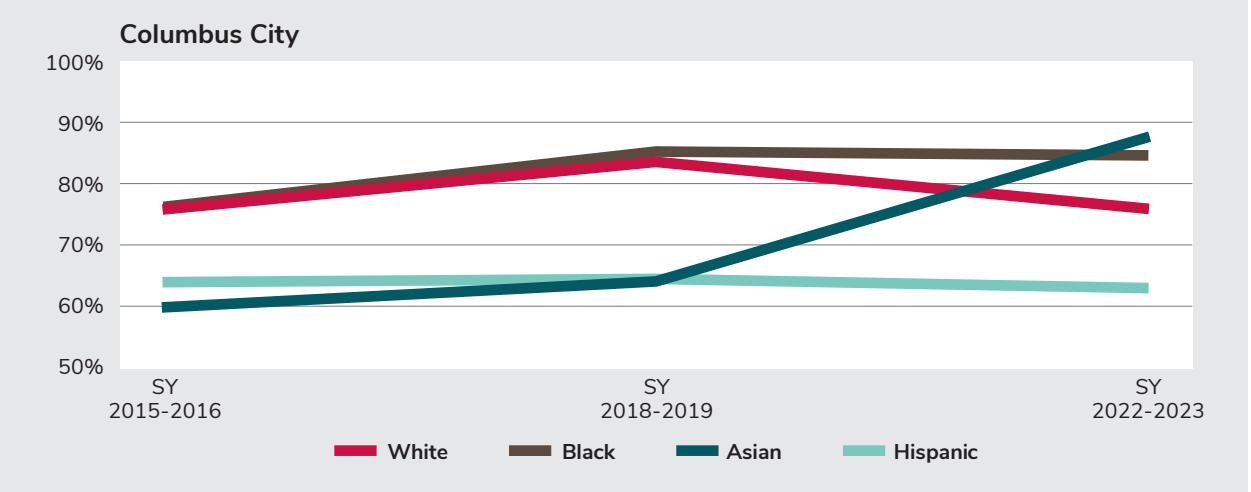


Figure 16 demonstrates graduation rates for Reynoldsburg City schools. These rates are clustered at the high end of the scale (all above 90% to start), but there are noticeable differences by 2022-2023. Between 2018-2019 and 2022-2023 Hispanic/Latinx students' high school graduation rate declined by 8.5%, while Black students (-2.5%) and White Students (no change) and Asian students (+1.9%) experienced much smaller changes.

Figure 16. High School Graduation Rates, Reynoldsburg City Schools

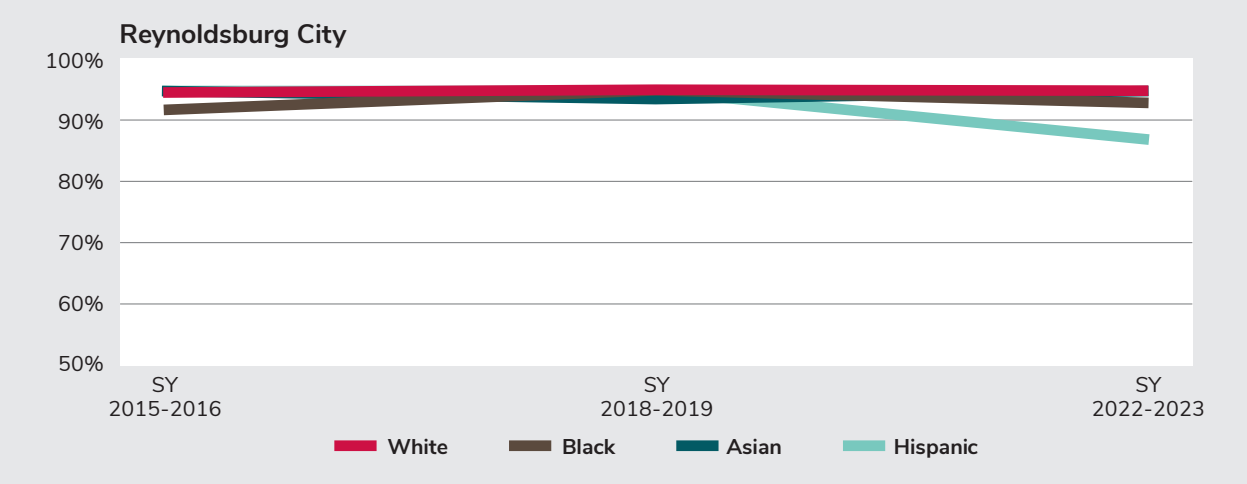
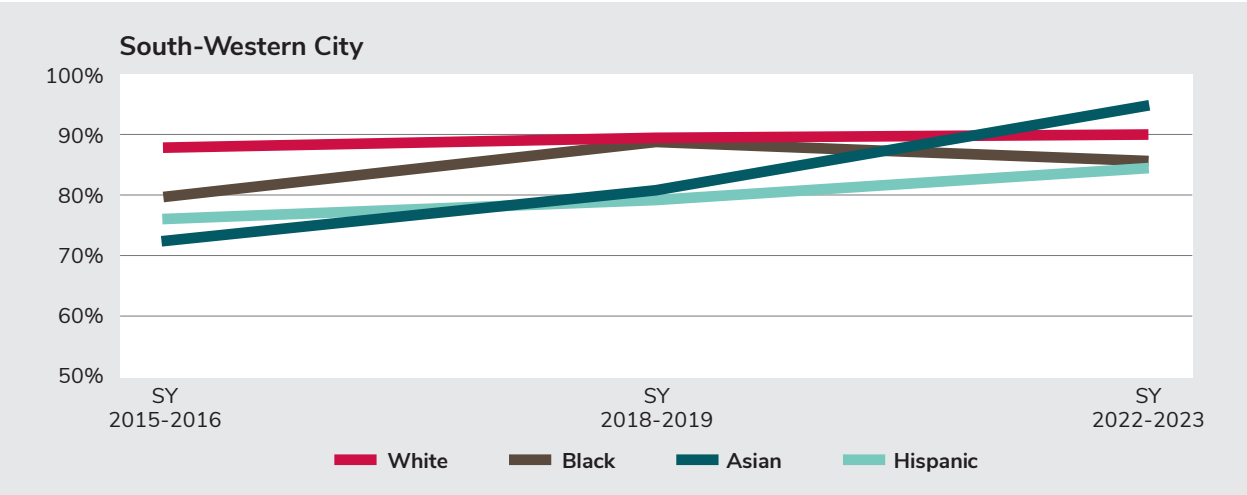


Figure 17 illustrates high school graduation rates for the final school district of comparison, South-Western City Schools. South-Western City schools saw large increases in the lowest performing groups of students, Asian (+14.5%) and Hispanic/Latinx (+6%). White students saw a slight percentage increase (+.8%), while Black students were the only group to not have increased graduation rates; instead the rate declined by 3.4%.

Figure 17. High School Graduation Rates, South-Western City Schools



Milestone 4: Completing Post-Secondary Education or Training

Findings:

While the absolute percentages of decline are small, the disparities between local and national outcomes are worthy of further attention and monitoring going forward as the City of Columbus continues to think about how best to empower youth 18-24 for progress on additional milestones like employment and safety from violence. Even slight declines in college enrollment represent a troubling trend worthy of further attention for a variety of reasons connected to overall regional prosperity as well as the racial gaps in income and employment. First, the city's own 2015 report identified educational access as key theme of concern for the hundreds of young Black men and boys they spoke to. This included college fairs, graduating from high school and college, and scholarships.[22] Second, we also know that connections to higher education are often all too tenuous for boys and young men of color[23] and a "pandemic pause" often leads to a permanent pause in the pursuit of higher education.[24] Moreover, higher education is essential to the achievement of racial economic inclusion, because it significantly narrows racial gaps in labor force participation, employment, and earnings.[25]

Asian, Black, and White college enrollments in Columbus declined more than seen nationally. The educational fortunes of these three groups do not typically trend together. This makes exploring the small increase we identified among Hispanic/Latinx college enrollment all the more intriguing for further study. Though the increase is small (.9%), this points to a potential opportunity to explore what's working, and to understand whether what's working can be expanded both within the Hispanic/Latinx community itself and more broadly across races.

SYEP 2023 "Memorable Moments"

> *"When I got to go to the Ohio State campus and get a tour and record and also see what Ohio State has to offer at the same time".*
>
> *"Field trip to OSU Watermen [sic]. Was cool to see another garden, and some cows!"*
>
> *"Being at a college."*
>
> *– SYEP 2023 Participants*

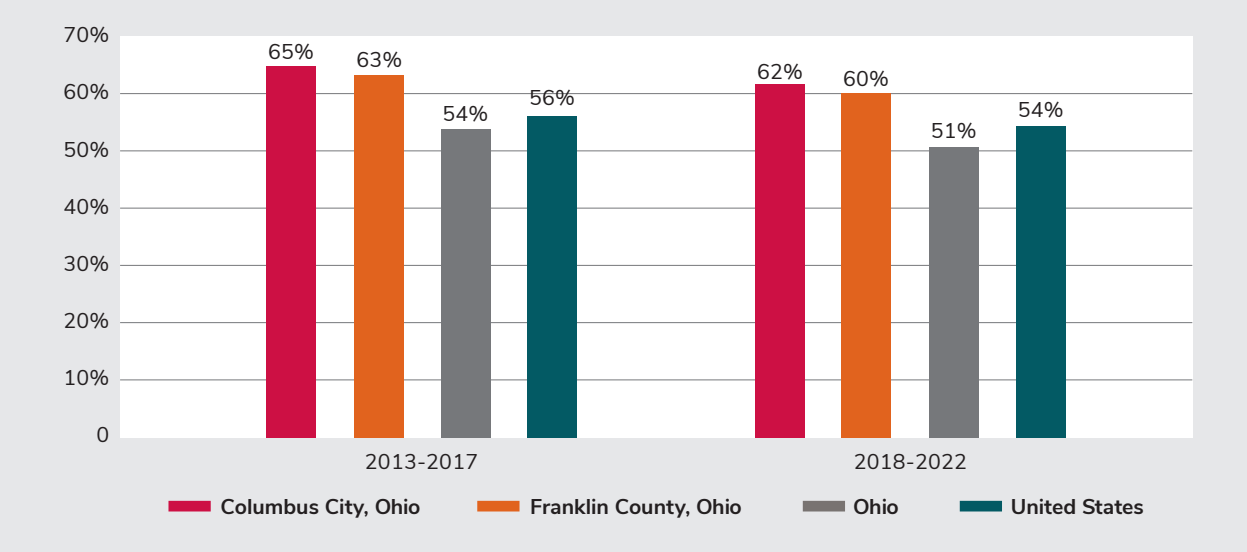
Expanding first-generation students' beliefs about what college has to offer them is an important factor in their eventual matriculation; scholars have estimated that only 53% of first-generation students graduating from high school expect to earn a bachelor's degree; meanwhile 90% of students with college-educated parents expect to earn a bachelor's degree.[26] Several SYEP 2023 participants offered that their most memorable moments included trips to higher education institutions like Ohio State, including a Kirwan-hosted MBK event for the Columbus and Cleveland chapters. Other participants enjoyed OSU extension activities like a visit to OSU's Waterman Lab, which comprises both a farm and dairy. Such statements reflect the benefit of further integrating MBK Village efforts with other City initiatives like the Summer Youth Employment Program; this example was accompanied by similar ones provided in the service provider focus groups.

Analysis:

For this analysis we relied on American Community Survey (ACS) data from the U.S. Census Bureau to explore trends across time. Given different size populations across generations (Millennials are more numerous than Baby Boomers, which are both more numerous than Gen X), we would expect declines in absolute numbers along with period effects like the pandemic creating either a sharp uptick or, as was the case, a sharp decline.[27] For that reason we are reporting percentages, which suggests some generational effects about the availability of college education and younger generations' perceptions of whether enrollment in college is considered a viable path to adult success based at least in part upon structural changes in the landscape regarding access and affordability of college education.

Figure 18 uses ACS data to examine post-secondary educational attainment for youth aged 18-24. Essentially this metric counts all youth 18-24 who have some amount of post-secondary education over the relevant time periods, including community colleges and four-year colleges and universities. The differences measured in Columbus (3% decline) are consistent with the state of Ohio overall, and only 1% off the overall national decline of 2%.

Figure 18: Educational Attainment for Youth Aged 18-24



Figures 19 and 20 illustrate college enrollment among youth aged 18-24 disaggregated by race and ethnicity nationally and in Columbus. Figure 19 illustrates the national rates across the relevant time periods prior to and during the pandemic. Overall college enrollment at the national level has been declining since at least 2011. Notably, the more recent decline (2019-2021) can be traced specifically to public institutions, whereas the previous trend was faced by both public and private colleges and universities.[28] Given Ohio State and Columbus State's outsize role in the Columbus landscape, this may be cause for some concern.

While the overall trends are mostly consistent from the national scale to the local scale, two things stand out. First, Columbus had a small ***increase*** in Hispanic/Latinx college enrollments, bucking both national trends and local trends in the later time period. Nationally there was no change in Hispanic/Latinx college enrollments, and every other racial group in Columbus experienced declines in college enrollments in the later time period. Second, Asian, Black, and White college enrollments in Columbus ***declined more*** than seen nationally. The educational fortunes of these three groups do not typically trend together. Nationally, Asian youth college enrollments declined by 1.1%, while here in Columbus the decline was larger: 1.8% (64% more). The gap between declines in White college enrollments nationally and locally was even larger: .6% at the national level, and 1.5% decline locally (150% more).

Figure 19. College Enrollment Among Youth Aged 18-24, United States

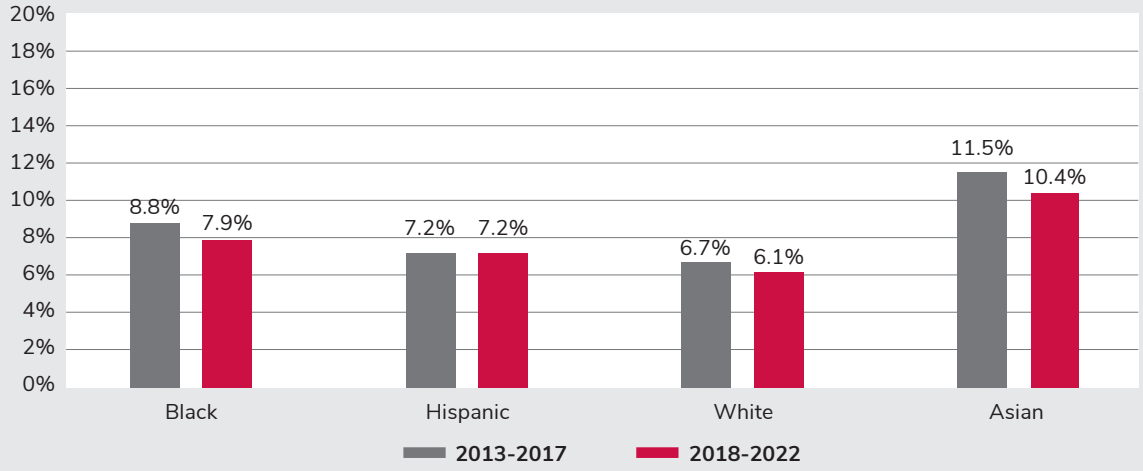
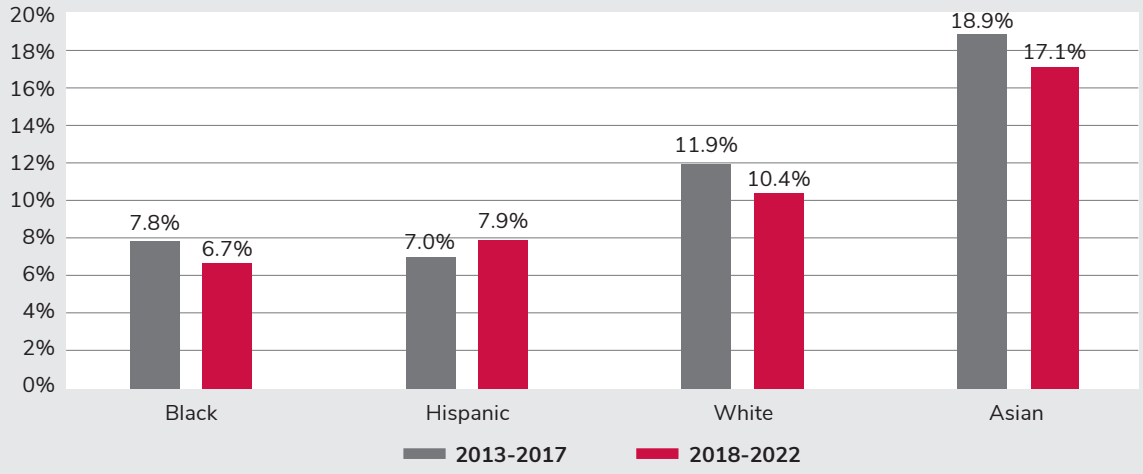


Figure 20. College Enrollment Among Youth Aged 18-24, Columbus



Milestone 5: Successfully Entering the Workforce

Findings:

Ten years ago, Columbus surpassed the state and nation in Black youth employment rates. However, the hard truth is that the county, state and country have all caught up with and surpassed Columbus. Moreover, the vast changes in the gap between White and Black youth employment rates prior to and following the pandemic are consistent with well-known trends in Black underemployment and cyclical unemployment[29] across the country as well as here in Columbus. It is time for Columbus to innovate once again.

While discussions of racial disparities stereotypically are defined as solely between Black and White populations, we noted in the introduction that Columbus has diversified tremendously and continues to do so. There are also significant problems with the lack of data for key populations. Here, the absence of data for Asian and Hispanic/Latinx populations does not mean that these populations are "too small to count." Census estimates in 2022 suggest that together Asian and Hispanic populations constitute 12.5% of Columbus's population (113,496 people). ***Being unable to reliably understand employment trends in these communities is a perilous oversight, and one the city is much better situated to address than the American Community Survey. Given this reality, a more robust analysis would not only correct for the missing data but also define "successful workforce entry" beyond what's possible with the 1-year ACS data used here. Specifically, we would ask whether the jobs youth aged 16-24 who are out of school are employed in sustainable career paths.[30]***

The Kirwan Institute has developed a new definition of sustainable youth employment that focuses on the career potential of entry-level work for youth 16-24. This definition combines the criteria outlined by Advancing Workforce Equity: A Blueprint for Columbus and the "self-sufficiency" standard of the Ohio Association of Community Action Agencies:

- Self-sufficiency compensation that provides a household-size sensitive needs-only no public-assistance required income[31]
- A stable or growing base of employment in the occupational sector (maximum of 10% decline over the next decade);
- Low probability (less than 50%) of job computerization or automation

This more robust definition of employment significantly increases the likelihood of *long-term employment* in jobs that promote self-sufficiency, resulting in lasting benefit to government jurisdictions with lower public assistance expenditures.[32] Our recommendations are based on this more robust definition of employment among boys and young men of color that significantly increases the likelihood of them *staying* employed long term in jobs that promote self-sufficiency, resulting in long-term benefit to government jurisdictions with lower public assistance expenditures rather than the cycling on/off benefits that is more commonly documented among the working poor.

SYEP 2023 "Memorable Moments"

> *"My supervisor and mentor was moving [sic] and I was invited to a going away celebration, it made me feel valued and a part of the team to be included,"*
>
> *– SYEP 2023 Participant*

> *"Being able to watch my relationship grow with my students throughout the entire summer camp. My most memorable moment was watching their faces glow up during our field trips."*
>
> *– SYEP 2023 Participant*

One theme from SYEP 2023 participants' most memorable moments[33] connected to the need identified with service providers was the sense of connection to both adult mentors and the youth they served beyond just having a "summer job." These SYEP 2023 participant comments were echoed by MBK service providers, who both identified the need for social connection and the decline in social skills development that has ensued after the pandemic. These service providers also shared how they have pivoted their service delivery strategies to emphasize engagement of youth in social spaces (e.g. libraries) and shifting programmatic emphasis to greater emphasis on social skills development. These discussions in our six focus groups were also reflected among survey respondents, many of whom identified "strengthening community engagement" as a top priority for new collaboration opportunities.

Analysis:

For this analysis we use 1-year ACS estimates to conduct an analysis of employment rates. Figure 21 illustrates good news for youth who are out of school in Columbus: the overall numbers in Columbus outperform both the state and the nation across all time periods. Between 2018-2022, employment rates have increased in this age group as well, by 4%. Many more youth aged 16-24 are working in the 2018-2022 period than previously. These aggregate numbers are consistent with the "full employment" status of the current economy in Columbus.[34]

Figure 21. Overall Employment Rates for Youth Not in School Aged 16-24

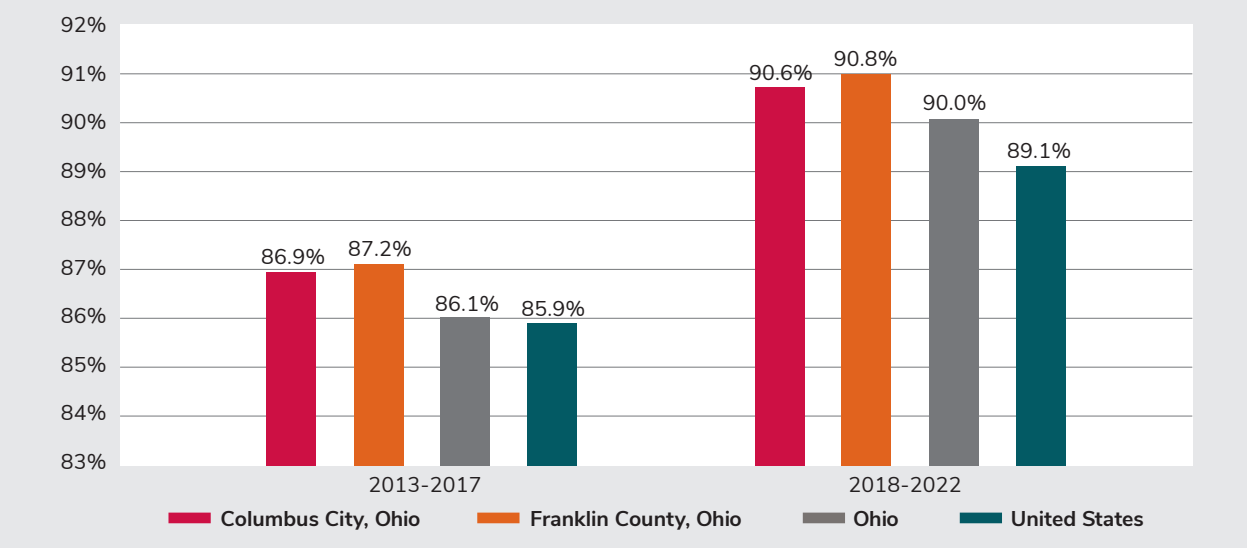
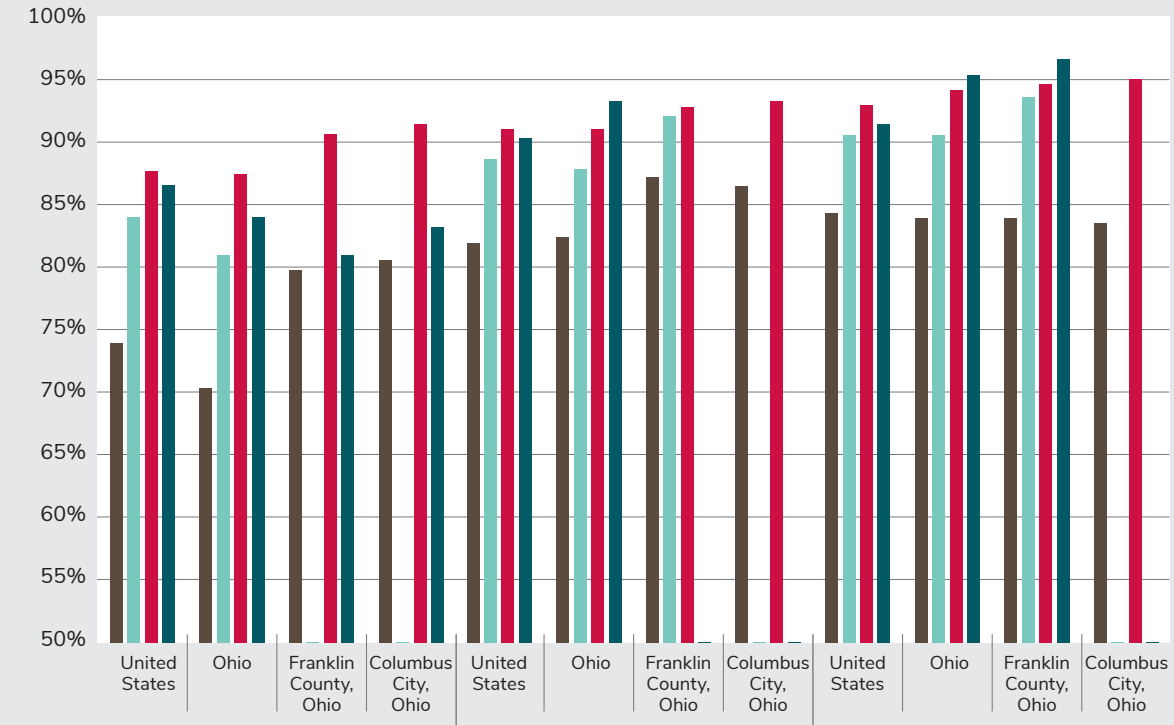


Figure 22 illustrates employment rates for youth aged 16-24 who are not in school disaggregated by race and ethnicity. There is mixed news here for Columbus: initially (2014) the city outperformed both the state and the nation in terms of Black youth employment. However, by 2022 the county, state and country had all surpassed Columbus's Black youth employment rate.

Further, two critical items immediately jump out. First, a glaring absence of data: both Franklin County and the City of Columbus have missing data from the ACS for Hispanic/Latinx and Asian populations. Second, the narrowing of the employment gap between Black and White youth in 2018 (from 11.3% to 6.8%) was worsened by the pandemic, with the 2022 gap slightly worse than 2014 (11.5%). Even considering the limitations of the available data, there is a significant racial disparity that we must address.

Figure 22. Employment Rates Across Jurisdiction Levels Disaggregated by Race & Ethnicity



	2014				2018				2022			
	United States	Ohio	Franklin County, Ohio	Columbus City, Ohio	United States	Ohio	Franklin County, Ohio	Columbus City, Ohio	United States	Ohio	Franklin County, Ohio	Columbus City, Ohio
Black	74.0%	70.4%	79.7%	80.6%	81.8%	82.4%	87.1%	86.4%	84.3%	83.8%	83.9%	83.5%
Hispanic	84.0%	81.0%	*	*	88.6%	87.7%	92.0%	*	90.5%	90.5%	93.5%	*
White	87.6%	87.3%	90.6%	91.3%	90.9%	91.0%	92.7%	93.2%	92.9%	94.0%	94.5%	95.0%
Asian	86.5%	84.0%	81.0%	83.1%	90.2%	93.1%	*	*	91.3%	95.2%	96.5%	*

* Data missing.

Milestone 6: Reducing Violence and Providing a Second Chance

Findings:

Violent crime reports in Columbus have plummeted at a steeper rate than Ohio more generally: 25% between 2021-2022 in Columbus, versus a more modest 6.9% across Ohio. We also found a significant drop in crime incidents as reported by Columbus Police Department across the age cohorts with the highest numbers of incidents: 20–29-year-olds (-36.7%), 30–39-year-olds (- 22.9%), and youth 10-19 years old (- 7.9%) and when analyzing data by race.

The parameters of and data from this study do not permit us to draw causal conclusions about the reasons for these overall declines; nevertheless they are notable and worthy of the City of Columbus's further attention to determine what is working, the best practices driving that success, and how they can be scaled to have even greater impact. While we cannot definitively prove that programs like MBK Village account for this trend with the data we have available, we are confident 1) that such a study could be designed to explore that connection more explicitly, and 2) based on our analysis of MBK Village's impact, this program definitively caused no harm to the trends we found for this milestone. Since this trend is currently evident only in the last year for which data is available, we urge monitoring of these rates to ensure that the trend lines continue in the right direction.

Analysis:

Our analysis proceeded in a manner similar to that of the other milestones, where we relied on publicly available data. For this analysis we relied on the FBI Crime Data Explorer[35] to compare two different metrics at the national, state and local levels: the violent crime rate and the number of violent crimes incidents. The violent crime rate is the rate of crimes reported to law enforcement per 100,000 people and is generally calculated annually based on reports from state and local law enforcement agencies.[36]

Two important caveats to our analysis are worthy of mention. First, the crime rate data is not readily analyzable by race or ethnicity at the state or local level due to the relatively small numbers that would be allocated to each group, making a comparative crime rate (per 100,000) very difficult to calculate with these figures alone. Here we used a different dataset, the National Crime Victimization Survey (NCVS), to look for racial disparities in incidents reported by the Columbus Police Department (CPD). Second, NCVS and CPD metrics frequently diverge across years of analysis because crime continues to be significantly underreported to law enforcement. There are a variety of reasons for victim underreporting, including but not limited to higher police response times due to ongoing staffing struggles, and higher victim reporting hesitancy in the wake of recent global activism against police violence, especially in the last ten years.

Figures 23-25 illustrate the numbers of violent crimes reported to law enforcement between 2013-2022. Taken together, these three graphs demonstrate that since 2021 the crime rate in Ohio and in Columbus specifically has trended lower than the national average. Moreover, crime reports in Columbus have plummeted at a steeper rate than Ohio more generally: 25% between 2021-2022 in Columbus, versus a modest 6.9% across Ohio. ***Since this trend is currently evident only in the last year for which data is available, we urge monitoring of these rates to ensure that the trend line continues in the right direction.***

Figure 23. Total Violent Crime Incidents 2013 – 2022, United States

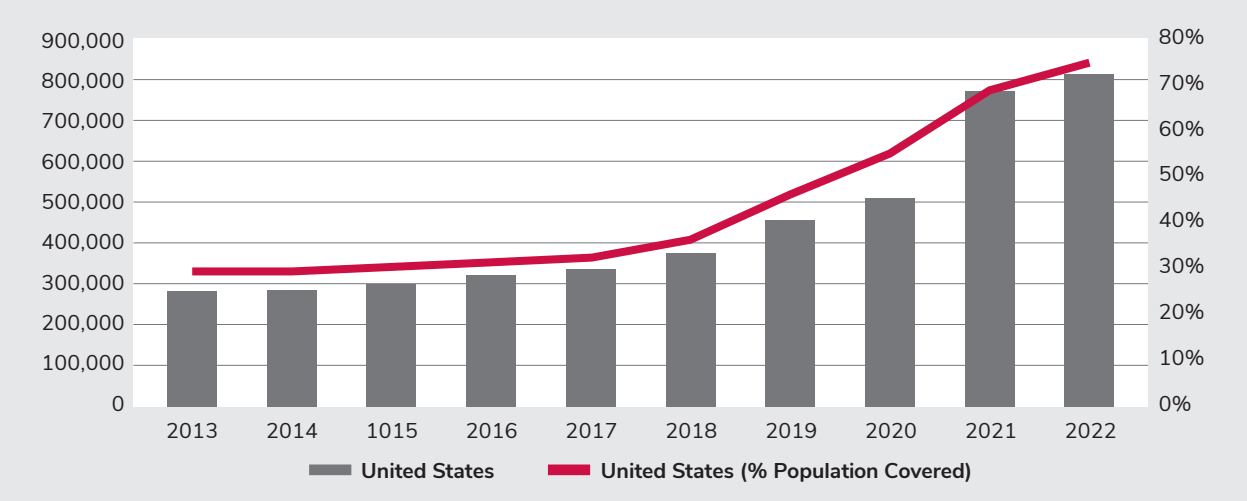


Figure 24. Total Violent Crime Incidents 2013 – 2022, Ohio

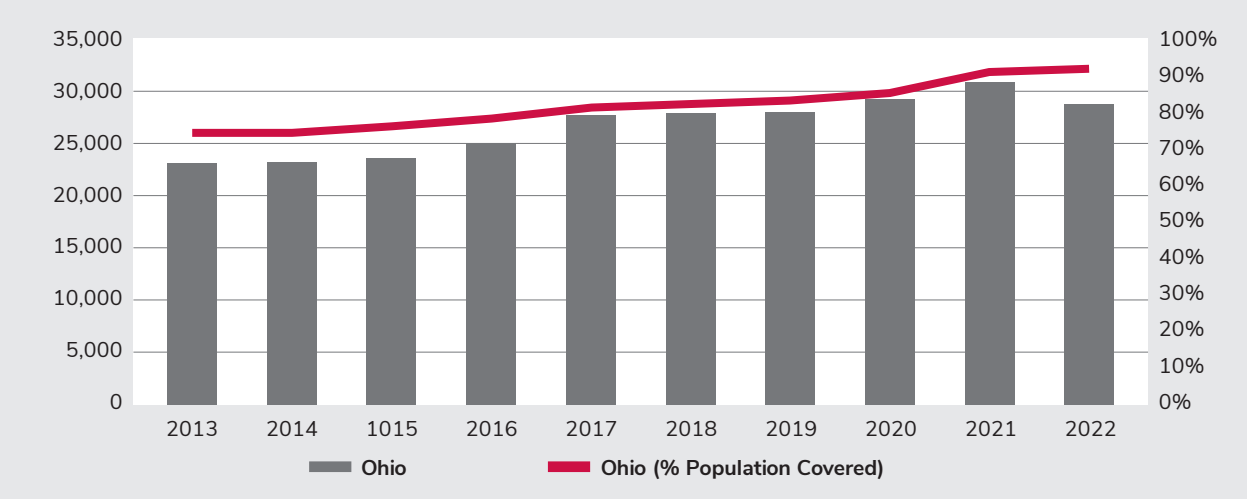
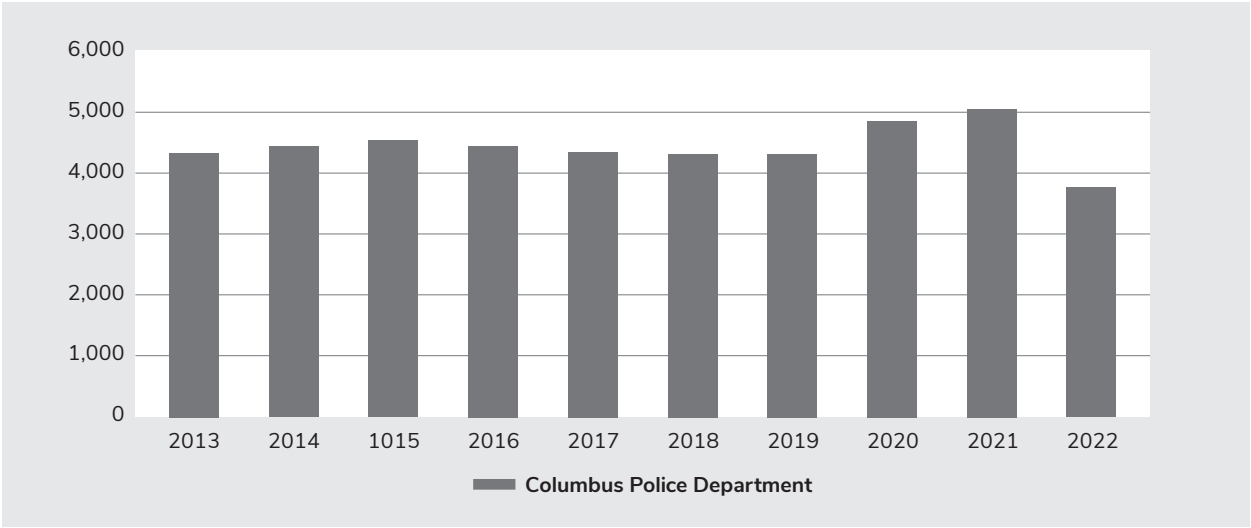


Figure 25. Total Violent Crime Incidents 2013-2022, Columbus Police Department



For the remainder of this analysis we focus on the Columbus Police Department specifically.[37] Given our focus on youth needs, we analyzed victimization numbers by age and race, respectively, in Columbus. Figure 26 shows results that are largely consistent with the previous violent crime rate analysis: the lowest year of the time period was 2022. Regarding age, across the entire time frame (2013-2022), the three highest age categories for crime victimization were 20-29 years old, 30-39 years old, followed closely by 10-19 years old.[38] This represents a drop of 36.7% in the number of victims aged 20-29 years old since 2020, a 22.9% overall drop among the 30-39 years old[39] category, and a 7.9% drop in the number of victims aged 10-19.

Figure 26. Violent Crime Victims by Age 2013-2022, Columbus Police Department.

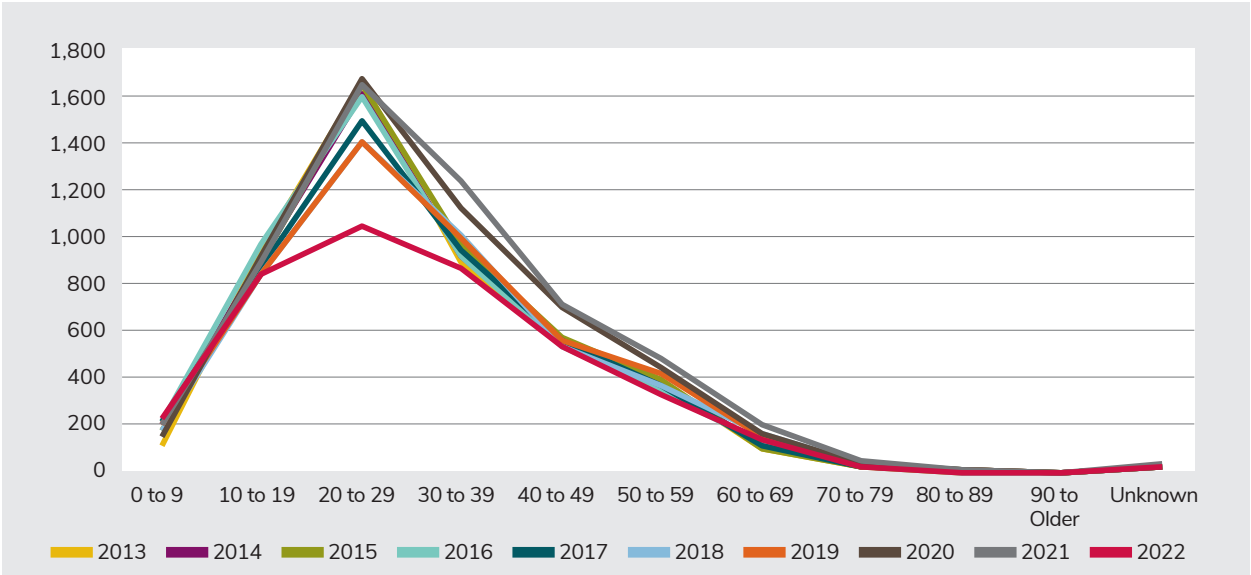
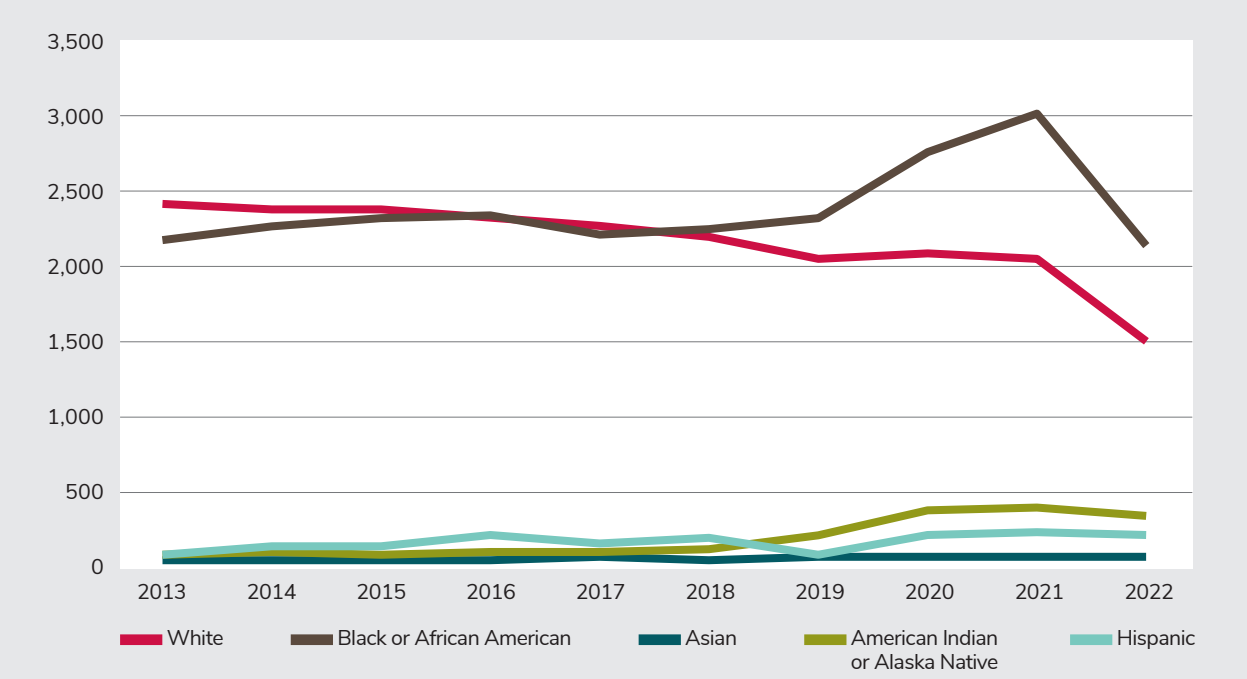


Figure 27 reflects an analysis of the same data set by race rather than age. Among the two largest incident categories, African Americans and Whites, both reflect a downward trend from 2021-2022 that drives the overall decline in incidents overall. That said the drop we see in those two categories operate differently upon closer inspection. Incidents among Whites *continued* its downward trend from 2021-2022. A similar trend, albeit slight (n<10 annually from 2020-2022), was also observed for incidents involving Indigenous/Native American residents. Conversely, incidents involving Asians (+7.5%), Blacks (+9.1%) or Hispanic/Latinx (+9%) each *rise* in 2021 (during the height of the pandemic) before dropping in 2022 by small numbers for Asians (-1.4%) and Hispanics/Latinx (-3%) and a remarkable decrease for Blacks (-28.5%).

Another small but notable trend is the precipitous rise of the category, "unknown race" across the time period. In 2013, "unknown race" constituted only 1.7% of the total crime incidents reported by Columbus Police Department. In 2022, that percentage has more than quintupled to 8.6%, remarkable growth. We do not speculate here about the panoply of possible explanations for this shift, but it will be essential to track down why such a change has occurred and whether it requires intervention or a clarification/shift in policy regarding the use of "unknown race" or other racial categories.

The parameters of this study do not permit us to draw causal conclusions about the reasons for these overall declines or the reasons why they are operating differently across different racial communities. Nevertheless, they are notable and worthy of the City of Columbus's further attention to determine what is working and how it can be scaled to have even greater impact.

Figure 27. Violent Crime Incidents by Race 2013 – 2022, Columbus Police Department



Youth Equity Index: Visualizing Conditions for Youth by Neighborhood

Findings:

This analysis was integrated with the milestone analysis to provide a robust picture for youth in each of these respective areas; we present them separately here for clarity purposes only. *We compared 2024 to our previous 2017 findings. Areas with the highest degree of youth vulnerability in 2017 were generally consistent with the lower youth equity index scores in 2024 with some notable changes in conditions for youth.* ***We see improved neighborhood outcomes in some core urban neighborhoods, particularly on the Near East Side and the Near South Side. Neighborhood conditions have also improved in the far southeastern area of the County (near Canal Winchester)****. Equity index scores have relatively declined for areas on the far west side and portions of the far south side (Columbus City areas primarily served by the South-Western City School District).*

In 2024 neighborhoods scoring highest on the youth equity index were mainly in the north and northwestern areas of the city, the far northeastern area and the far south side and southeast side. Neighborhoods scoring lowest on the youth equity index were mainly found in the city's northeast, west and southeastern areas. Neighborhood conditions were more challenging (scoring lower) in areas of the city served mainly by Columbus City schools and the South-Western City School district. Equity Index scores were higher in areas primarily served by the Dublin, Hilliard and Worthington city school districts.

Our analysis finds **29%** of all youth in poverty are in the "very low" scoring census tracts and more than half **(51%)** of all youth in poverty are living in the two lowest quintile categories of index scores (very low and low). Conversely, youth who are in households that earn incomes above the poverty line are predominantly found in the two highest categories of index scores: high and very high.

Analysis:

To better understand conditions for youth at the neighborhood scale, the Kirwan team developed a Youth Equity Index using a variety of indicators for the six national MBK milestones discussed above: kindergarten readiness; 3rd grade reading proficiency; 4-year high school graduation rates; postsecondary educational attainment for the 18-24 year old population; employment rates for the 18-24 year population and violent crime rates. We calculated these measures at the Census Tract level and all measures were compiled into an index. Higher index scores would indicate relatively better youth outcomes and environmental conditions. The index scores for all census tracts were then ranked by their index score into quintiles (5 groupings based on equity index score). The result of this analysis is seen in Figure 28.

Figure 28. Youth Equity Index for Columbus, Ohio 2024

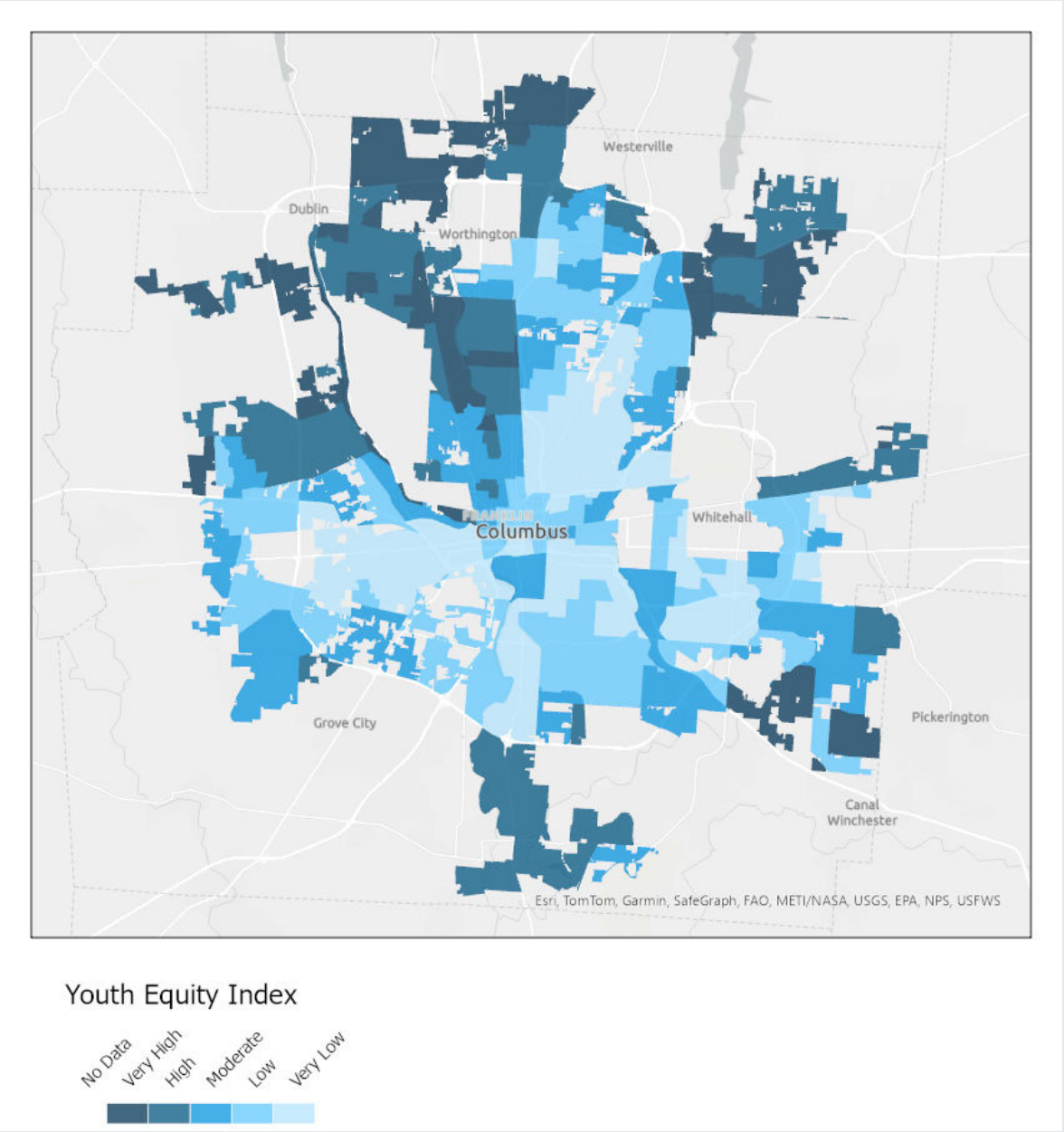
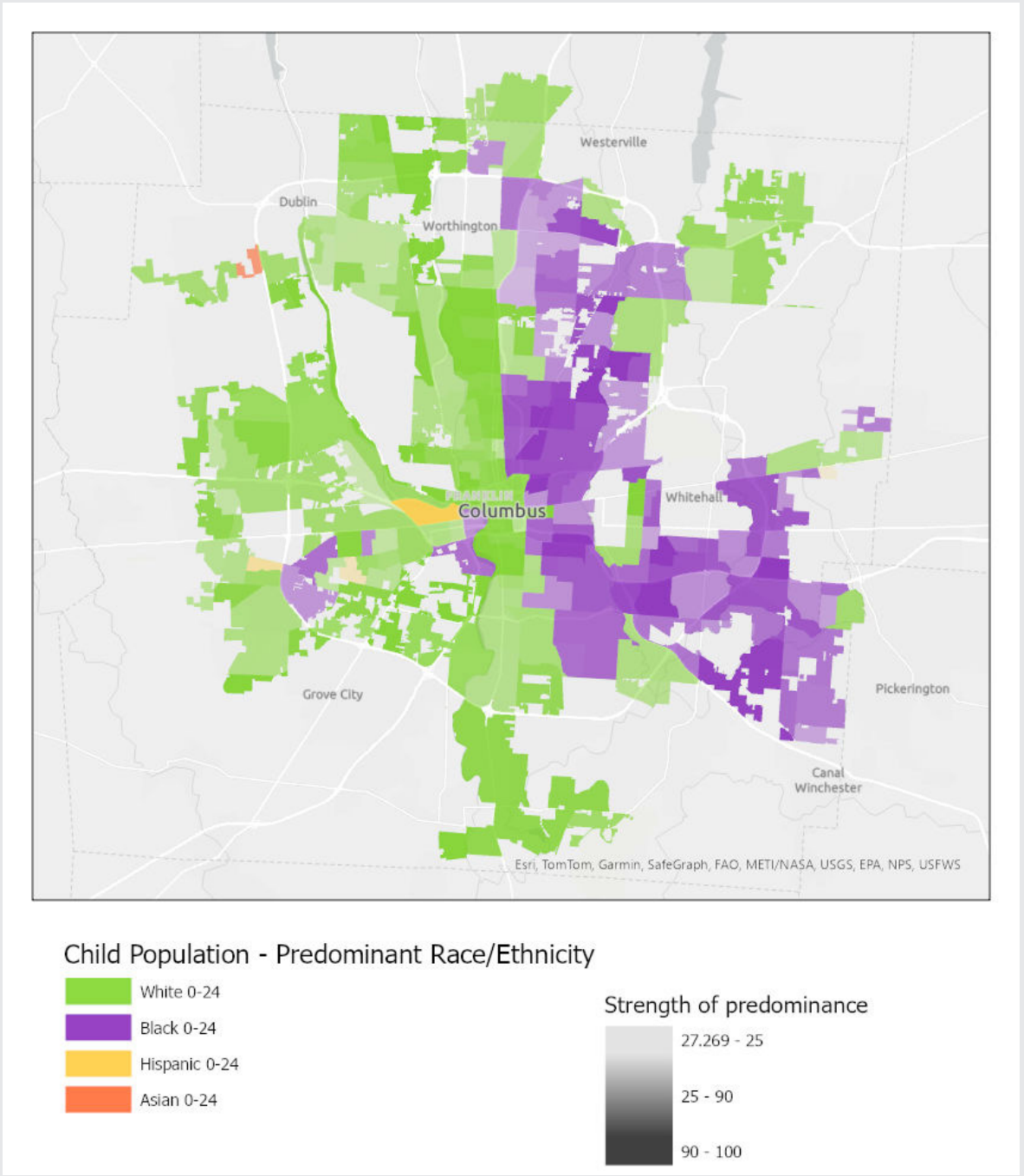


Figure 29. Largest Youth Population by Race/Ethnicity for Each Census Tract.

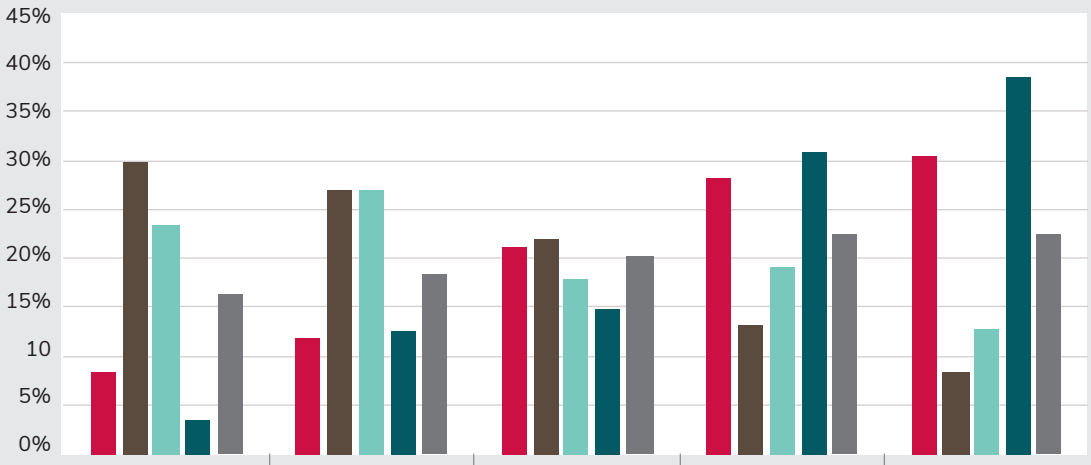


Distribution of Youth by Index Score: Student Demographics & Equity Index Scores

To better understand the distribution of youth by demographic characteristics in relation to the youth equity index, Figure 29 shows the predominant racial population for youth by Census Tract or neighborhood. Patterns of racial segregation can still be seen in the distribution of the youth population throughout the City of Columbus. The African American youth population is predominantly located on the northeast, east and southeast side of the city. Small areas that are predominantly Hispanic are found on the west side. The White youth population is predominantly located on the City's northwestern, west side and south side areas of the city. These geographic patterns are a result of historic practices of housing discrimination.[40]

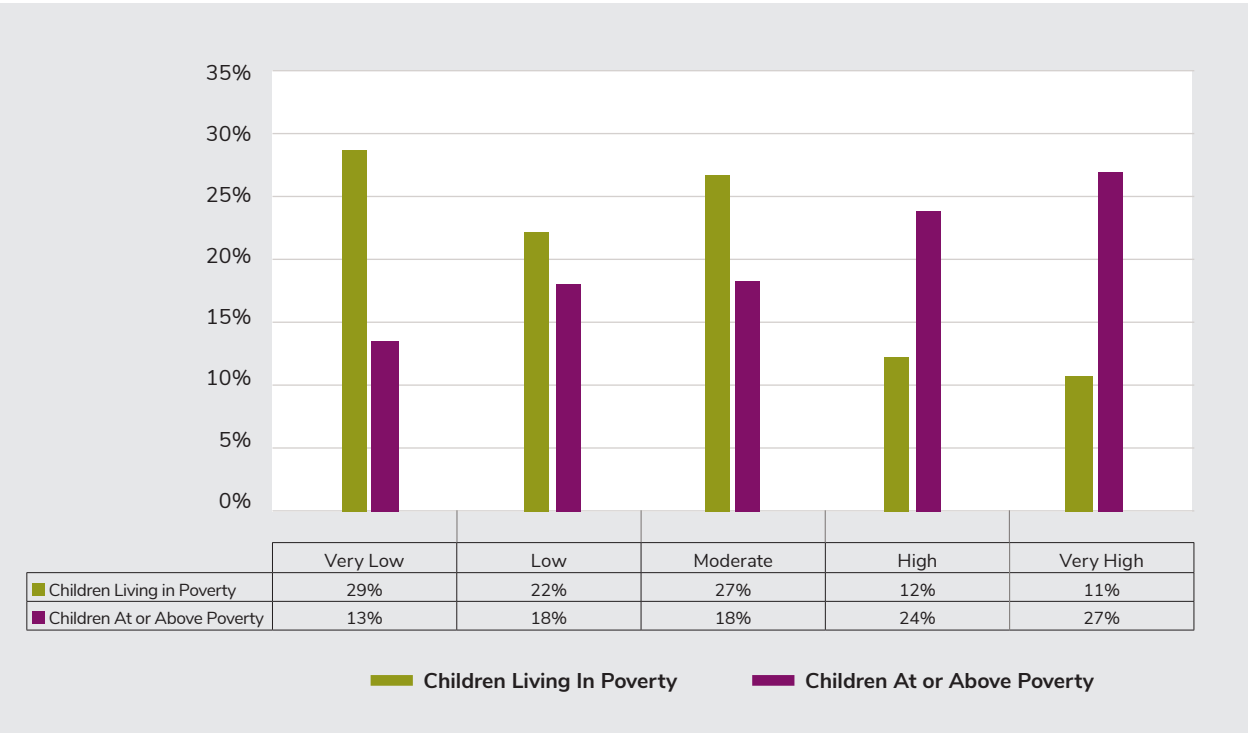
Figures 30 and 31 show that both household economic conditions and neighborhood racial makeup correlate with equity index scores for neighborhoods. ***While only 16% of the total youth population are found in the lowest scoring quintile neighborhoods (places identified as "very low" on Figure 29) youth who are in households living with incomes below the poverty line are nearly twice as likely to live in these neighborhoods.*** Taken together the three figures demonstrate that the legacy of racial segregation, a limited supply of rental housing and affordable housing in some neighborhoods and longstanding racial disparities in income/wealth continue to contribute to the varied equity experiences of youth in Columbus.

Figure 30: Youth Population Distribution by Equity Index Category, 2024.



	Very Low	Low	Moderate	High	Very High
White 0-24	8%	12%	21%	28%	30%
Black 0-24	30%	27%	22%	13%	8%
Hispanic 0-24	23%	27%	18%	19%	13%
Asian 0-24	3%	12%	15%	31%	39%
Total Youth	16%	18%	20%	22%	23%

Figure 31: Youth Population Distribution for Households with Incomes Below the Poverty Line and for Households with Incomes Above the Poverty Line by Equity Index Category, 2024.



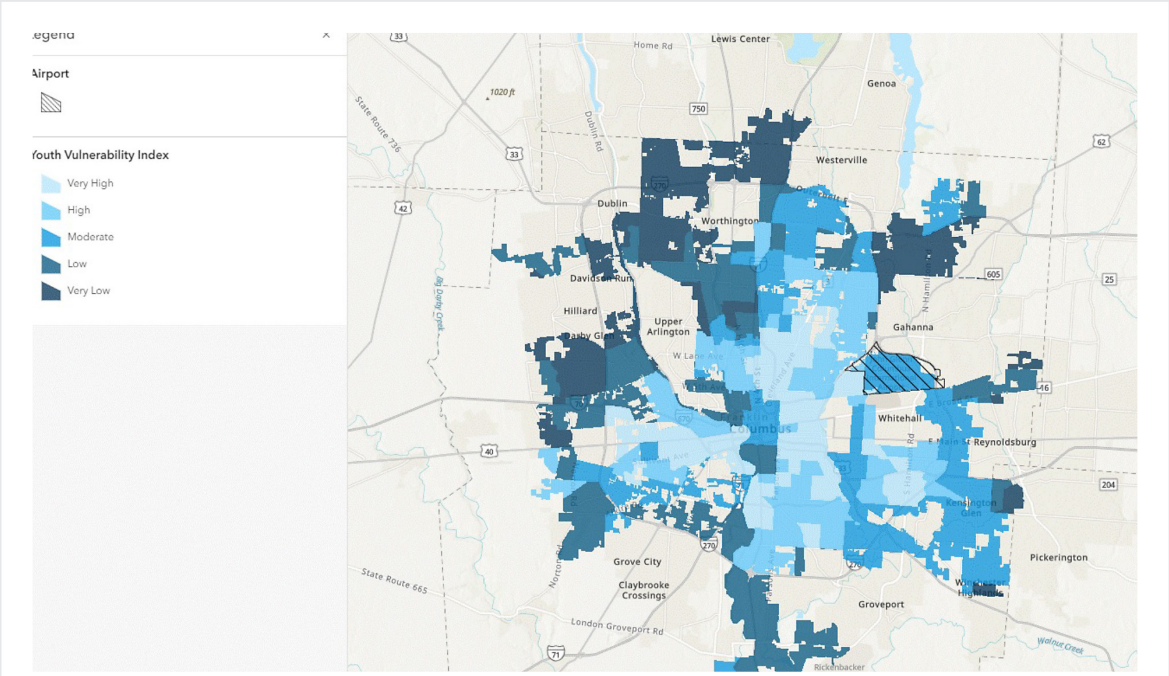
	Very Low	Low	Moderate	High	Very High
Children Living in Poverty	29%	22%	27%	12%	11%
Children At or Above Poverty	13%	18%	18%	24%	27%

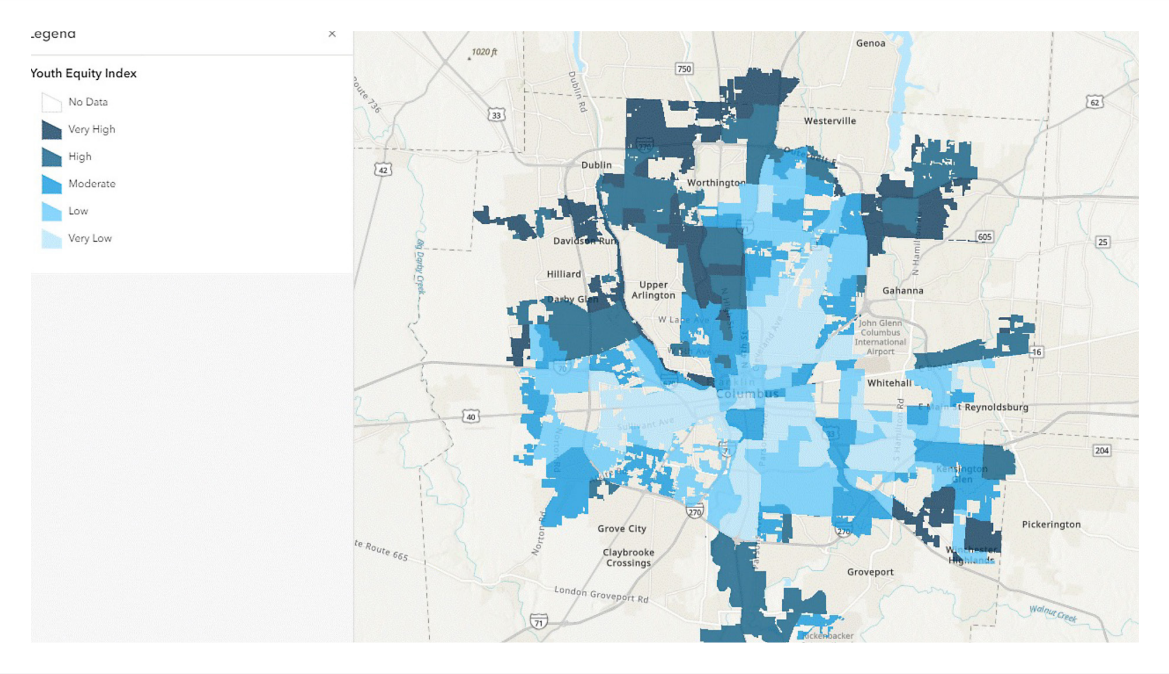
Geographic Trend Analysis: Changes in Youth Vulnerability/Youth Equity Conditions:

The Kirwan Institute completed a similar youth vulnerability index in 2017. For comparison purposes, the 2017 youth vulnerability index and the 2024 youth equity index are both displayed in Figure 32. Although the number of indicators vary between the two analyses, the comparison of the maps provides an opportunity to visualize change over time. ***In both maps, lighter colors indicate higher vulnerability and lower youth equity scores.*** Conversely, darker colors indicate lower vulnerability and higher youth equity scores.

Figure 32 reveals that areas with the highest degree of youth vulnerability in 2017 (the top image), were generally consistent with the lower youth equity index scores in 2024 (the bottom image), with some notable changes. ***We see improved neighborhood outcomes in some core urban neighborhoods, particularly on the Near East Side and the Near South Side. Neighborhood conditions have also improved in the far southeastern area of the County (near Canal Winchester)***. Equity index scores have relatively declined for areas on the far west side and portions of the far south side (Columbus City areas primarily served by the Southwestern City School District).

Figure 32: Youth Vulnerability Index 2017 (top image) Compared to Youth Equity Index in 2024 (bottom image)





Research Design and Methodology

The Kirwan Institute uses community-engaged principles and practices in its empirical research, which means that the community plays a significant role in shaping the research questions and in how data is analyzed for our reports. We are committed to acknowledging and addressing the historical abuses of disempowered communities. For that reason we obtained Human Subjects clearance for all of our originally collected data, to ensure that the highest level of ethics was observed during our research process. Our OSU IRB study identification numbers were provided to all participants and are available upon request.

Our research design and methodology reflected these commitments. First, we relied upon milestones set by nationally recognized experts in community-empowering practices involving boys and young men of color. Second, our research project was launched in the community in May of 2023 using the world café method. Using the world café method to host the initial large community conversation, we were able to identify themes and develop focus group and survey questions connected with the perspectives of those who do the work on the ground every day with youth.

Following that meeting we hosted six 2-hour focus group sessions at various Columbus Metropolitan Library locations at different times of the day and on different days of the week to accommodate the varying schedules of participants. We later distributed a survey, which yielded responses from 47 service providers. This report is intended to lift up their insights and provide steps to guide MBK Village into its next evolution.

In addition to our collection of original empirical data, we created a youth equity index to understand population trends as they play out across different Columbus neighborhoods. Because we completed a similar report in 2017, we were able to conduct trend analyses. The 2024 Youth Equity Index included data from the following public sources:

a. American Community Survey Data
b. Ohio Department of Education Scorecard Data
c. FBI Crime Data Explorer
d. Ohio Incident Based-Reporting System

We are also grateful to the Columbus Department of Neighborhoods, which provided us with the following types of prior data:

1) Two previous MBK program reports (2015 and 2017), including one completed in 2017 by the Kirwan Institute, which we were able to leverage to conduct a trend analysis regarding the geography of youth equity

2) A 2021 assessment of the 2020 MBK / Summer Youth Employment Program, which we reviewed and refer to in this report for context.

3) Deidentified survey-based feedback from **32** youth involved with the City's 2023 Summer Youth Employment Program (SYEP 2023). Approximately **250** youth participated in the program. We were able to use SYEP 2023 data to provide anecdotal data suggesting what made the program memorable; as we note repeatedly in the report we concur with the 2021 program researchers that a more systematic survey of a larger number of participants in future iterations will be able to confirm whether the anecdotal results we present here are reflective of the entire program.

Acknowledgement of data limitations is a best practice in research and should not be interpreted as a criticism of the department. That said, our global recommendation for better systematic data collection and outcome tracking is consistent with the 2021 independent report conducted by prior researchers and we stand by that recommendation precisely because it can address this severe data limitation.

The second strategy we used to address data limitations was to focus solely on service providers as the main source of data. A separate report, authored by co-principal investigator Dr. Jason Reece, focuses specifically on listening to youth experiences in Columbus. Please contact him directly for any questions about that report.

Data was analyzed collaboratively by a diverse research team, which is also Kirwan's signature approach. This research team included multiple participants (3) who share similar race-gender-age backgrounds to the MBK Village / SYEP target population; multiple participants who share similar gender backgrounds (4); and multiple participants who share similar racial backgrounds (7). Their cultural competence helped ensure that the project was conducted with cultural humility throughout the process. Final data analysis was conducted by a diverse team of graduate students and experienced researchers using Dedoose; writing was completed by the co-principal investigators with the support of additional Kirwan Institute research team members listed in the acknowledgements.

Endnotes

1. Walsh, M., Langston, A. and Muna, E. (2022). Advancing workforce equity in Columbus: a blueprint for action.

2 Bank of America Institute (2024). "On the Move: West Side Story." Last accessed April 25, 2024.

3 Those positive metrics include job growth, productivity, gross metropolitan product, median earnings, and unemployment rates. Brookings Institution Metro Monitor 2024. Last accessed April 26, 2024.

4 The Brookings Institution defines racially inclusive prosperity by measuring three gaps between non-Hispanic whites and people of color: median income, employment, and relative income poverty.

5 Brookings Institution Metro Monitor 2024. Last accessed April 26, 2024.

6 Rise Together Innovation Institute (2023) Poverty in Franklin County. Last accessed January 5, 2024.

7 A separate youth analysis was conducted by co-principal investigator Dr. Jason Reece; those results are contained in a separate report authored solely by Dr. Reece.

8 As we noted elsewhere, a separate youth report was prepared by Dr. Reece using different data.

9 Pearce, Diana (2015). Methodology Report: The Self-Sufficiency Standard for 2015, p. 8. The Ohio Association of Community Action Agencies calculator for a 2 working adult, 2 non-infant children family in Franklin County projects an hourly self-sufficiency standard of $14.42/hour. For a single adult with no children, the self-sufficiency wage is $13.16/hour.

10 Walsh, Matthew, Abbie Langston, and Edward Muña (2022). "Advancing Workforce Equity in Columbus: A Blueprint for Action." Last accessed January 5, 2024.

11 My Brother's Keeper Task Force (2015). Youth Perspective Report and Next Step Recommendations. Document provided by City of Columbus Department of Neighborhoods for Document Analysis.

12 Kane, T. & Reardon, S. (2023). Parents Don't Understand How Far Behind Their Kids Are in School. *New York Times*. Opinion. May 11th. https://www.nytimes.com/interactive/2023/05/11/opinion/pandemic-learning-losses-steep-but-not-permanent.html

13. Ibid.

14. Fahle, E. M., Kane, T. J., Patterson, T., Reardon, S. F., Staiger, D. O., & Stuart, E. A. (2023). *School district and community factors associated with learning loss during the COVID-19 pandemic.* Center for Education Policy Research at Harvard University: Cambridge, MA, USA. https://cepr.harvard.edu/sites/hwpi.harvard.edu/files/cepr/files/explaining_covid_losses_5.23.pdf

15. Jones, S. E., Ethier. K. A., Hertz, M., DeGue, S., Le, V. D., Thornton, J., Lim, C., Dittus, P. J., Geda, S. (2022). *Mental Health, Suicidality, and Connectedness Among High School Students During the COVID-19 Pandemic*—Adolescent Behaviors and Experiences Survey, United States, January–June 2021. MMWR Supplements, 71. https://doi.org/10.15585/mmwr.su7103a3 McAdoo, G., Williams, K., & Howard, T. C. (2023). *Racially Just, Trauma-Informed Care for Black Students. Urban Education,* 00420859231175668. https://sage.cnpereading.com/paragraph/article/?doi=10.1177/00420859231175668

16. Hen, M., Shenaar-Golan, V., & Yatzker, U. (2022). *Children and Adolescents' Mental Health Following COVID-19: The Possible Role of Difficulty in Emotional Regulation.* Frontiers in Psychiatry, 13. https://doi.org/10.3389/fpsyt.2022.865435

17. Samji, H., Wu, J., Ladak, A., Vossen, C., Stewart, E., Dove, N., ... & Snell, G. (2022). Mental health impacts of the COVID-19 pandemic on children and youth–a systematic review. *Child and adolescent mental health,* 27(2), 173-189. https://doi.org/10.1111/camh.12501

18. We use both metrics together because while "future-ready" incorporates a living wage, the self-sufficiency standard is child-care and family-size sensitive at the local county level.

19. Suburban districts start at either a much higher (Hilliard and Westerville begin with readiness rates as high as 65%) or much lower (Whitehall begins with a max readiness rate of 22%) baseline of youth readiness. Their results are available upon request.

20. As we noted above, similar analyses for Hilliard City, Westerville City, and Whitehall are available upon request.

21. Provisions Solutions Group (2021). My Brother's Keeper Summer Youth Employment Program Final Program Evaluation Report, p. 4.

22. City of Columbus (2015). *My Brother's Keeper Initiative: Youth Perspective Report & Next Step Recommendations*, p. 15.

23. Harper, S. (2020). "COVID-19 and the Racial Equity Implications of Reopening College and University Campuses" *American Journal of Education* 127:1. Last Accessed May 10, 2024.

24. Brown, J.T., Kush, J.A. and Volk F.A. (2022). "Centering the Marginalized: The Impact of the Pandemic on Online Student Retention," *Journal of Student Financial Aid*: Vol. 51 : Iss. 1 ,Article 3. Last accessed May 10, 2024.

25. Walsh, Langston and Muña (2022), p. 12.

26. Engle, J. (2007). Postsecondary access and success for first-generation college students. *American academic*, 3(1), 25-48.

27. See Pew Research Center (2015). The Whys and Hows of Generation Research. Pew Research Center Reports. Last accessed May 3, 2024.

28. Fabina, J., E.L. Hernandez, and K. McElrath (2023). School Enrollment in the United States: 2021. U.S. Census Bureau American Community Survey Reports. Last Accessed May 3, 2024.

29. Wilson, Valerie and William Darity (2022). *Understanding Black-White Labor Market Outcomes Requires Models that Account for Persistent Discrimination and Unequal Bargaining Power*. Economic Policy Insititute. Last accessed April 27, 2024.

30. We use both metrics together because while "future-ready" incorporates a living wage, the self-sufficiency standard is child-care and family-size sensitive at the local county level.

31. Pearce, Diana (2015). Methodology Report: The Self-Sufficiency Standard for 2015, p. 8. The Ohio Association of Community Action Agencies calculator for a 2 working adult, 2 non-infant children family in Franklin County projects an hourly self-sufficiency standard of $14.42/hour. For a single adult with no children, the self-sufficiency wage is $13.16/hour.

32. Pearce (2015), p. 8.

33. As we noted above, we concur with previous studies' conclusion that a more systematic external survey reaching a greater number of participants across programs will confirm whether these connections with adults were a part of the benefit beyond an emphasis on workforce training or early employment experiences.

34. Ginther, Andrew (2023) State of the City Address. Last accessed April 27, 2024.

35. According to its website, "The FBI's Crime Data Explorer (CDE) aims to provide transparency, create easier access, and expand awareness of criminal, and noncriminal, law enforcement data sharing; improve accountability for law enforcement; and provide a foundation to help shape public policy with the result of a safer nation."

36. In Ohio, the Ohio Incident-Based Reporting System provides information for statewide and local jurisdictions. We accessed data from this source for the indices used in the Youth Equity Index.

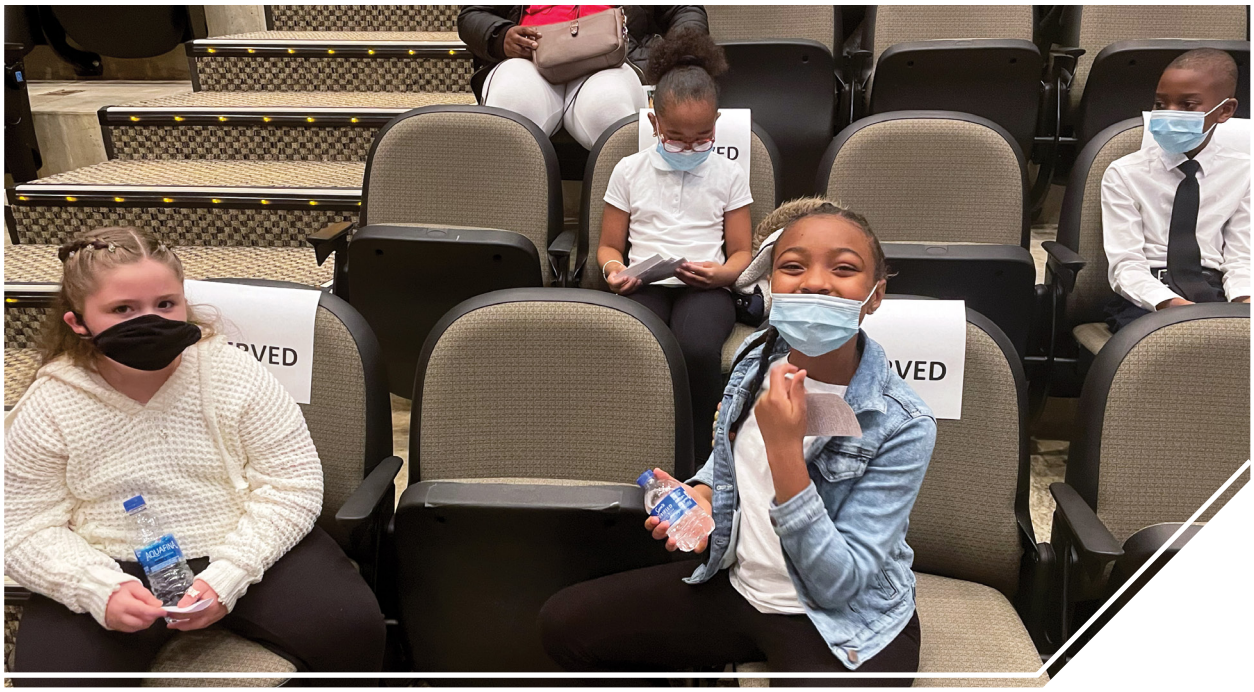
37. While we acknowledge Columbus's intricate and geographically overlapping web of law enforcement jurisdictions well beyond agencies typically found in other jurisdictions, we focus here on the Columbus Police Department because this is the agency for which the City Council and Mayor have funding and oversight jurisdiction. By "typical" agencies we mean organizations like the Franklin County Sherriff's Department or Ohio State University Police Department; by agencies "more unique" to Columbus vs. large cities in other states, we mean the wide variety of city and township police forces with overlapping and/or contiguous jurisdiction). Where applicable we also restrict our policy recommendations to CPD only.

38. At the lowest levels (2022), the number of crime victims 20-29 years old was 1,052. For 30–39-year-olds and 10–19-year-olds the numbers were 863 and 864, respectively.

39. Here the number of crimes increased by 10.3% in 2021 then plummeted 30% in 2022. This trend is distinct from the other two age cohorts, where numbers dropped continually between 2020-2022.

40. Reece, J. (2021). Confronting the legacy of "separate but equal": can the history of race, real estate, and discrimination engage and inform contemporary policy?. RSF: *The Russell Sage Foundation Journal of the Social Sciences*, 7(1), 110-133.

List of Figures



Acknowledgements

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