

***On the Table 2017* Impact Report**

Prepared by
The Institute for Policy and Civic Engagement (IPCE)
The University of Illinois at Chicago
for
The Community Foundation for Southeast Michigan and
The John S. and James L. Knight Foundation



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On October 4, 2017, residents across Southeast Michigan came together in conversation to talk about issues that impact the region and its quality of life. This conversation-oriented initiative known as *On the Table* was an opportunity for friends, families, neighbors, colleagues, classmates, and even people who were meeting for the first time to gather around a shared meal and have a real dialogue about what is important to them with the intention of fueling meaningful change.

The Community Foundation for Southeast Michigan focused its attention on youth in its design and implementation of *On the Table*. The Foundation's vision for this community engagement initiative was to have people of all ages, perspectives, and backgrounds gather and discuss the region's youth and share their ideas for how to help young people throughout the region grow and succeed.

The Community Foundation organized *On the Table* with support from The John S. and James L. Knight Foundation. Knight Foundation brought *On the Table* to 10 sites across the country in 2017: Lexington, KY (March 15); Philadelphia, PA (May 23); Long Beach, CA (September 23); Gary, IN (September 26); Akron, OH (October 3); Southeast Michigan (October 4); Miami, FL (October 17); Charlotte, NC (October 25); Columbus, GA (November 7); and Silicon Valley, CA (November 15). *On the Table* originated in Chicago in 2014 as part of The Chicago Community Trust's Centennial celebration. Since its inception and expansion into other cities, *On the Table* provided an opportunity for residents to convene and discuss local opportunities and challenges while focusing on strategies to make their communities safer, stronger, and more dynamic.

All 10 sites designated one day in 2017 to convene residents in mealtime conversations for discussions on how to make their city a better place to live, work, and play. Following the conversations, participants who were 18 years of age or older had the opportunity to take a survey about their *On the Table* experience. This survey featured 27 standard questions, plus up to five unique questions for each site. Because youth were a core component of conversations in Southeast Michigan, a shorter, 14-question survey was created to gather thoughts, opinions and feedback from younger participants.

Survey results were distilled into a report provided to each community foundation. The report, along with an online data exploration tool, provides an opportunity for local decision-makers, organizations, and residents to collaborate around important issues and emergent ideas in their communities. A national report incorporating data from all sites will be produced in early 2018.

Research Methodology

Knight Foundation invited the University of Illinois at Chicago's (UIC) Institute for Policy and Civic Engagement (IPCE) to serve as the research partner for *On the Table*. We set out to gain a deeper understanding of the conversations through results gathered from surveys of adult (ages 18 and up) and

youth (ages 13 to 17) *On the Table* participants.^{1,2} This report presents results and analysis of the two surveys. The data itself can be accessed and explored through ipce.shinyapps.io/MIOTT17.

The central questions guiding this research include: Who responded to the surveys? How did the conversations go? How did the conversations impact respondents? Additionally, The Community Foundation wanted to better understand respondents' attitudes toward and behaviors in their community. This included asking about problems facing youth in their own communities; effective actions for solving community problems; how optimistic respondents are about the future of their community; what they wish they knew more about in their community; and how often adults involve youth in decisions that impact the community's future. The research questions and learning objectives influenced the formatting of the adult survey, which included a total of 32 questions, and the youth survey, which included a total of 14 questions. Except for one question, all questions in the youth survey appeared as questions in the adult survey.³

We collected survey data using three methods: a public web link to the Qualtrics surveys, an e-mailed unique link to the Qualtrics survey (for the adult survey only), and distributed print versions, upon request from *On the Table* hosts. To accommodate non-English speakers, the surveys were translated into Spanish and Arabic. The collection of survey data began the morning of October 4, 2017, when *On the Table* conversations started and the public survey link was launched. On the same day, print surveys were made available participants at many tables. Following the conversations, adults who provided email addresses received the survey electronically.⁴ Surveys were collected through October 25, 2017.

The respondent population discussed in this report is a self-selected sample of participants who partially or fully completed the survey.⁵ All three survey sources yielded a total of 790 adult and youth responses

¹ See Appendix A.1 for the full adult survey and Appendix A.2 for the full youth survey.

² We had two separate surveys for adults and youth. According to our University's Internal Review Board (IRB), youth are considered to be a vulnerable population and require special approval in order to be involved in research. For the youth component to this research, we submitted a shorter survey featuring some of the same questions as the adult survey to IRB, and we received approval to proceed with this separate survey instrument for youth.

³ The one question in the youth survey that is different from the adult survey is still a derivative of a question in the adult survey. In the adult survey, question 7 is a 'select all that apply' that asks, "How did you connect with others at your conversation(s)?" One of the response options is, "I made specific plans to work with one or more attendees to address a new idea, issue, or project in the future." This response option was turned into a yes or no question in the youth survey. In the youth survey, question 5 asks, "Did you make specific plans to work with one or more attendees to address a new idea, issue, or project in the future?"

⁴ We had e-mail addresses only for adults and only for those who provided it through the registration process or during sign-in on the day of the conversations. Registration and signing in were not required for participation, and the adults who did not register or sign in were able to access the survey through the public web link shared by The Community Foundation or through print surveys.

⁵ See Appendix B for a summary report featuring visualizations for responses to all survey questions.



(394 through the e-mailed unique link, 143 through the web link, and 253 through the print survey).^{6,7} Because this group constitutes a non-random sample of total participants, conclusions cannot be scientifically generalized beyond the respondent group. Even with that caveat, however, the data and analysis provide useful insight into the opinions, habits, and backgrounds of a number of engaged Southeast Michigan residents.

⁶ In total, 563 *On the Table* adult participants responded to the adult survey (394 participants responded by clicking on an e-mail link, 114 responded by clicking on the web link, and 55 responded by submitting a print survey). In total, 227 *On the Table* youth participants responded to the youth survey (0 responded to the survey by clicking on an e-mail link, 29 responded by clicking on the web link, and 198 responded by submitting a print survey).

⁷ The estimated survey participation rate is 40%. This is calculated by dividing the total number of survey respondents (790) by the estimated number of *On the Table* participants (2,000). The Community Foundation provided the estimated number of *On the Table* participants.



THE CONVERSATIONS

Survey Respondents

This section summarizes demographic data about the 790 survey respondents. It also presents information about respondents' civic attitudes and civic engagement behaviors. Youth data represents respondents 13 to 17 years old, adult data represents respondents 18 years old and up, and all data represents youth and adult respondents combined.

This section incorporates Southeast Michigan comparison data (representative of seven counties) and national comparison data, where available. When comparing *On the Table* data to Southeast Michigan resident data, only those respondents who live in Southeast Michigan (and not the full data set) are compared to representative data. Seven counties make up Southeast Michigan. These counties include Livingston, Macomb, Monroe, Oakland, St. Clair, Washtenaw, and Wayne.

Though these comparisons are useful, without survey data from all participants, we cannot explain the reason for any differences between survey respondents and the region. This report only contains data on the subset of *On the Table* participants who completed a survey.

Demographics

Gender

Just over two-thirds (67%) of all respondents identified as female, and 31% identified as male; 2% identified as another gender identity. The ratio of female to male respondents was greater in the adult respondent group, where 71% were female. Female youth respondents made up 59% of the youth respondent pool. Additionally, 5% of youth respondents said they identify as another gender identity, while 1% of adult respondents named another gender identity (see Figure B.1).

Age

At 28%, the largest proportion of respondents was those ages 13 to 17 years old. The next largest age group was the 18- to 29-year-old group (18%). Only 12% of respondents were 60 or older (see Figure B.2). When Southeast Michigan respondents were compared to all Southeast Michigan residents, the youngest age group (15 to 17 years old)⁸ was overrepresented and the oldest age group (60 years old and up) was underrepresented. The remaining age groups were nearly representative of regional data (see Figure B.3).⁹

Educational Attainment

Survey respondents reported higher educational attainment than the general population. Forty-five percent of adult respondents reported having earned a graduate degree, 38% reported having earned a

⁸ Because of limitations with ACS data, the youngest age range includes those who are 15 to 17 years old, rather than 13 to 17 years old.

⁹ U.S. Census Bureau; American Community Survey, 2015 American Community Survey 5-Year Estimates, Table S0101; generated using American FactFinder; <<http://factfinder2.census.gov>>; (17 May 2017).



bachelor's degree, and 10% reported some college (see Figure B.4).¹⁰ In the Southeast Michigan resident population, 13% have a graduate degree and 18% have a bachelor's degree. Comparatively, 47% of Southeast Michigan respondents have a graduate degree, and 38% have a bachelor's degree (see Figure B.5).¹¹

Race

Over one-half (52%) of all respondents identified as White, and 28% identified as Black or African American. Smaller percentages identified as Multiracial (8%) and Hispanic or Latino/a (5%) (see Figure B.6).¹² For Southeast Michigan youth respondents aged 15 to 17 years old, 41% identified as Black or African American (compared to 24% in the region), and 34% identified as White (compared to 66% in the region).¹³ With regard to Southeast Michigan respondents aged 18 years old and up, 61% identified as White, compared to 72% of all Southeast Michigan residents. The percentage of Black or African American Southeast Michigan respondents was equal to the percentage of all Black or African American Southeast Michigan residents of this age (21%) (see Figure B.8).

Geography

Over one-half (52%) of all respondents said they currently live in Wayne County, and 22% said they live in Oakland County. Remaining respondents live in Washtenaw County (6%), St. Clair County (6%), Livingston County (5%), Monroe County (4%), Macomb County (3%) and Genesee County (1%). Youth respondents were largely from Wayne County (57%), though Livingston County (13%), and St. Clair County (11%) were also well represented (see Figure B.9).

With regard to city of residence, the largest proportion of all respondents reported living in Detroit (38%). Smaller percentages said they live in Ann Arbor (4%), Grosse Pointe (4%), Monroe (3%), and Marine City (3%). A greater percentage (53%) of youth were from Detroit (see Figure B.10).

Length of Residence

Over one-third (35%) of adult respondents indicated they were long-term residents who have lived in their local community for 20 or more years. This is slightly higher than national estimates of 32%. Over one-quarter (28%) of adult respondents have lived in their local community for zero to four years, which is on par with national estimates of 28% (see Figure B.11).¹⁴

¹⁰ For the education variable, in addition to including only those respondents who live in Southeast Michigan when comparing to the representative data, only those 25 years of age or older are included as well (as opposed to the full data set).

¹¹ U.S. Census Bureau; American Community Survey, 2015 American Community Survey 5-Year Estimates, Table S0101; generated using American FactFinder; <<http://factfinder2.census.gov>>; (17 May 2017).

¹² Unlike Census data, the *On the Table* race variable features an 'Other' response option. Because of this, the *On the Table* race percentages are very modestly lower than they would be if the 'Other' was not a featured category.

¹³ Because of limitations with ACS data, the youth age range includes those who are 15 to 17 years old, rather than 13 to 17 years old.

¹⁴ Pew Research Center, December, 2008, "American Mobility. Who Moves? Who Stays Put? Where's Home?"

Homeownership Status

Seventy-one percent of adult respondents indicated they own their primary residence, and 23% said they rent (see Figure B.12).¹⁵ There was slight overrepresentation of Southeast Michigan respondents who said they own their primary residence, compared to all Southeast Michigan residents. Three-fourths (75%) of Southeast Michigan respondents reported they own their primary residence, while 69% of all Southeast Michigan residents reported the same (see Figure B.13).¹⁶

Relationship to The Community Foundation

When asked about their relationship to The Community Foundation, 35% of adult respondents had not heard of the Foundation prior to participating in *On the Table*. However, 31% of adult respondents said they have attended one of The Community Foundation's events, 26% have been a grantee, and 15% indicated some other relationship than that which was listed. Smaller percentages of adult respondents said they work there (4%), indicated they have volunteered with them (4%), and said they are a funder (3%) (see Figure B.14).

Civic Attitudes and Activities

Personal Impact and Youth Involvement in Decision-Making

Overall, respondents reported largely positive attitudes toward their own potential for influencing change. Over one-half (55%) of all respondents indicated they can have a big impact, and 34% of all respondents said they can have a moderate impact. Adults were more likely than youth to say they can have a big impact (58% versus 48%), but the youth rate is still higher than national rates of 32% (see Figure B.15).¹⁷

Only 8% of all respondents say that adults involve youth in decisions that impact the community's future. Youth were more likely than adult respondents to report always being involved (11% versus 7%) (see Figure B.40).

Community Attachment and Optimism

Forty-five percent of all respondents said they are very attached to their local community and 40% of all respondents said they are somewhat attached to their local community. In comparing adults and youth responses, more than half of adults (54%) reported being very attached to their local community while youth were equally split between very attached (24%) and not very attached (23%). Youth respondents more closely mirrored national rates than did adult respondents, as 19% of people in the U.S. are very attached, 48% somewhat attached, 25% not very attached, and 8% not at all attached (see Figure

¹⁵ Just like the race variable, the *On the Table* homeownership variable also features an 'Other' response option (unlike in the Census data), which has slight implications for the *On the Table* homeownership percentages showing lower than they otherwise would.

¹⁶ U.S. Census Bureau; American Community Survey, 2015 American Community Survey 5-Year Estimates, Table DP04; generated using American FactFinder; <<http://factfinder2.census.gov>>; (17 May 2017).

¹⁷ Pew Research Center, November 2016, "Civic Engagement Strongly Tied to Local News Habits."

B.16).¹⁸ In terms of how optimistic adult respondents are regarding the future of their community, 34% said very optimistic, and 58% said somewhat optimistic (see Figure B.42).

*Top Problems Facing Youth in the Community*¹⁹

Nearly one-half of all respondents (49%) indicated that the top problem facing youth is related to education and youth development. Additionally, 37% named a problem concerning public safety and the judicial system, 37% cited a problem regarding economic issues and poverty, and 30% named a problem related to equity and social inclusion. These were also the top areas identified by adult respondents. Youth respondents were most likely to identify public safety and the judicial system (57%) as the top problem facing youth (see Figure B.41).

Problem 1: Education and Youth Development

Sixty percent of adult respondents mentioned a problem related to education and youth development. Some respondents talked about the quality of the education system and of schools in their community. They used words and phrases such as subpar, poor, inadequate, substandard, bad and unsafe, failing, and unequal to characterize the state of education and their schools. One adult respondent noted that the public education system is broken, another said it is poorly funded, and several pointed out how schools are closed or in the process of closing. According to one adult respondent, there are “systemic challenges (notably, overburdened schools).”

Many adult respondents want to see “access to quality education,” and some want to see quality education become more affordable. A few adult respondents described their hopes for the kind of education that students receive, such as a “meaningful education,” or one where “necessary life skills” are taught; currently, the curriculum is “not challenging enough,” one adult respondent noted. Another adult respondent said the problem is with “school administrators [who] push for financial prosperity rather than student success.” A small number of adult respondents indicated they want to see more initiative from students; these respondents described students as “underachieving and not understanding the importance of education,” as well as disengaged.

A number of adult respondents identified that youth need the assistance and involvement of older individuals, including quality mentorship opportunities, good role models, and parenting and adult supervision. They also said that youth need better college preparation, a push toward vocational education, and “preparation for life after school.” Furthermore, respondents talked about wanting to see “safe and effective spaces to learn” and “safe, caring environments” within schools, as well as recreation opportunities, youth development programming, and career options outside of school.

Twenty-two percent of youth respondents mentioned a problem related to education and youth development, which includes the 8% of youth respondents who mentioned a problem related to bullying (four times as many as the 2% of adults who mentioned bullying). With regard to bullying, some

¹⁸ Ibid.

¹⁹ See Appendix C for the codebook used to categorize the responses to this question.

youth respondents further explained behaviors and acts of “leaving people out,” fitting in with their peers, popularity, cliques, and “mean behaviors.” Other youth respondents brought up problems related to school and receiving an education. According to a few youth respondents, there is a “lack of proper education,” and they are “not learning in school”; there is also a “lack of interesting activities” and “no role models.” One youth respondent indicated wanting to be in a “successful learning environment.” “Dropping out of school” is also of concern to a few youth respondents.

Problem 2: Public Safety and the Judicial System

Thirty percent of adult respondents expressed a concern related to public safety and the judicial system. Included in this percentage are the 16% of adult respondents who described a problem related to alcohol and drugs, 6% who named a problem around peer pressure, and 4% who provided a problem related to violence and gangs. Many adult respondents raised a problem with drugs and described the issue of easy access to and exposure to drugs. Other adult respondents described safety as a problem, whether it was public safety, community safety, or internet safety. One respondent said there is “limited access to safe environments,” and another brought up a “lack of security and feeling safe.” Some adult respondents raised the problems of crime and violence, including gang violence and the threat of violence.

Fifty-seven percent of youth respondents shared a problem related to public safety and the judicial system, which includes 38% of youth respondents who mentioned alcohol and drugs, 23% who mentioned peer pressure, and 22% who mentioned violence and gangs. In talking about alcohol and drugs, youth respondents cited the consumption of both as problems, as well as identified selling drugs as problematic. According to one youth respondent, there is “peer pressure to do drugs[,] peer pressure to drink alcohol[, and] peer pressure to smoke.” A number of youth respondents also expressed concern with violence. The types of violence they named include gun violence, gang violence, sexual assault, police brutality, and robbery.

Problem 3: Economic Issues and Poverty

Forty-nine percent of adult respondents cited a problem related to economic issues and poverty. Within this theme, many adult respondents named jobs and unemployment as a problem and primarily mentioned what is absent from their communities. Many mentioned a “lack of access to quality job opportunities” and “good, adequate employment.” As some adult respondents noted, there are a “lack of jobs, especially local [jobs],” as well as a lack of entry-level job opportunities, high-paying jobs, and “varied job choices,” and there is a need for more job training and “exposure to career options.” Some adult respondents want to see more resources for employment and “local opportunities to improve skills or find a good job.”

Many adult respondents also named poverty as a problem. According to some adult respondents, economic uncertainty, financial insecurity, and financial hardship are notable issues. A few adult respondents indicated there needs to be more financial support, economic opportunity, and connection to resources, especially “resources for basic needs,” in order to allow for upward social mobility.



Ten percent of youth respondents named a problem related to economic issues and poverty. Most youth respondents mentioned poverty, and some mentioned money, such as “money problems” or “money for family.” A few youth respondents brought up jobs, as they are “unable to get jobs” and have difficulty finding and getting a job.

Problem 4: Equity and Social Inclusion

Thirty-four percent of adult respondents mentioned a problem related to equity and social inclusion. Many adult respondents mentioned issues of access to various services and opportunities such as quality and affordable education, job opportunities, reliable transportation, healthy and affordable food, extracurricular and safe alternatives, recreation opportunities, and mental health care. Other adult respondents brought up diversity and inclusion issues, which range from “being ignored [and] not being [accepted]” to “racism and Islamophobia” to a “lack of safe spaces for LGBTQ.” Others reported youth exclusion. One adult reported that “older adults . . . seem wary and critical of the young people in their neighborhood,” and another adult respondent pointed out how youth are “[excluded] from government and decision-making opportunities that impact the greater community.”

Twenty percent of youth respondents indicated a problem related to equity and social inclusion. Youth respondents primarily mentioned wanting people to accept one another. Some cited barriers to acceptance, including racism, sexism, hate, and “leaving everyone out” as barriers to acceptance. A few youth respondents noted, “Adults don’t listen. Ideas get discarded” and said they are told that they are “not good enough.” A few other youth respondents expressed wanting “a say [and to be] taken seriously” and want to feel “a sense of belonging.”

Problem 5: Health

Seventeen percent of adult respondents identified a problem related to health. Many adult respondents acknowledged that health, specifically mental health, is problematic for youth, and these respondents identified a need for more mental health services, mental health support, and access to mental health care. Some adult respondents noted that substance abuse is a problem, as are depression, anxiety, stress, bullying, and suicide.

Twenty-three percent of youth respondents named a problem related to health. Several youth respondents brought up drug addiction, drug abuse, and alcohol abuse as problems, and they recognized them as mental health issues. Other mental health issues a number of youth respondents made note of include depression, anxiety, self-esteem, suicidal thoughts, and suicide—all of which were frequently mentioned alongside bullying.

Important Social Issues and Social Issues to which Respondents Contribute

Adult respondents were asked to identify the social issues that are most important to them. Just over two-thirds (67%) said education and youth development. Additionally, 38% said equity and social inclusion and 35% said economic issues and poverty (see Figure B.17). Following this, using the same set of issue areas, adult respondents were asked to identify the social issues to which they primarily contribute their time, talent, and/or financial resources. Sixty percent said education and youth

development, 32% said family, 28% said equity and social inclusion, 25% said arts and culture, and 21% said economic issues and poverty (see Figure B.18).²⁰

“Thinking about my community, I wish I knew more about . . . ”

Adult respondents were also asked to identify what they wish they knew more about in their community. Just over one-quarter (26%) of adult respondents said education, followed by 18% who expressed interest in how to get involved, 16% who indicated government, policy, and politics, 16% who said resources, and 13% who said community past and present (see Figure B.43).²¹

Twenty-six percent of adult respondents said they wish they knew more about education in their community. Some adult respondents indicated they want to learn more about “the educational landscape” and the education system. They want to know more about the public schools in their communities and “what the specific needs are in . . . schools beyond academics.” Other adult respondents mentioned wanting to know more about funding sources for schools, academic initiatives, and youth activities. These adult respondents indicated they are interested in “policies that directly impact public funding for school,” “the statistics of how much funding each school receives and graduation rates,” “scholarships for youth,” and “resources available to students who [lack] financial means.”

Additionally, many adult respondents expressed interest in learning more about opportunities and programs for youth. They provided the following examples: “programs offered to help enrich my children[s’] live[s]”; “youth organizations to get involved in”; “mentoring opportunities for youth”; “extracurricular activities for youth and teens that allow for creative expression, decision making, and visible impact”; and “opportunities offered to youth through neighborhood schools, businesses, and social organizations.” Other adult respondents indicated they are more interested in safety measures, such as “how to create a safe place for the kids to hang out” and “programs that deal with bullying and the issues on both sides of it.” A few adult respondents expressed interest in learning more about opportunities and programs for parents, such as “parent education support” and “programs to improve parenting skills and responsibilities.”

Finally, some adult respondents said they were interested in knowing more about youth perspectives. For example, one respondent said they want to know “the collective thoughts of our youth—their academic, social, and economic challenges; and their views on what would improve their lives and their future.” Others said they are interested in learning “what the youth [feel] they [need],” “what youth think about[,] how to engage them[,] or what is important to them,” and “youth-identified issues and their input on how to address them.”

²⁰ See appendix D for the codebook for this item.

²¹ More detail on these five themes and the other themes that emerged within this variable can be found in Appendix E.

Eighteen percent of adult respondents expressed interest in learning more about how to get involved. Responses ranged from asking about how they can “help” to how they can “make lasting change.” Some of the adult respondents said they want to find “ways to get involved,” “ways to better apply myself,” and even “ways to mobilize public support for policy changes.” Others indicated they want more awareness regarding “what goes on and what I can do to help,” “local organizations in my neighborhood that I can get involved with,” and “how to volunteer to help my community.”

Sixteen percent of adult respondents said they want to know more about government, policy, and politics. Some adult respondents indicated they want to learn about their own politics, such as “local and county politics and how the systems function,” “government structure,” “local elections and representatives,” laws, and municipal policies. Other adult respondents expressed interest in finding out “the inner workings of our city Government,” “leaders to contact,” “the city[’s] plans for the neighborhoods,” and “the history and systemic forces that brought things to where they are now in the city of Detroit and who is in control of those currents now.” A few adult respondents indicated they want to know more about what leaders are doing and how to hold them accountable. For example, these respondents mentioned wanting to learn about “why local officials don’t listen [and] act upon what the young people in our area suggest”; “how and why local government makes the decisions they do”; “how to change the hearts and minds of the political party and infrastructure”; and, with regard to “the political actors [who] have the ability to create the most change—who to target and how to target them with political pressure.”

Sixteen percent of adult respondents said they wish they knew more about resources in their community. Many adult respondents said they wanted to learn more about funding, such as funding opportunities and funding sources, getting funders, and how to obtain more grant funding. Other adult respondents talked about becoming acclimated with local programs and finding resources. These respondents mentioned wanting to know of “programs that currently exist” and “programs my community provides.” They also mentioned wanting to know more about resources, including “the entire network of resources for families and young people.” Furthermore, one respondent brought up wanting to know “all the resources and programming opportunities available—it’s very overwhelming [and] there is too much out there.”

Finally, 13% of adult respondents brought up wanting to know more about the community, past and present. These adult respondents mainly expressed wanting to learn about “my community,” “its history,” and “our history.” One respondent indicated wanting to learn about “the challenges being faced in my particular neighborhood,” and two other respondents expressed being interested in “the cultures that exist in my community” and “how different groups are working together.”

Involvement in Neighborhood and Community Activities

Adult respondents were asked about their engagement in local community activities and reported high levels of engagement across all measures. Nearly one-third (31%) said they are very involved in neighborhood and community activities where they live; in comparison, only 11% of people nationally



indicated this level of involvement. Additionally, 43% said they are somewhat involved, which is just a little higher than the 39% of people nationally who said the same (see Figure B.19).²²

In terms of how they engaged with their community over the past year, eighty-one percent of adult respondents said they donated more than \$25 to a charitable organization, and 78% said they did volunteer activities through or for an organization. Additionally, 66% said they attended public meetings in which there was discussion of community affairs, and 49% worked with people in their neighborhood to fix or improve something. These percentages are all higher than national estimates (see Figure B.20).²³ Additionally, 68% of adult respondents reported that they always vote (see Figure B.21).

“Where do you like to connect with others?”

In response to a select-as-many-as-apply, multiple-choice question, adult respondents reported connecting with others in a variety of places. Over one-half (54%) said they like to connect with others at schools. Forty-one percent said they like to connect at parks, 39% cited religious institutions, 35% indicated community rec centers, and 34% said public squares. Finally, 28% selected library, 17% said community garden, and 13% indicated shopping center (see Figure B.22).

Where do you get your local news?

Both youth and adult respondents reported the frequency with which they get information about their local community from common online and offline sources. Their responses were then compared to national data on where people get their local news.²⁴

Nearly two-thirds (62%) of all respondents said they receive information about their local community from word of mouth several times a week to every day, which was double the national percentage (31%). The percentages of youth and adult respondents who rely on word of mouth several times a week to every day were similar (see Figure B.29).

Over one-half (51%) of all respondents indicated they rely on social networking sites several times a week to every day to consume information about their local community, which was nearly five times the percentage at which people nationally use social media sites to get local information this frequently (11%). Compared to youth respondents, adult respondents were more likely to obtain information about their community through social media sites. Whereas 32% of youth respondents said they rely on social media to gather news several times a week to every day, 61% of adult respondents indicated they use these sites this frequently (see Figure B.27).

²² Pew Research Center, December, 2008, “American Mobility. Who Moves? Who Stays Put? Where's Home?”

²³ United States Department of Commerce. Bureau of Census, United States Department of Labor. Bureau of Labor Statistics, and Corporation for National and Community Service. Current Population Survey, September 2015: Volunteer Supplement. ICPSR36411-v1. Ann Arbor, MI: Inter-university Consortium for Political and Social Research [distributor], 2016-04-29. <https://doi.org/10.3886/ICPSR36411.v1>

²⁴ Pew Research Center, November, 2016, “Civic Engagement Strongly Tied to Local News Habits.”

The 46% of respondents who reported tuning in to local radio for information about their community several times a week to every day was higher than the national estimate (35%). Radio is a more popular option for adults (50%) than youth (37%). (see Figure B.25).

In terms of local television news, 42% of all respondents said they watch the news several times a week to every day, which was less than the 51% of people nationally. While 37% of adult respondents gather community information from television news this frequently, 49% of youth respondents do the same (see Figure B.24).

Thirty percent of all respondents said they consult a newspaper for information about their community several times a week to every day, which is nearly equal to the national estimate. At 37%, adult respondents were more likely than youth respondents to gather news about their local community from a newspaper several times a week to every day. Twelve percent of youth respondents reported getting information from a newspaper that frequently (see Figure B.23).

Over one-quarter (27%) of all respondents reported gathering information from newsletters or e-mail listservs several times a week to every day, which is over three times the national estimate of 8%. Thirty percent of adult respondents indicated they gather community information from a newsletter or e-mail listserv several times a week to every day, and 20% of youth respondents said the same (see Figure B.28).

Finally, 15% of all respondents indicated they read blogs for information about their local community several times a week to every day, which was three times greater than the national rate of 5%. The percentage of adult and youth respondents was equal (see Figure B.26).

In sum, all respondents most frequently gather information about their local community through word of mouth (62%), social networking sites (51%), local radio (46%), and local television news (42%). Youth are more likely to rely on word of mouth (61%) and television news (49%). Adults rely on word of mouth (64%), a social networking site (61%), and local radio (50%).

On the Table Conversations

This section describes the actual *On the Table* conversations, including why people participated, whether they knew others at the tables, location, and issues raised.

Conversation Dynamics

Adult respondents reported participating in *On the Table* for a number of reasons. Nearly two-thirds (64%) of adult respondents said they participated to discuss and address important issues in their community, and 60% said they wanted to learn from and listen to others. Forty-one percent participated to support the organizer of the conversation, 37% wanted to meet and build relationships with new people, and 33% wanted to get more involved in their community (see Figure B.30).

Approximately equal numbers of adult respondents reported participating in a table with people they mostly knew (32%), people they mostly didn't know (34%), or an equal mix (34%) (see Figure B.31).

A majority (70%) of adult respondents attended a conversation in Wayne County. Survey respondents also reported conversations in Oakland (12%), Washtenaw (5%), Monroe (5%), and St. Clair (3%) (see Figure B.32).²⁵ In terms of cities, 62% of adult respondents said their conversation occurred in Detroit. Additionally, 5% indicated Monroe, 5% indicated Southfield, 5% indicated Ann Arbor, and 4% indicated Dearborn (see Figure B.33).

Issues Raised During the Conversations

A majority of respondents (78%) reported raising an issue of concern in their conversation. The top issues raised were education and youth development (47%), equity and social inclusion (27%), public safety and the judicial system (18%), and economic issues and poverty (14%). The themes were similar for youth and adults, though youth were more likely to have raised a concern about public safety and the judicial system (31%) than adults (14%), though it was a top issue for both groups. (see Figure B.34).

Education and Youth Development

Forty-seven percent of all respondents, (50% of adult respondents and 33% of youth respondents) raised an issue of concern related to education and youth development.

Adult respondents who raised an issue of concern related to this theme did so primarily around the state of the education system and the schools in their communities. "Kids in the city of Detroit don't have enough quality schools in their neighborhoods," said one adult respondent, and another said, "The schools are vastly failing the children for metro Detroit." According to some adult respondents, schools are overcrowded, experience segregation, lack the "basics, like books," and "lack the resources that surrounding areas have." One adult respondent noted that "schools have not changed in 20 years," and another adult respondent called for education reform. According to one adult respondent, the current decline of education "affects children's abilities and opportunities in the metro Detroit community."

²⁵ According to the Community Foundation, based on other data collected on October 4, *On the Table* conversations were held in all seven counties of Southeast Michigan.

A number of adult respondents discussed a lack of education funding, including “the disparity between school funding in different areas.” One respondent explained that the “tax system of funding schools is inherently unfair and makes the poor poorer and [the] privileged more privileged.” Another respondent asked, “What can . . . foundations, corporations, grassroots organizations[,] and local government do ‘together’ for our students to experience unlimited success?”

Some adult respondents focused their attention on youth development. Several adult respondents noted that, currently, there are a lack of “after school activities for youth who do not participate in sports,” “a lack of creative outlets,” “a lack of support for young people,” and “a lack of mentors.” Some adult respondents want to “[build] strong communities for youth outside of school” and “create welcoming spaces for teenagers in mostly adult places in the city, especially during after school hours and within walking distance from school so they feel included in the neighborhood and city.”

For a number of adult respondents, life after high school was of particular concern. “There is not enough conversation with the youth about different opportunities available to them for their future besides pursuing college,” one adult respondent noted. Another respondent indicated that youth need “education on the opportunities in the trades and the process of students going into trades as opposed to forcing college on them.” In addition to college or trade school, a few adult respondents mentioned “jobs for youth [and] job experience for youth.”

Youth respondents who discussed a topic within education and youth development did so primarily around bullying. Some youth respondents named a few of the effects of bullying as issues of concern, including no individuality, people left out, judgement direct toward others, social groups, and “self-esteem issues in our school.” Some youth respondents said they talked about their school or schools as issues of concern. In addition describing their school system as poor, a few youth respondents identified different aspects of their schools that are problematic, including, for example, the school curriculums, school lunches, and “teachers [who] aren’t taking initiative.” Additionally, there were youth respondents who raised an issue of concern with “conflicts in school” and “violence in school.”

Equity and Social Inclusion

Over one-quarter (27%) of all respondents (33% of adult respondents and 12% of youth respondents) raised an issue related to equity and social inclusion.

For adults, this often meant youth access and engagement. One adult respondent said there is “insufficient youth programming in Detroit,” and another adult respondent said there is a “lack of opportunities for youth to work and play.” Several adult respondents also mentioned a “lack of transportation options for youth” and “transportation barriers for youth to get to jobs, friends’ house, etc.,” and “after school programs.”

Other adult respondents want to see more “youth civic engagement” and youth engagement “in the local political process.” These adult respondents expressed interest in finding ways to “engage, equip,

and empower youth to plan and lead initiatives most important to them.” They indicated wanting to see “opportunities for youth to have a vote (not just a voice) in decision making processes.”

Many adult respondents said they discussed issues of diversity and inclusion. Several noted that there is a “lack of interaction or engagement between communities of color and many of the newer residents of Detroit” and so they want to see more “exposure to other cultures and communities in order to create more diverse experiences.” As one adult respondent said, there is a need for “respect for all people, awareness and appreciation diversity, [and] understanding of how people who look differently than you may have a lot in common with you.” Another mentioned that there needs to be more “diversity acknowledgement and understanding of cultural differences.”

When youth respondents talked about equity and social inclusion, they did so (similar to adult respondents) around two topics: racism and more youth involvement. Several youth respondents cited “the race problem” as an issue of concern that they raised in conversation, as well as “how not everyone is accepted and how different races don’t feel accepted by one another.” Other youth respondents talked about how there is “no youth involvement.” One youth respondent talked about “bringing and incorporating youth in the community,” and another youth respondent said, “We need more activities to keep kids off the street.”

Public Safety and the Judicial System

Eighteen percent of all respondents (14% of adult respondents and 31% of youth respondents) raised an issue around public safety and the judicial system.

Adult respondents who raised an issue related to this theme did so primarily with regard to youth safety and the intersection of youth with the criminal justice system. In terms of safety, adult respondents indicated they want to see “safe places for youth.” According to some of the adult respondents, youth are at-risk of “violence against youth” as well as human trafficking and sex trafficking.

Other adult respondents expressed concern in their conversations with the “crime rate among youth” and “the criminal justice system and how it affects youth.” According to one adult respondent, youth face “barriers to success . . . due to the criminal justice system and issues in their communities.” Other respondents mentioned “problems associated with criminalizing minor conduct and burdening youth with criminal records that will follow them throughout their lives” and that “more focus needs to be on prevention in all of our child and family serving systems (e.g. juvenile justice, mental health and substance use, child welfare), yet the dollars for prevention keep shrinking.”

Youth respondents who raised an issue of concern with public safety and the judicial system did so largely with regard to drugs and violence. “Violence and drug abuse are . . . big issues in my community,” one youth respondent said. Other youth respondents said they talked about gun violence, as well as how “kids are busy doing illegal things like smoking, drinking, and doing drugs and they are not focusing enough on their school work.” There is a need, said one youth respondent, to “fix drug [use] and violence in the area.”

Economic Issues and Poverty

Fourteen percent of all respondents (17% of adult respondents and 5% of youth respondents) reported raising an issue related to economic issues and poverty.

Many adults identified that poverty and “economic pressures” are “challenges facing our youth today.” Some adult respondents pointed out that basic needs such as food, clothing, and shelter are not met.

Other adult respondents focused their attention more on “economic opportunity” or the lack thereof, for youth and thus creating “opportunities to learn[,] explore interests[,] and [build] alternative avenues to the workforce than college.” These adult respondents discussed preparing youth “for opportunities for employment in the future” and “preparing youth to enter the workforce with training on professional [behavior] and culture of the workplace.” One adult respondent shared their idea “to involve the small business owners in the responsibility of the youth in the city as far as role models go.” Some other adult respondents discussed “the need for apprenticeships and technical schools” and “vocational training for young adults not headed to college.”

Some adult respondents spoke about economic issues and poverty affecting a broader audience than youth. These adult respondents talked about economic uncertainty, unemployment, and a lack of resources within their communities. One adult respondent discussed both “jobs for millennials [and] jobs for baby boomers,” and another adult respondent expressed that “baby boomers need to retire to release good paying jobs to Gen Xer’s.” Other adult respondents focused on the “stratification and unequal distribution of wealth,” given the “poor allocation of economic resources (money) by industry and government.” For a few adult respondents, the “revitalization of Detroit” was a topic of conversation, including “getting neighborhoods more involved.”

Fewer youth respondents raised economic issues, though some mentioned poverty and lack of community resources.

Health

Finally, 11% of all respondents (10% of adults and 15% of youth) raised health issues, particularly around mental health.

One adult respondent said they felt “mental health is our number one issue.” Other adult respondents expressed mental health concerns, such as the “avail[ability] of mental health care in our area,” “access to mental health providers,” the “stigma of mental illness,” and “the stigma [of] receiving mental health services.” These respondents perceive a “need for more mental health wellness initiatives for [youth]” and a need to support “emotional wellbeing,” especially considering “stress in our young people.” Finally, some adult respondents discussed drugs and drug use, including “the issue of drug addiction” and the issue of substance abuse. A few adult respondents also made reference to the opioid epidemic.



A majority of youth respondents who raised an issue of concern around health brought up drugs and alcohol. These youth respondents said they talked about drug use as well as drug abuse and alcohol abuse.

Solutions Generated

On the Table is rooted in the idea that dialogue can spur new ideas for action. In addition to the discussion and dissection of issues in conversation, 61% of respondents said their conversation generated a specific solution. A total of 369 respondents shared a solution generated in their conversation. With the assistance of The Community Foundation, we selected a number of solutions to share for illustrative purposes only.²⁶ These demonstrate the range of solutions put forward—from high-level and complex ideas to simple actions that impact everyday life. Solutions submitted via the *On the Table* survey are available for viewing in the data exploration tool (ipce.shinyapps.io/MIOTT17).²⁷

Potential Solutions Raised by Respondents:

- We discussed how managing classroom size and teacher roles can help with school.
- Group patrols, gun safety taught in schools, proper storage of guns, more thorough background check for people licensed to carry.
- We believe there needs to be more organized activities and support programs in the neighborhoods for the youth. (Scouts, sports, etc.)
- Creating ways to help kids learn money management skills.
- Some of our solutions were continuing to utilize technology in education but to raise awareness about how technology and social media can be negative if not used in the right way. We also said we'd like to see more programs in the community that teach life skills such as having open conversations, interview skills, building a resume, etc.
- Have more time to give youth the information about different paths they can pursue. At school students all have a lunch break, use this time to have presentations available for students to go to for selected careers to come and present what they do and how students can find a path to study for these careers.
- Suggestions included Financial Literacy at a very basic level for children at young age; an initiative for "path-finding" to educational and vocational success; programs that included and engaged parents or grandparents.
- Adding Diversity and Inclusion into required curriculum for youth Pre-K through college. This would include communication, exposure to other cultures beliefs, research, debate competitions, activities involving food from other cultures ancestries, field trips, etc.

²⁶ The mention of a specific solution does not indicate an endorsement from IPCE or the Community Foundation for Southeast Michigan. Furthermore, the Community Foundation should not be assumed to take responsibility for a solution mentioned in this report. We randomly selected the ideas referenced above in order to show the types of solutions that respondents proposed.

²⁷ The responses in the data exploration tool have been scrubbed of all identifying information.

- Talks of community collaborations with groups of Michigan, schools and nonprofits, where youth could meet up and build relationships with people outside of their normal day-to-day environment.
- Need for more life skills development for youth. Life skills education opportunities in schools or through other venues have diminished (ex: financial literacy, cooking, sewing, even some digital literacy (varies by opportunity for some youth)).
- Add arts programming back into elementary, middle and high schools. Make sure everyone (general population, legislators, teachers, etc., understand the impact and importance arts programming has on other areas of your life.
- Lot of suggestions, but the general solution was to provide safe places for youth to gather year-round. Public garden space was one idea as well as indoor ice rinks for the colder months.
- We discussed an exchange between students at the high school level - either between rural and urban school districts or wealthy and impoverished districts. We think there need to be more avenues where people who are different from each other meet and learn about each other.
- Community centers providing access to a variety of recreational opportunities and programs, after hours counseling, low cost or free.
- We talked about increasing opportunities for adults and youth to mentor youth. We also talked about how expose young people to potential career paths earlier in their lives.
- Increase apprentices and skill training in the city of Detroit and the Metro area. Vocational education, that was popular in the 70s and 80s got eliminated and yet companies such as the Illitches may be having a hard time finding skilled Detroit workers to comply with the 51% or more Detroit employees agreement.
- A proposal was raised to create a more diverse environment where youth feel comfortable working, interacting, and thriving alongside others of different cultures.
- We talked developing bilingual signage on their streets to send messages to drivers and sending home flyers with bilingual city employees that could record blight complaints.



Conversation Impact

The short-term impact *On the Table* conversations had on respondents demonstrates the potential significance and value of these types of civic conversations. This section brings together data regarding the outcomes of these conversations, including new connections forged and an understanding of how to address community issues. Additionally, it reports the likelihood of a respondent taking action following their conversation, and it lists the actions that respondents are most likely to take.

Conversation Outcomes and Future Actions

Two-thirds (66%) of adult respondents reported connecting with others at their conversation by speaking with one or more attendees they did not already know before and/or after the conversation. Thirty-seven percent exchanged contact information with one or more attendees they did not already know, and 22% made specific plans to work with one or more attendees. Additionally, 19% indicated not connecting with other conversation attendees in any of the ways listed in the response options (see Figure B.35). Youth respondents were specifically asked if they made specific plans to work with one or more attendees to address a new idea, issue, or project in the future. Over one-half (52%) of youth respondents responded affirmatively that they made plans to work with others (see Figure B.44).

After participating in their conversation, 56% of adult respondents have a somewhat-to-much-better understanding of how they, personally, can help address the issues facing their community (see Figure B.36). In terms of how likely they are to take specific actions or next steps regarding an issue or solution discussed, 85% of all respondents indicated they are somewhat-to-very likely to take action (81% of youth respondents and 86% of adult respondents said they are somewhat-to-very likely to take action) (see Figure B.37). Of the actions or next steps adult respondents are likely to take, 78% were interested in building relationships and collaborating and 64% said they want to raise awareness and educate others. Additionally, 53% indicated they intend to take action through their job, 50% said they want to mentor or motivate others, 44% hoped to volunteer, another 44% hoped to get more involved in community, and 40% were interested in improving themselves through personal development and learning (see Figure B.38).

Effective Actions for Solving Community Problems

Respondents were asked to indicate the one action they think would be most effective in solving problems in their community. With the assistance of the Community Foundation, we selected a number of respondents' suggestions for actions that can effectively solve community problems. A sample is included below:

- Supporting neighborhood level community organizing. Communities need sustained support to identify the root causes of problems and advance solutions.
- Organizing a similar meeting between folks who participated in a city setting (e.g., Ann Arbor) with one who contributed from a rural setting (an outlying township?) to talk about how to better bridge urban rural differences.



- I think we need to provide more communication to the community to let them know of what is going on. We need more resources to get people involved and to keep one's interest. Provide activities for those of all ages.
- Breaking down silos between non-profit organizations to collectively address common issues. More building together of solutions to systemic problems challenges.
- Development of a functional and mutually beneficial structure between corporations and community groups for mentoring programs.
- Start small - Organizing a block party or event within your block area or neighborhood to connect with neighbors and local kids.
- Facilitating communication within the community. Rather than talking at one another or disparaging contrary opinions, we need to -engage, listen, and thoughtfully respond to one another personally and collectively. If we can communicate, we can work to address the issues challenging us as a community.
- Seeking more diverse voices in making decisions in our community--people of all ages, races, religions, genders, ethnicities.
- A teen resource and recreation center. Where resources can be shared, connections made, kids valued, volunteer coordination, mental health, teen clinic, parental training.
- Create a recreational center for young people to go to socialize, play sports or games, do homework, take yoga or do mindfulness exercises, and connect with resources (tutoring, mental health counseling, etc.) It would be funded by private donors, with a combination of paid staff and volunteers.
- Facilitate education and dialog around issues of diversity and inclusion with the youth of our community. This would include exposure to individuals of different backgrounds than one's own.
- Awareness building among youth of all the career opportunities in entrepreneurship, the STEM fields, manufacturing, and related areas.
- Listing all the programs that are available, what they do or provide, making people aware of them in a 'one stop' area or site, and partnering with them.
- Making a guide to local residents on key terms used in governmental meetings, clear instructions for how to participate, and FAQ on how to participate in meetings.
- One of the biggest issues we face in Macomb County is Transportation. I think having more dialogue with residents of Macomb County about Regional Transit and implementing ideas that Macomb residents have concerning Regional Transit would help the RTA pass.



Analysis: Disparity between Important Issues and Contributions

When considering the social issues that were most important to respondents (important issues) and the social issues to which they contribute their time, talent, and/or financial resources (contributions), the data reveal disparities between these two variables (see Figure F.1). These disparities can be useful indicators of social issues where greater contribution of time, talent, and financial resources are needed.

Transportation resulted in the greatest issues-to-contributions disparity. Among the respondents who mentioned transportation as a social issue, only 17% also reported that they contribute their time, talent, and/or financial resources to this cause. Public safety and the judicial system, immigration and migration, and housing and homelessness featured the next greatest disparities, with 28%, 29%, and 31%, respectively, of those concerned with these social issues also contributing toward them. Notably, education and youth development had by far the highest number of respondents considering it the most important social issue (n=333), and 75% of respondents reported contributing their time, talent, and financial resources to it. Religion and morals was the issue with the least amount of disparity; 87% of those respondents who indicated religion and morals as an important issue also said they contribute to it.



CONCLUSION

This report was an exploratory study examining the content of *On the Table* conversations and information about all survey respondents. While results cannot be generalized to the broader Southeast Michigan population, this study reveals important insights that are worth highlighting.

First, adults who responded to the *On the Table* survey are a highly engaged group, as compared to national averages. The majority of adult respondents said they are involved in community and neighborhood activities, with notable proportions of adult respondents reporting having donated and volunteered this past year. Slightly smaller but still noteworthy percentages were seen for respondents who have been involved in less common but highly impactful engagement activities, such as attending a public meeting about community affairs and working with people in their neighborhood to fix or improve something. Opportunities like *On the Table* resonate with this group of engaged people and offered them opportunities to make new connections and generate new ideas.

Second, adults and youth identified similar and different barriers to youth success. Adult respondents indicated youth are primarily affected by problems related to education and youth development; additionally, economic issues and poverty, equity and social inclusion, and public safety and the judicial system ranked as top problems. However, youth largely felt that public safety and the judicial system is the top problem facing youth. Additionally, youth identified health, education and youth development, and equity and social inclusion as problems facing themselves and their peers. These differences are not unexpected and, with opportunities like *On the Table*, where young people and adults can connect, these differences can start to be bridged.

Third, *On the Table* enhanced community connections and local networks by providing an opportunity for attendees to meet others they did not already know. A large portion of adults who responded to the survey stated they connected with someone they did not already know before and/or after the conversation. Out of these respondents, a large percentage of adult respondents also said they made plans to work and meet with one or more attendees. In terms of youth, over half of youth who responded to the survey stated that they made plans to work with other attendees from the conversation. *On the Table* not only allowed residents to make new connections, but it also created an opportunity for residents to exchange ideas and develop solutions to issues within their communities.

On the Table was an opportunity for residents of Southeast Michigan to get together with old friends and new acquaintances to have conversations about the issues that they care about the most. In doing so, many people came together to share their experiences about life in Southeast Michigan and how they would like to see it become an even better region that serves all of its residents, including youth. Conversations served as a catalyst for generating ideas and potential actions and created a space for participants to make personal connections so that they might find ways to ignite change with fellow residents.



APPENDICES

Appendix A.1: *On the Table* Survey - ADULT



Welcome, and thank you for taking part in this survey!

The purpose of this research is to understand who participated in *On the Table* and the nature and quality of the conversation event in which you participated on October 4, 2017, coordinated by the Community Foundation for Southeast Michigan. The University of Illinois at Chicago's Institute for Policy and Civic Engagement (IPCE) is administering the survey.

The survey will take approximately 10 minutes to complete. Completion of this survey is voluntary, you may skip any question, and there are no right or wrong answers. Your responses will be kept confidential. Collected data will be stored in locked offices in a locked suite, and data with direct identifiers will be password protected. Data will be kept throughout the research study period and will be deleted after five years. No personally identifiable data will be reported, and confidentiality will be protected to the fullest extent possible. IPCE and the Community Foundation for Southeast Michigan will have access to your e-mail address, but the Community Foundation for Southeast Michigan will not have access to your individual responses. Results of this study will be publicly available at www.ipce.uic.edu and onthetable.cfsem.org.

The principal investigator of this research is IPCE Director Joseph Hoereth. If you have any questions about the survey, you may contact IPCE by phone at 312-355-0088 or by e-mail at jhoereth@uic.edu. You may also contact the Office for the Protection of Human Subjects (OPRS) by phone at 312-996-1711 or by e-mail at uicirb@uic.edu.

By responding to the survey, you acknowledge the following:

- You have read the above information
- You voluntarily agree to participate in this study
- You are at least 18 years of age

Please mark your answers like this: ● not like this: ☒ ☑ ☐

Begin here

1. Please provide the e-mail address used to register you for *On the Table*. If you DID NOT register online, please provide your e-mail address below.

E-mail Address: _____

2. Which best describes your MOST IMPORTANT reason(s) for participating in *On the Table*? (Select all that apply)

- To discuss and address important issues in my community
- To learn from and listen to others
- To meet and build relationships with new people
- To get more involved in my community
- To support the organizer of the conversation
- Other (please specify): _____

If you participated in MORE THAN ONE *On the Table* conversation, please refer to only one of your conversations for the next two questions.

3. Where did your conversation take place?

County: _____

City or Town: _____

Neighborhood: _____

4. The other people at my conversation were:

- Mostly people I did NOT know before the conversation
- Mostly people I knew before the conversation
- An equal mix of both

5. Did you raise an issue of concern regarding your community?

- Yes
- No

If yes, please provide examples:

6. Did your conversation(s) generate any specific solutions?

- Yes
- No

If yes, please provide examples:

7. How did you connect with others at your conversation(s)? (Select all that apply)

- I spoke with one or more attendees **I did not already know** before and/or after the conversation(s)
- I exchanged contact information with one or more attendees **I did not already know**
- I made specific plans to work with one or more attendees to address a new idea, issue, or project in the future
- None of the above

8. After participating in your conversation(s), to what extent do you better understand how you, personally, can help address the issues facing your community?

- Much better
- Somewhat better
- A little better
- No change

9. How likely are you to take specific actions or next steps regarding an issue or solution discussed?

- Very likely
- Somewhat likely
- Not too likely
- Not at all likely

If you answered NOT TOO LIKELY or NOT AT ALL LIKELY, please skip to Question 11.

10. Please select the actions or next steps you are likely to take regarding an issue or solution discussed. (Select all that apply)

- Build relationships and collaborate
- Get more involved in community
- Improve myself through personal development and learning
- Raise awareness and educate others
- Become more politically involved
- Donate
- Volunteer
- Provide support for my family
- Take action through my job
- Mentor or motivate others
- Other (please specify): _____

11. How much impact do you think people like you can have in making your community a better place to live?

- A big impact
- A moderate impact
- A small impact
- No impact at all

12. In general, how attached do you feel to your local community?

- Very attached
- Somewhat attached
- Not very attached
- Not at all attached

13. Which of the following social issues are most important to you? (CHOOSE UP TO THREE)

- Arts and Culture
- Economic Issues and Poverty
- Education and Youth Development
- Environment and Parks
- Religion and Morals
- Equity and Social Inclusion
- Family
- Food Access
- Government
- Health
- Housing and Homelessness
- Immigration and Migration
- Public Safety and Judicial System
- The Media
- Technology
- Transportation
- Other (please specify): _____
- Other (please specify): _____
- Other (please specify): _____

14. To which of the following social issues do you PRIMARILY contribute your time, talent (knowledge or skills), and/or financial resources? (CHOOSE UP TO THREE)

- Arts and Culture
- Economic Issues and Poverty
- Education and Youth Development
- Environment and Parks
- Religion and Morals
- Equity and Social Inclusion
- Family
- Food Access
- Government
- Health
- Housing and Homelessness
- Immigration and Migration
- Public Safety and Judicial System
- The Media
- Technology
- Transportation
- Other (please specify): _____
- Other (please specify): _____
- Other (please specify): _____

15. How involved are you in community and neighborhood activities where you live?

- Very involved
- Somewhat involved
- Not too involved
- Not at all involved

16. Since October 2016, have you: (Select all that apply)

- Worked with people in your neighborhood to fix or improve something?
- Donated money, assets, or property with a combined value of more than \$25 to charitable or religious organizations?
- Done any volunteer activities through or for an organization?
- Attended any public meetings in which there was discussion of community affairs?
- None of the above

17. How often do you vote in local elections, such as for mayor or a school board? Across the nation, these elections have about 20% voter turnout.

- Always vote
- Sometimes vote
- Rarely vote
- Never vote
- Prefer not to answer / Not eligible to vote

18. Where do you like to connect with others? (Select all that apply)

- Parks
- Library
- Community rec center
- Schools
- Public squares
- Religious institution, such as a church
- Community garden
- Shopping centers
- Other (please specify): _____

19. How often, if ever, do you get information about YOUR LOCAL COMMUNITY from each of the following sources, whether online or offline?

	Every day	Several times a week	Several times a month	Less often	Never
Local newspaper	<input type="radio"/>				
Local television news	<input type="radio"/>				
Local radio	<input type="radio"/>				
A blog about your local community	<input type="radio"/>				
A person or organization you follow on a social networking site	<input type="radio"/>				
A newsletter or e-mail listserv about your local community	<input type="radio"/>				
Word of mouth from friends, family, co-workers and neighbors	<input type="radio"/>				

To help us better understand who participated in *On the Table*, please respond to the following demographic questions. Your responses are confidential.

20. Where do you currently live?

County: _____

City or Town: _____

Neighborhood: _____

Zip Code: _____

21. About how many years have you lived in your local community?

Number of Years: _____

22. Do you own or rent your primary residence?

- Own
- Rent
- Other (please specify): _____

23. What is your current gender identity?

(Select all that apply)

- Male
- Female
- A gender identity not listed here (please specify): _____

24. What is the highest level of education you have completed?

- Less than high school
- High school diploma or GED
- Some college
- Associate/Vocational degree
- Bachelor's degree
- Graduate degree

25. In what year were you born? Year: _____

26. How would you identify your race and/or ethnicity? (Select all that apply)

- American Indian/Alaska Native
- Asian
- Black or African American
- Hispanic or Latino/a
- Native Hawaiian/Other Pacific Islander
- White
- Other (please specify): _____

27. What is your relationship to the Community Foundation for Southeast Michigan? (Select all that apply)

- Funder
- Grantee (my organization has received funds from them)
- I have volunteered with them
- I work there
- I've attended one of their events
- I had not heard of the Community Foundation for Southeast Michigan before *On the Table*
- Other (please specify): _____

28. What is the one action you think would be most effective in solving problems in your community?

29. How often do adults in your community involve youth (ages 21 and under) in decisions that impact the community's future?

- Always
- Sometimes
- Rarely
- Never

30. What are the top three problems that youth (ages 21 and under) face in your community?

Problem 1: _____

Problem 2: _____

Problem 3: _____

31. Looking ahead to the next 10 years, how optimistic are you about the future of your community?

- Very optimistic
- Somewhat optimistic
- Not very optimistic
- Not at all optimistic

32. Thinking about my community, I wish I knew more about:

Appendix A.2: On the Table Survey - YOUTH



Welcome, and thank you for taking part in this survey!

The purpose of this research is to understand who participated in *On the Table* and the nature and quality of the conversation event in which you participated on October 4, 2017, coordinated by the Community Foundation for Southeast Michigan. The University of Illinois at Chicago's Institute for Policy and Civic Engagement (IPCE) is administering the survey.

The survey will take approximately 5 minutes to complete. Your responses are anonymous. Completion of this survey is voluntary, you may skip any question, and there are no right or wrong answers. Results of this study will be publicly available at www.ipce.uic.edu and onthetable.cfsem.org.

The principal investigator of this research is IPCE Director Joseph Hoereth, PhD. If you have any questions about the survey, you may contact IPCE by phone at 312-355-0088 or by e-mail at jhoereth@uic.edu. You may also contact the Office for the Protection of Human Subjects (OPRS) by phone at 312-996-1711 or by e-mail at uicirb@uic.edu with reference to Protocol 2017-0250.

By responding to the survey, you acknowledge the following:

- You have read the above information
- You voluntarily agree to participate in this study

Please mark your answers like this: not like this: e

Begin here

1. Did you raise an issue of concern regarding your community?

- Yes
- No

If yes, please provide examples:

2. Did your conversation(s) generate any specific solutions?

- Yes
- No

If yes, please provide examples:

3. How likely are you to take specific actions or next steps regarding an issue or solution discussed?

- Very likely
- Somewhat likely
- Not too likely
- Not at all likely

4. What is the one action you think would be most effective in solving problems in your community?

5. Did you make specific plans to work with one or more attendees to address a new idea, issue, or project in the future?

- Yes
- No

6. How much impact do you think people like you can have in making your community a better place to live?

- A big impact
- A moderate impact
- A small impact
- No impact at all

7. In general, how attached do you feel to your local community?

- Very attached
- Somewhat attached
- Not very attached
- Not at all attached

8. How often do adults in your community involve youth (ages 21 and under) in decisions that impact the community's future?

- Always
- Sometimes
- Rarely
- Never

9. What are the top three problems that youth (ages 21 and under) face in your community?

Problem 1: _____

Problem 2: _____

Problem 3: _____

10. How often, if ever, do you get information about YOUR LOCAL COMMUNITY from each of the following sources, whether online or offline?

	Every day	Several times a week	Several times a month	Less often	Never
Local newspaper	<input type="radio"/>				
Local television news	<input type="radio"/>				
Local radio	<input type="radio"/>				
A blog about your local community	<input type="radio"/>				
A person or organization you follow on a social networking site	<input type="radio"/>				
A newsletter or e-mail listserv about your local community	<input type="radio"/>				
Word of mouth from friends, family, co-workers and neighbors	<input type="radio"/>				

11. Where do you currently live?

County: _____

City or Town: _____

12. What is your current gender identity? (Select all that apply)

- Male
- Female
- A gender identity not listed here

13. In what year were you born?

Year: _____

14. How would you identify your race and/or ethnicity? (Select all that apply)

- American Indian/Alaska Native
- Asian
- Black or African American
- Hispanic or Latino/a
- Native Hawaiian/Other Pacific Islander
- White
- Other (please specify): _____

On the Table 2017

Summary of Results for All Respondents

Following On the Table, 394 participants responded to the survey by clicking on an e-mail link, 143 responded by clicking on the web link, and 253 responded by submitting a print survey.

In total, 790 On the Table participants fully or partially responded to the survey. This document provides a summary of responses by question. The 'n' provided in each question is the number of respondents for that question.

Section 1: Who Participated?

Respondent Demographics

Figure B.1: What is your current gender identity?

% of respondents with counts in parenthesis. There are 195 respondents ages 13 to 17, 501 respondents ages 18 and up, and 738 total respondents (including respondents with no age data).

	Ages 13 to 17	18 and up	All
Female	59% (115)	70% (353)	67% (496)
Male	36% (71)	29% (145)	31% (229)
Another Gender Identity	5% (9)	1% (3)	2% (13)

Figure B.2: Age of Respondents

% of respondents (n = 702)

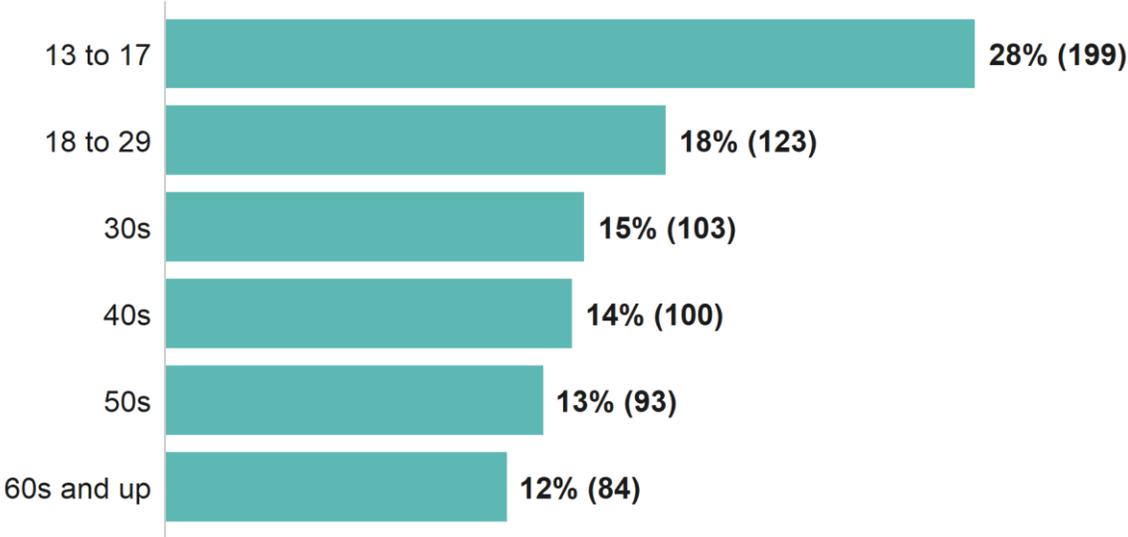


Figure B.3: Age of Respondents by Decade, SE Michigan Comparison

% of Southeast Michigan RESPONDENTS (n = 590) compared to Southeast Michigan RESIDENTS

SOURCE: U.S. Census, ACS 2011 - 2015

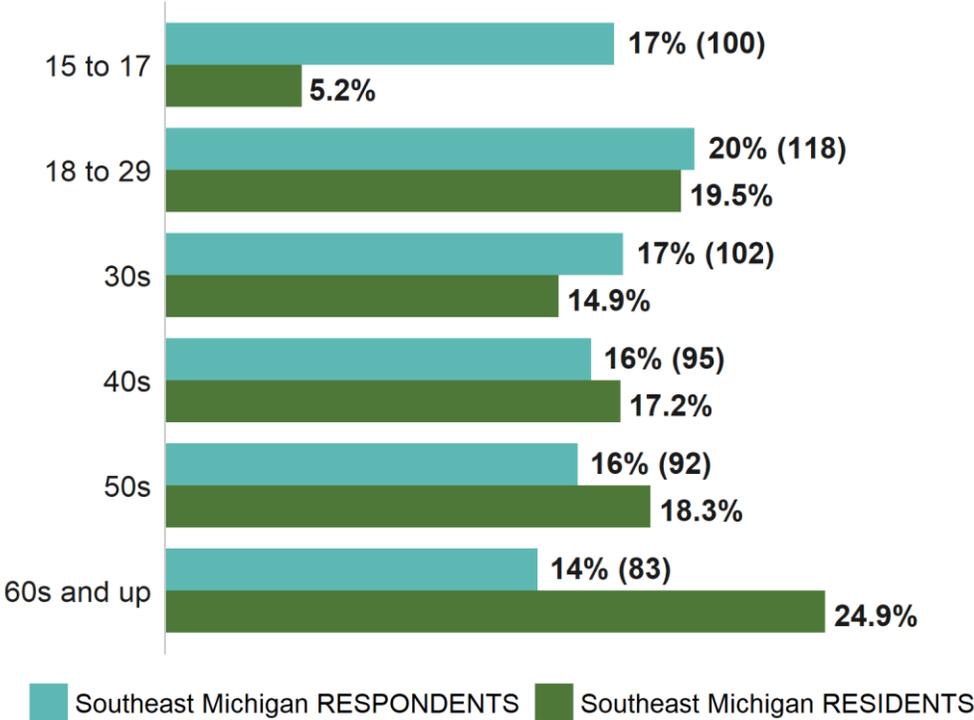


Figure B.4: What is the highest level of education you have completed? (18 and up)

% of respondents (n = 512)

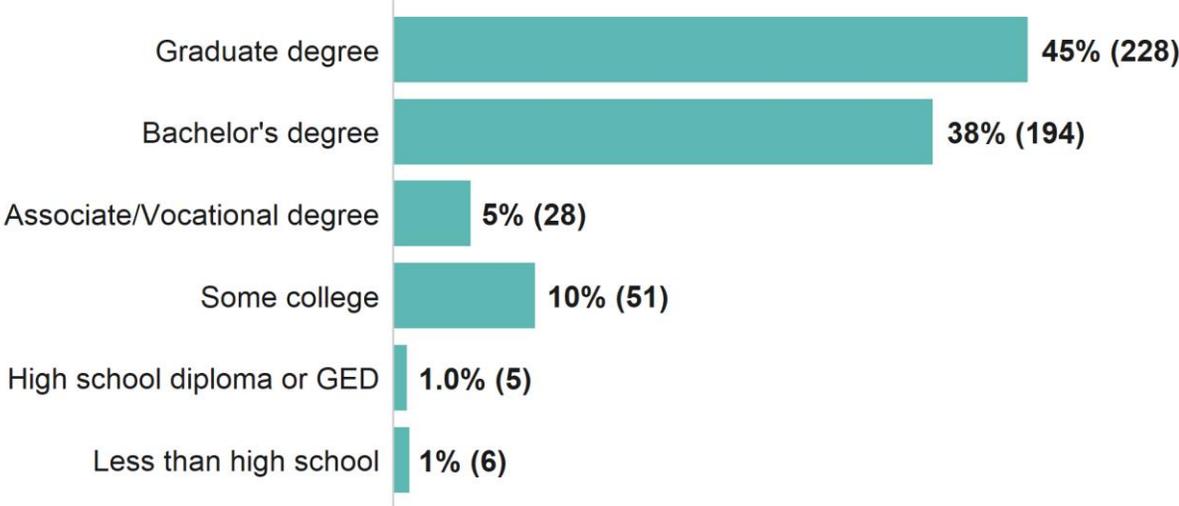


Figure B.5: Highest Level of Education, Comparison (18 and up)

% of SE Michigan RESPONDENTS ages 25+ (n = 430) compared to SE Michigan RESIDENTS ages 25+

SOURCE: U.S. Census, ACS 2011 - 2015

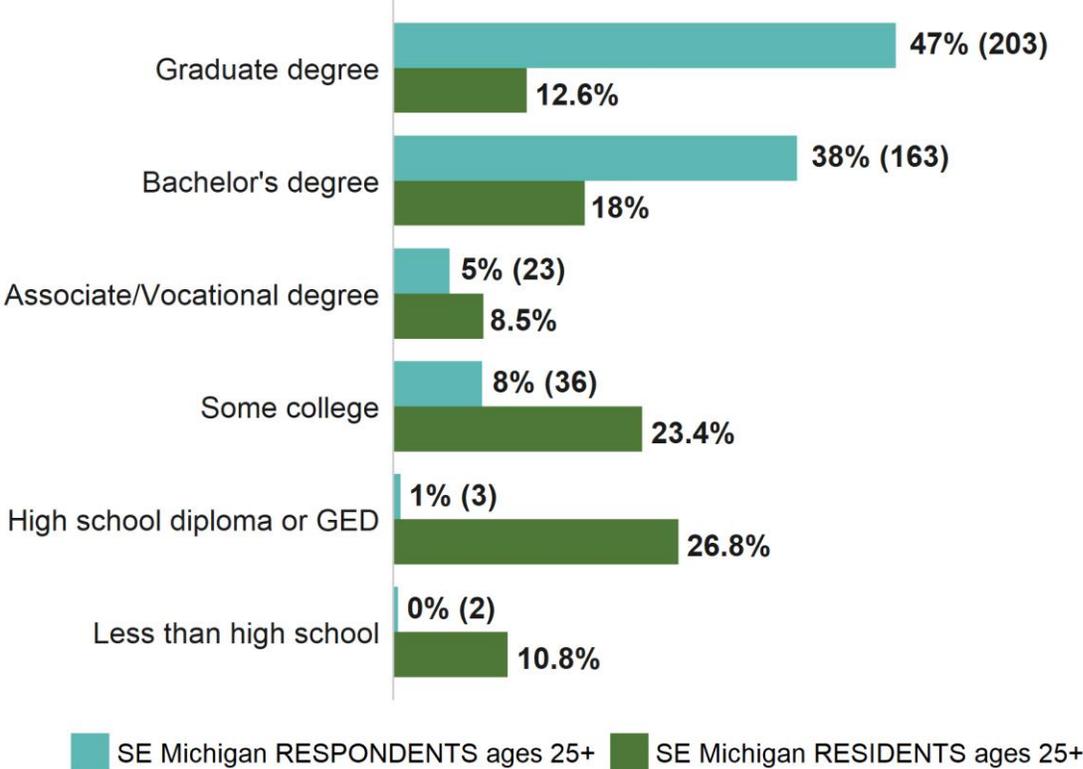


Figure B.6: How would you identify your race and/or ethnicity?

% of respondents (n = 735)

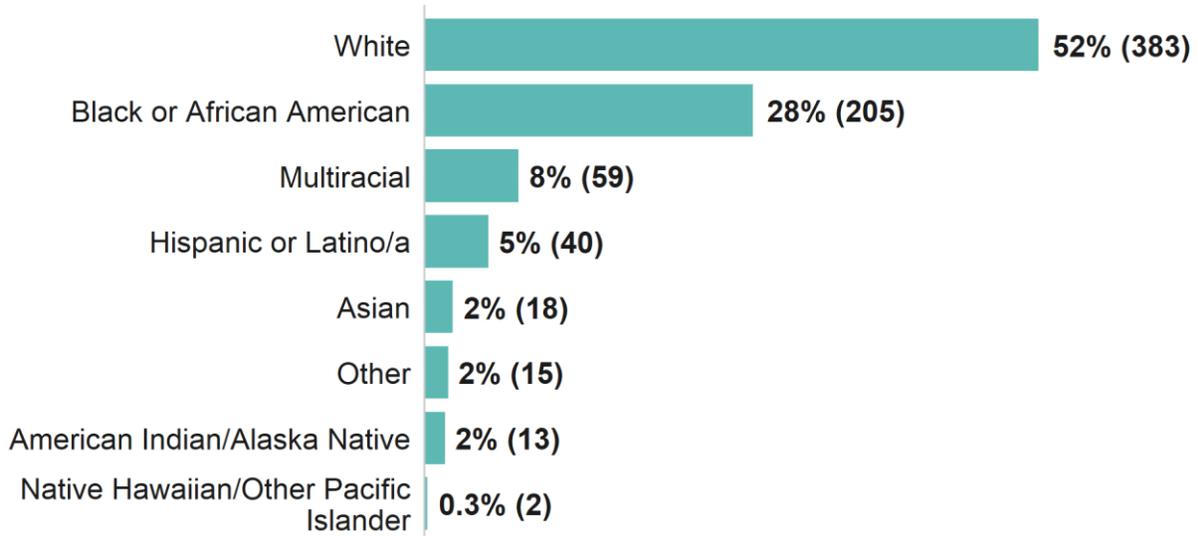


Figure B.7: Racial and/or Ethnic Identity, Comparison (ages 15-17)*

% of SE Michigan RESPONDENTS ages 15-17 (n = 187) compared to SE Michigan RESIDENTS ages 15-17

SOURCE: ACS 2012 - 2016

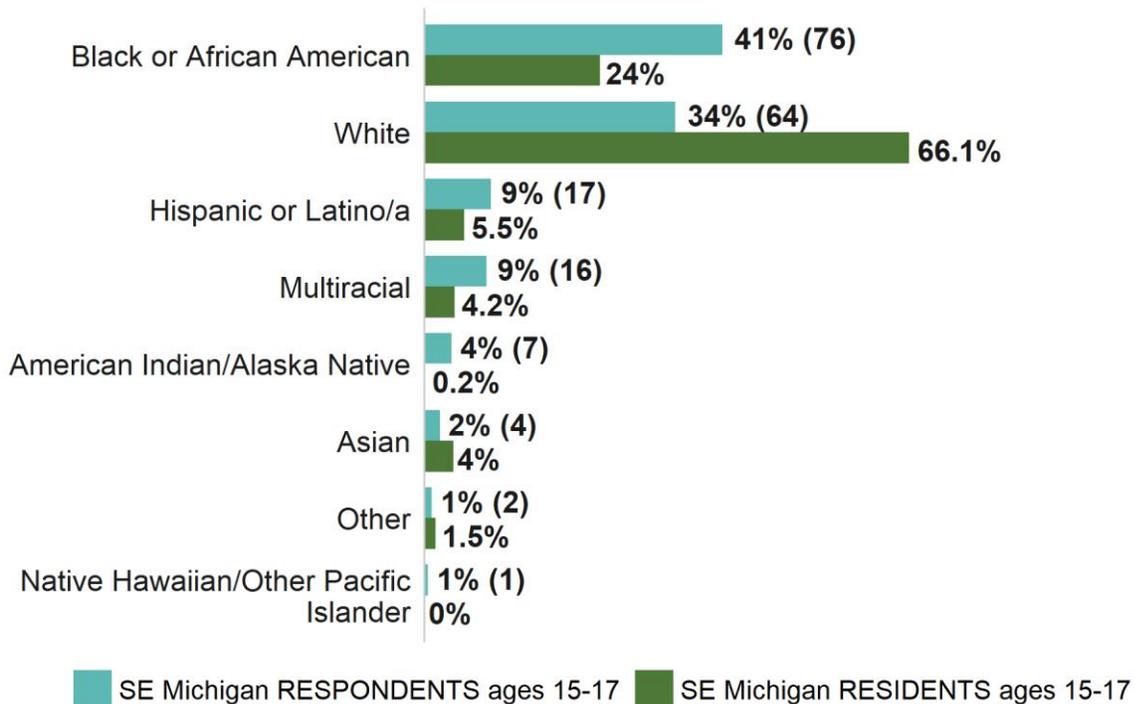
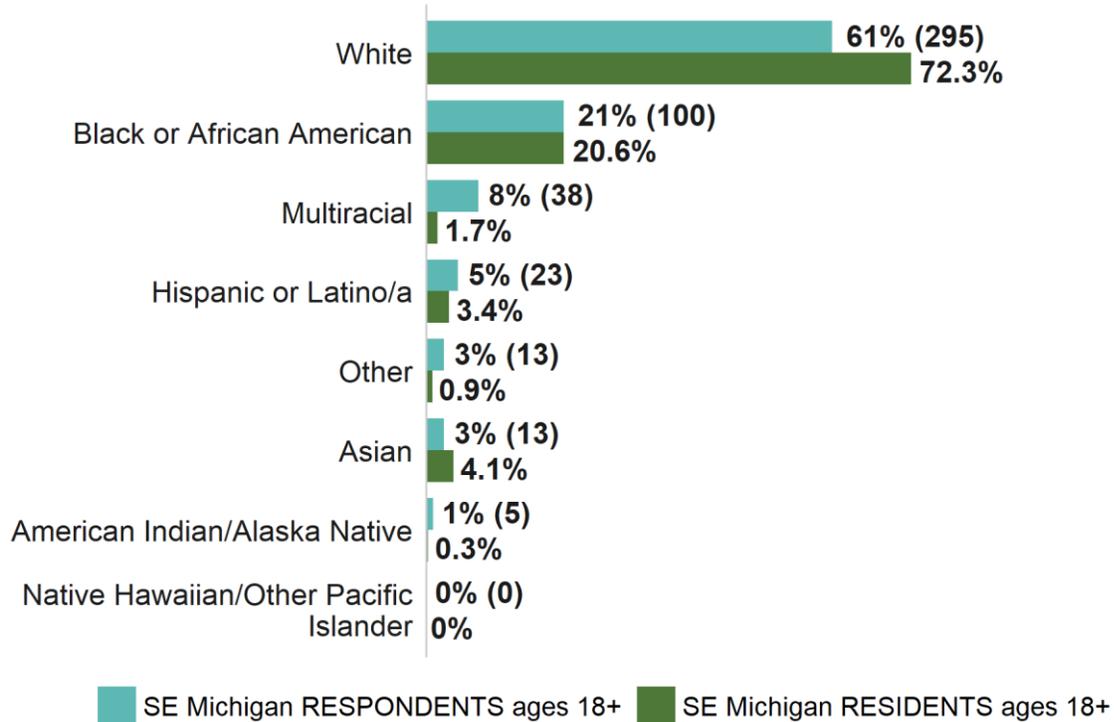


Figure B.8: Racial and/or Ethnic Identity, Comparison (18 and up)*

% of SE Michigan RESPONDENTS ages 18+ (n = 487) compared to SE Michigan RESIDENTS ages 18+

SOURCE: ACS 2012 - 2016



*Note for the Racial and/or Ethnic identity Comparisons: Due to the U.S. Census Bureau's method of classifying race and ethnicity, we are unable to make the 'Hispanic or Latino/a' group mutually exclusive in this dataset that includes racial statistics by the age. As a result, the 'Hispanic or Latino/a' numbers for this Census ACS dataset are slightly inflated because some of the people represented in this group may also identify as another racial group, which is not the case for the respondent data. Other ACS comparison groups may also be inflated slightly if they contain people who identify as Latino.

Figure B.9: Where do you currently live? Top counties:

% of respondents with counts in parenthesis. There are 192 respondents ages 13 to 17, 496 respondents ages 18 and up, and 737 total respondents (including respondents with no age data).

	Ages 13 to 17	18 and up	All
Wayne County, MI	57% (110)	50% (250)	52% (387)
Oakland County, MI	14% (27)	25% (123)	22% (160)
Washtenaw County, MI	2% (4)	8% (39)	6% (43)
St. Clair County, MI	11% (21)	3% (17)	6% (42)
Livingston County, MI	13% (25)	2% (12)	5% (40)
Monroe County, MI	1% (2)	5% (27)	4% (32)
Macomb County, MI	1% (1)	4% (22)	3% (24)
Genesee County, MI	1% (2)	1% (4)	1% (7)
Ingham County, MI	0% (0)	0% (1)	0% (1)
Allegan County, MI	0% (0)	0% (1)	0% (1)

Figure B.10: Where do you currently live? Top cities:

% of respondents with counts in parenthesis. There are 139 respondents ages 13 to 17, 279 respondents ages 18 and up, and 447 total respondents (including respondents with no age data).

	Ages 13 to 17	18 and up	All
Detroit, MI	53% (99)	31% (151)	37% (271)
Ann Arbor, MI	1% (2)	6% (28)	4% (30)
Grosse Pointe, MI	3% (6)	4% (22)	4% (29)
Monroe, MI	1% (2)	4% (20)	3% (25)
Marine City, MI	6% (12)	1% (6)	2% (18)
Ferndale, MI	2% (3)	2% (12)	2% (16)
Waterford Township, MI	6% (12)	0% (2)	2% (15)
Southfield, MI	1% (1)	3% (13)	2% (15)
Dearborn, MI	1% (2)	3% (13)	2% (15)
Farmington, MI	0% (0)	2% (12)	2% (13)



Where Respondents LIVE

of Respondents by County

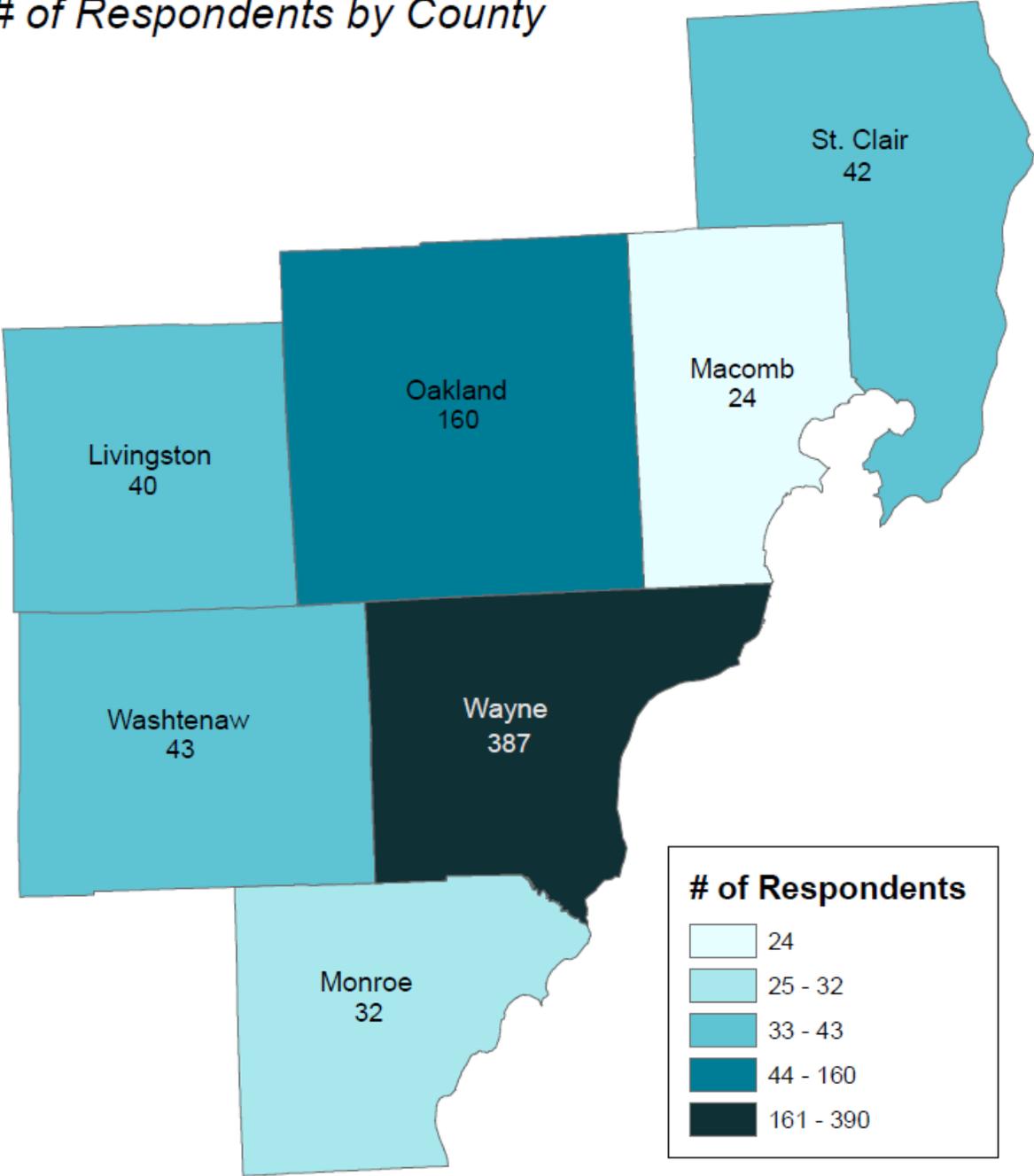


Figure B.11: About how many years have you lived in your local community?

% of respondents (n = 512) compared to National Rate
 SOURCE: Pew Research Center, December, 2008, 'American Mobility. Who Moves? Who Stays Put? Where's Home?'

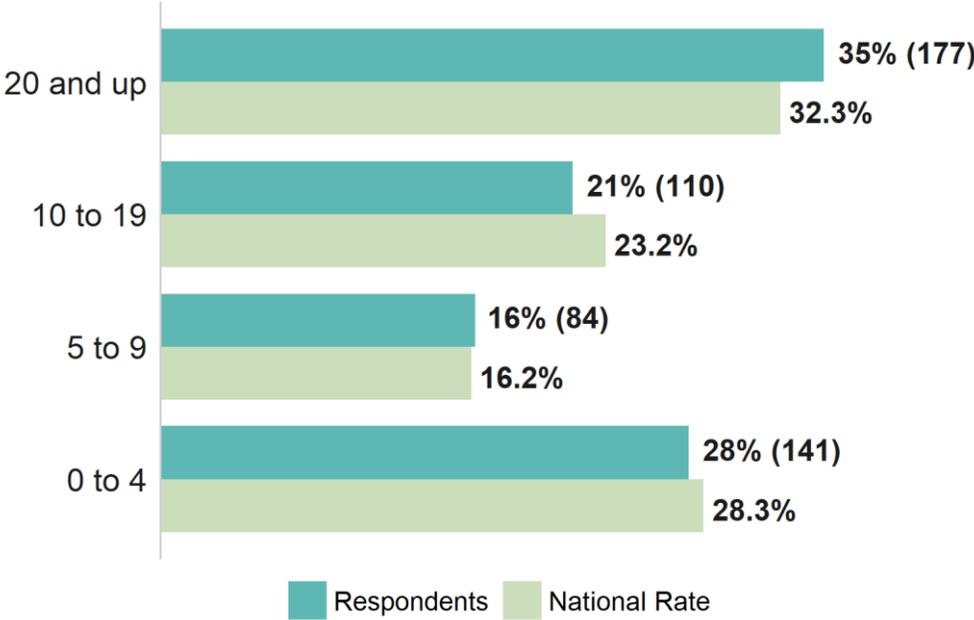


Figure B.12: Do you own or rent your primary residence? (18 and up)

% of respondents (n = 509)

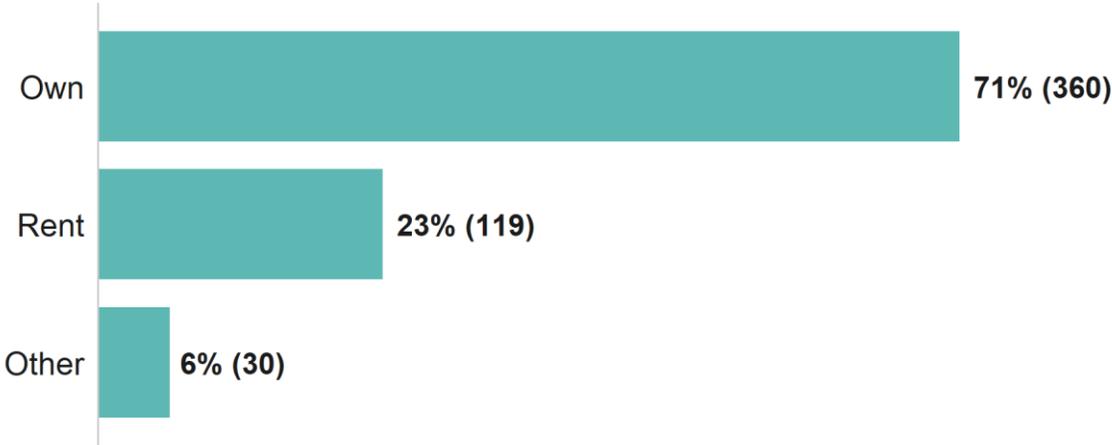


Figure B.13: Homeownership, SE Michigan Comparison (18 and up)

% of Southeast Michigan RESPONDENTS (n = 467) compared to Southeast Michigan RESIDENTS

SOURCE: U.S. Census, ACS 2011 - 2015

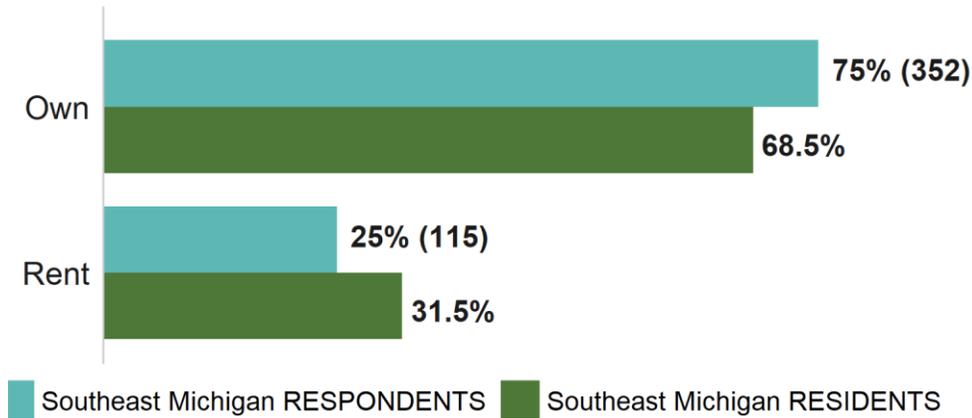
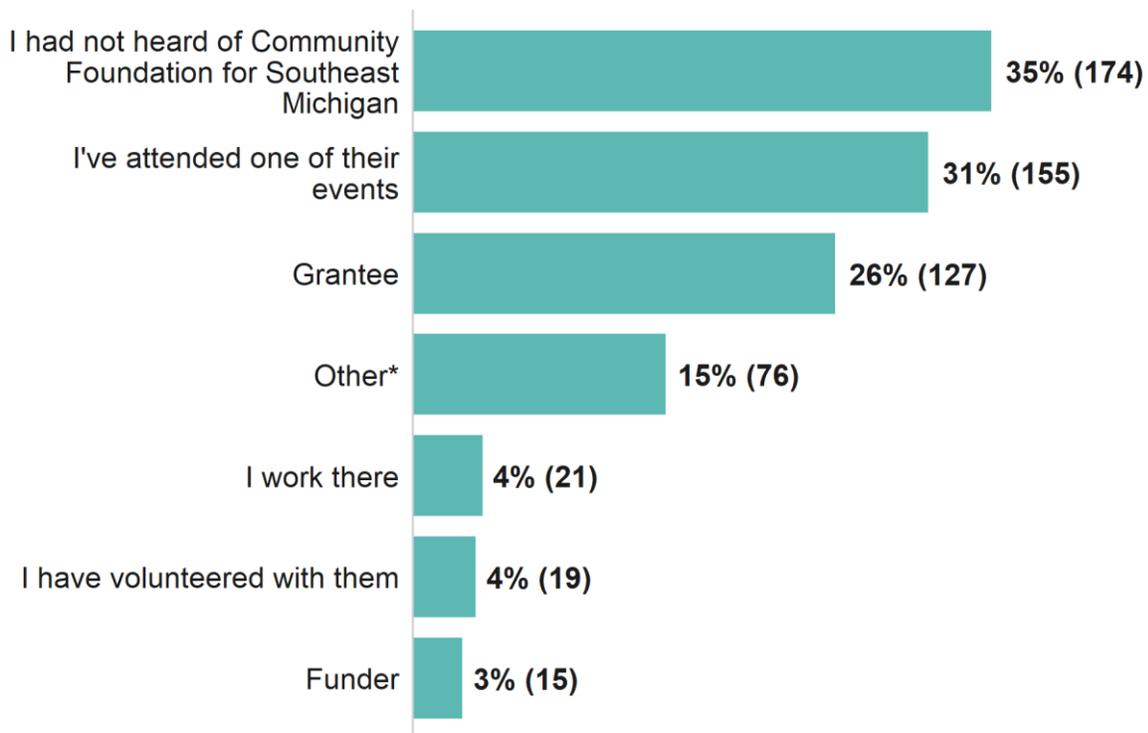


Figure B.14: What is your relationship to the Community Foundation for Southeast Michigan? (18 and up)

% of respondents (n = 497 // select all that apply)



Civic Attitudes and Activities

Figure B.15: How much impact do you think people like you can have in making your community a better place to live?

% of respondents with counts in parenthesis. There are 198 respondents ages 13 to 17, 503 respondents ages 18 and up, and 763 total respondents (including respondents with no age data).
 SOURCE: Pew Research Center, November, 2016, 'Civic Engagement Strongly Tied to Local News Habits'

	Ages 13 to 17	18 and up	All	National Rates
A big impact	48% (95)	58% (294)	55% (420)	32%
A moderate impact	33% (66)	33% (168)	34% (257)	37%
A small impact	17% (34)	8% (40)	10% (79)	23%
No impact at all	2% (3)	0% (1)	1% (7)	7%

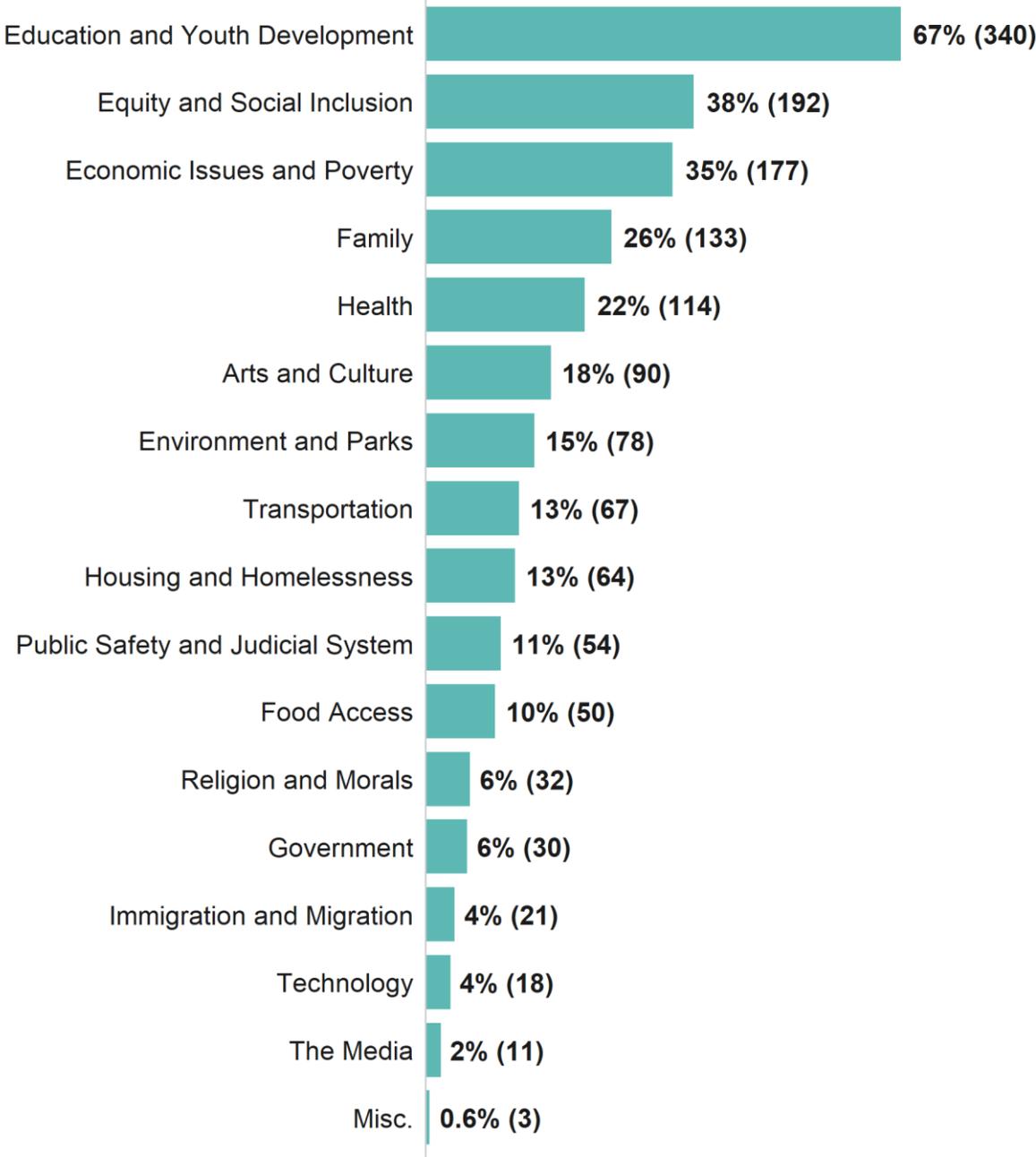
Figure B.16: In general, how attached do you feel to your local community?

% of respondents with counts in parenthesis. There are 199 respondents ages 13 to 17, 501 respondents ages 18 and up, and 758 total respondents (including respondents with no age data).
 SOURCE: Pew Research Center, November, 2016, 'Civic Engagement Strongly Tied to Local News Habits'

	Ages 13 to 17	18 and up	All	National Rates
Very attached	24% (47)	54% (269)	45% (342)	19%
Somewhat attached	46% (92)	38% (191)	40% (306)	48%
Not very attached	23% (45)	8% (38)	12% (91)	25%
Not at all attached	8% (15)	1% (3)	3% (19)	8%

Figure B.17: Which of the following social issues are most important to you? (18 and up)

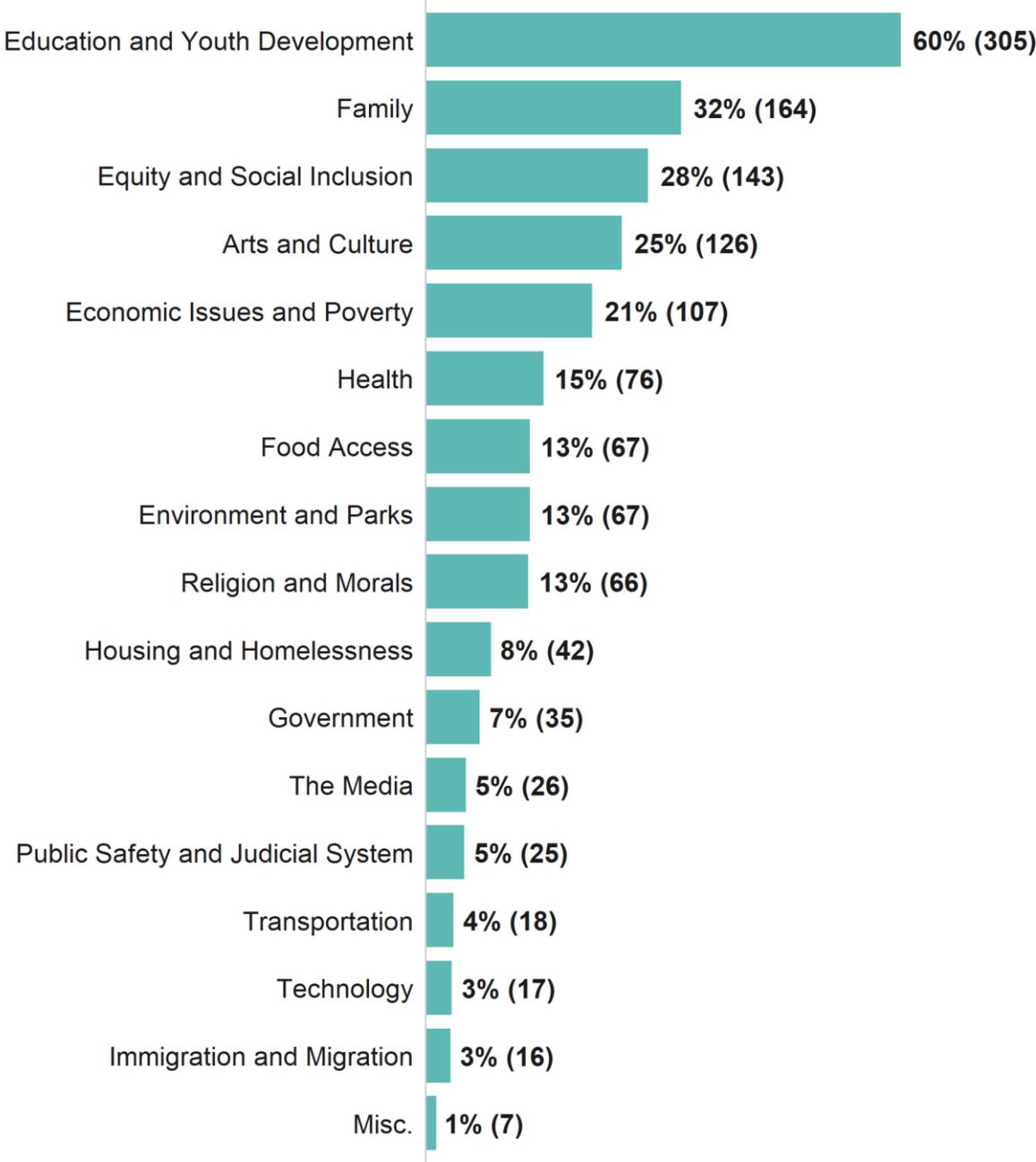
% of respondents (n = 508 // choose up to three)



*Other' responses: Community Engagement (0.4%), and Philanthropy (0.2%).

Figure B.18: To which social issues do you PRIMARILY contribute your time, talent, and/or financial resources? (18 and up)

% of respondents (n = 509 // choose up to three)



*The top 3 'other' responses are: Community Engagement (0.6%), Philanthropy (0.4%), and Community Development (0.4%).

Figure B.19: How involved are you in community and neighborhood activities where you live? (18 and up)

% of respondents (n = 525) compared to National Rate

SOURCE: Pew Research Center, December, 2008, 'American Mobility. Who Moves? Who Stays Put? Where's Home?'

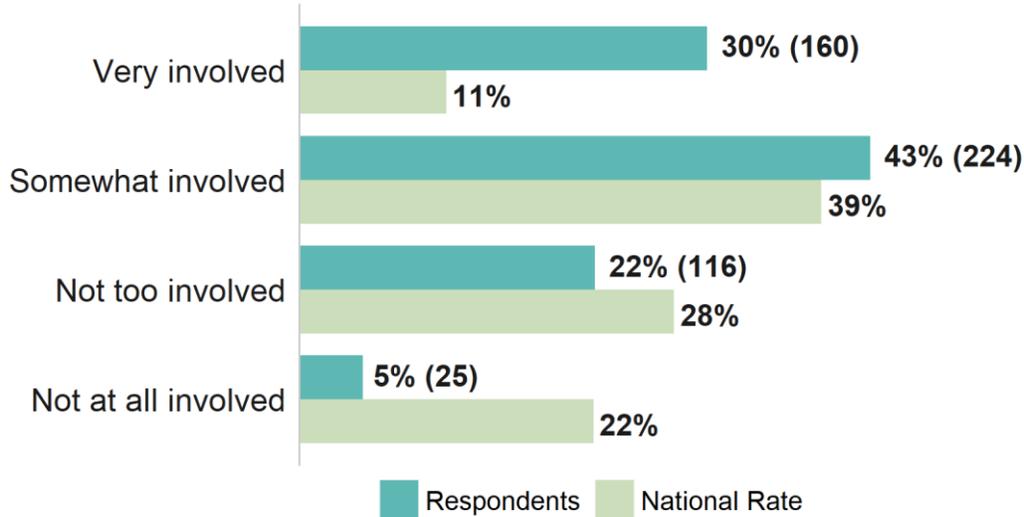


Figure B.20: Engagement Activities in the Past Year, Comparison (18 and up)

% of respondents (n = 526) compared to National Rate

SOURCE: U.S. Census, Current Population Survey, September 2015: Volunteer Supplement

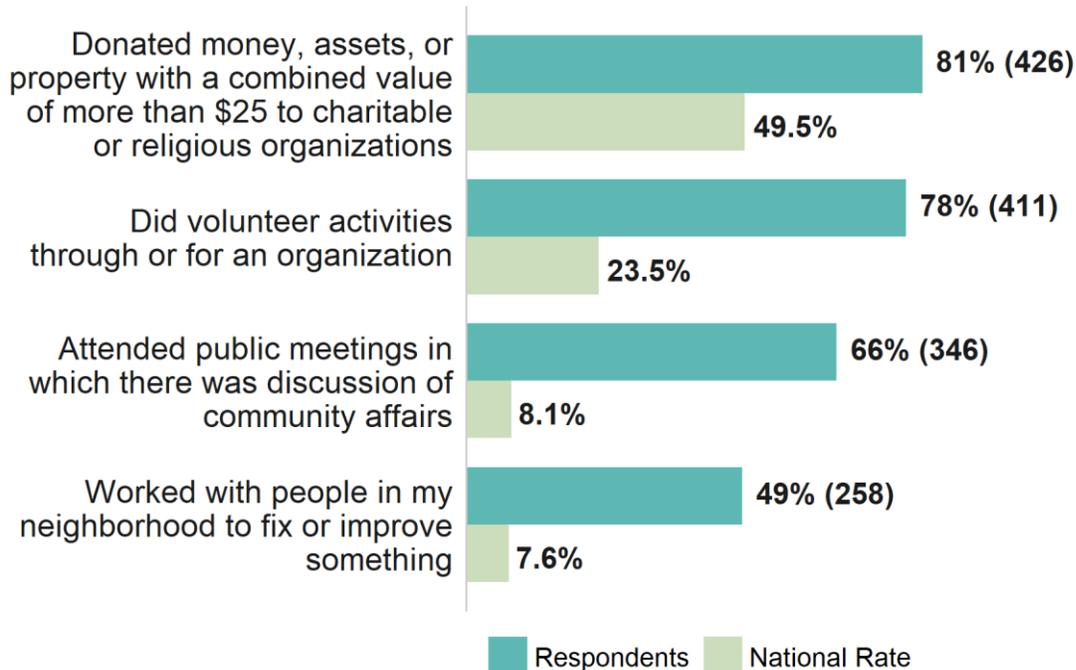


Figure B.21: How often do you vote in local elections, such as for mayor or a school board? (18 and up)

% of respondents (n = 525)

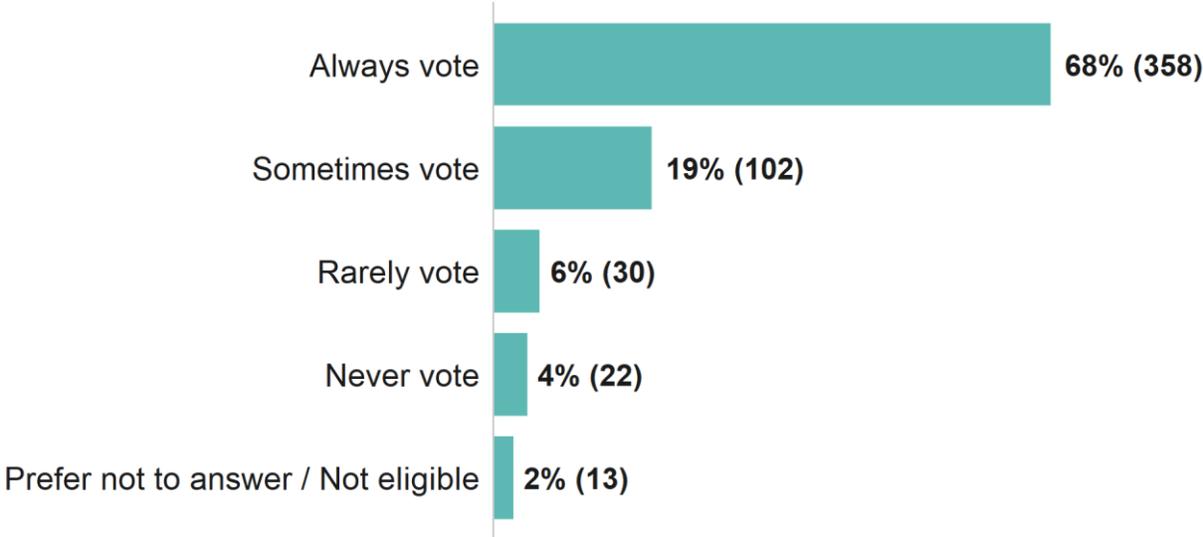
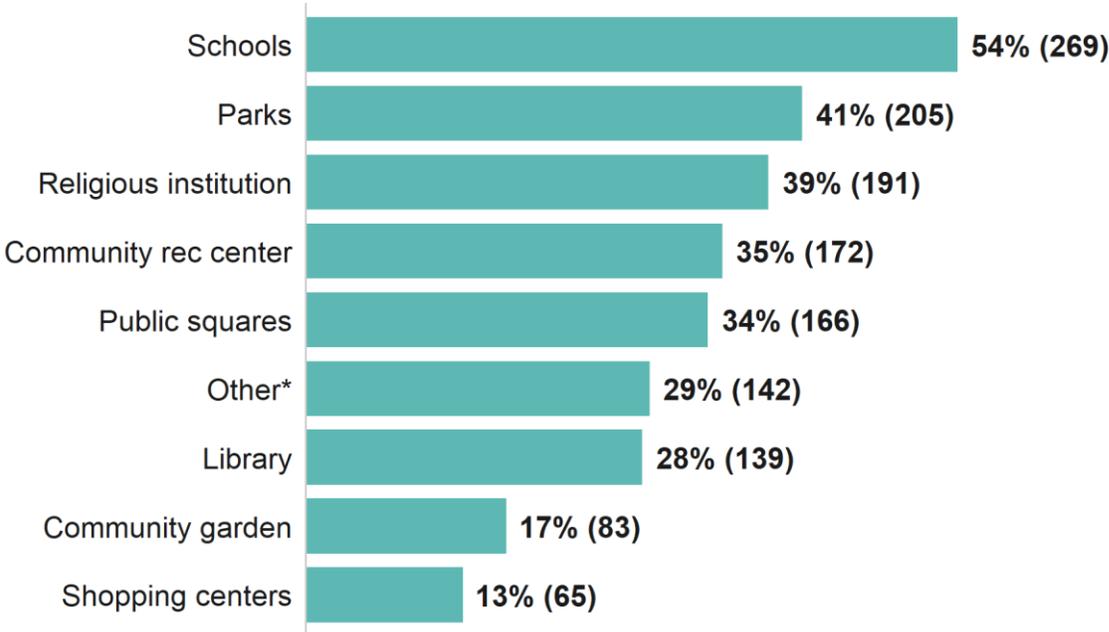


Figure B.22: Where do you like to connect with others? (18 and up)

% of respondents (n = 495 // select all that apply)



*The top 3 'other' responses are: Restaurants (7.1%), Community Events and Meetings (6.3%), and Work (5.3%).

Figures B.23 through B.29 present results on how often respondents get information about their local community from each of the following sources, whether online or offline.

SOURCE of comparison data: Pew Research Center, November, 2016, 'Civic Engagement Strongly Tied to Local News Habits'

Figure B.23: Local Newspaper

% of respondents with counts in parenthesis. There are 191 respondents ages 13 to 17, 463 respondents ages 18 and up, and 697 total respondents (including respondents with no age data).

	Ages 13 to 17	18 and up	All	National Rates
Every day	3% (6)	17% (78)	13% (92)	13%
Several times a week	8% (16)	20% (93)	17% (116)	15%
Several times a month	13% (25)	21% (99)	18% (125)	18%
Less often	26% (49)	24% (109)	25% (171)	30%
Never	50% (95)	18% (84)	28% (193)	23%

Figure B.24: Local television news

% of respondents with counts in parenthesis. There are 194 respondents ages 13 to 17, 459 respondents ages 18 and up, and 697 total respondents (including respondents with no age data).

	Ages 13 to 17	18 and up	All	National Rates
Every day	26% (51)	20% (91)	22% (156)	30%
Several times a week	23% (44)	18% (81)	19% (134)	21%
Several times a month	15% (30)	13% (61)	13% (93)	14%
Less often	15% (30)	26% (120)	23% (160)	21%
Never	20% (39)	23% (106)	22% (154)	14%

Figure B.25: Local radio

% of respondents with counts in parenthesis. There are 188 respondents ages 13 to 17, 456 respondents ages 18 and up, and 684 total respondents (including respondents with no age data).

	Ages 13 to 17	18 and up	All	National Rates
Every day	20% (38)	33% (150)	29% (197)	17%
Several times a week	16% (31)	17% (76)	17% (114)	18%
Several times a month	15% (29)	12% (56)	13% (89)	13%
Less often	20% (38)	21% (95)	21% (144)	25%
Never	28% (52)	17% (79)	20% (140)	26%

Figure B.26: A blog about your local community

% of respondents with counts in parenthesis. There are 192 respondents ages 13 to 17, 435 respondents ages 18 and up, and 666 total respondents (including respondents with no age data).

	Ages 13 to 17	18 and up	All	National Rates
Every day	7% (13)	5% (20)	5% (36)	1%
Several times a week	8% (16)	10% (43)	9% (61)	4%
Several times a month	10% (20)	14% (63)	13% (86)	5%
Less often	12% (24)	26% (115)	22% (145)	20%
Never	62% (119)	45% (194)	51% (338)	70%



Figure B.27: A person or organization you follow on a social networking site

% of respondents with counts in parenthesis. There are 190 respondents ages 13 to 17, 460 respondents ages 18 and up, and 690 total respondents (including respondents with no age data).

	Ages 13 to 17	18 and up	All	National Rates
Every day	16% (30)	33% (152)	27% (187)	3%
Several times a week	16% (31)	28% (127)	24% (168)	8%
Several times a month	19% (36)	16% (75)	17% (118)	11%
Less often	19% (37)	12% (53)	14% (96)	19%
Never	29% (56)	12% (53)	18% (121)	59%

Figure B.28: A newsletter or e-mail listserv about your local community

% of respondents with counts in parenthesis. There are 189 respondents ages 13 to 17, 461 respondents ages 18 and up, and 692 total respondents (including respondents with no age data).

	Ages 13 to 17	18 and up	All	National Rates
Every day	9% (17)	10% (48)	10% (68)	3%
Several times a week	11% (20)	20% (91)	17% (119)	5%
Several times a month	11% (21)	28% (131)	23% (162)	10%
Less often	19% (35)	25% (114)	23% (158)	30%
Never	51% (96)	17% (77)	27% (185)	52%

Figure B.29: Word of mouth from friends, family, co-workers and neighbors

% of respondents with counts in parenthesis. There are 188 respondents ages 13 to 17, 485 respondents ages 18 and up, and 718 total respondents (including respondents with no age data).

	Ages 13 to 17	18 and up	All	National Rates
Every day	37% (69)	33% (160)	33% (238)	9%
Several times a week	24% (45)	31% (151)	29% (209)	22%
Several times a month	18% (33)	24% (117)	23% (165)	30%
Less often	11% (20)	9% (46)	10% (73)	29%
Never	11% (21)	2% (11)	5% (33)	10%

Section 2: Conversation Dynamics, Topics, and Impact

Conversation Dynamics and Topics

Figure B.30: Which best describes your MOST IMPORTANT reason(s) for participating in On the Table? (18 and up)

% of respondents (n = 550 // select all that apply)

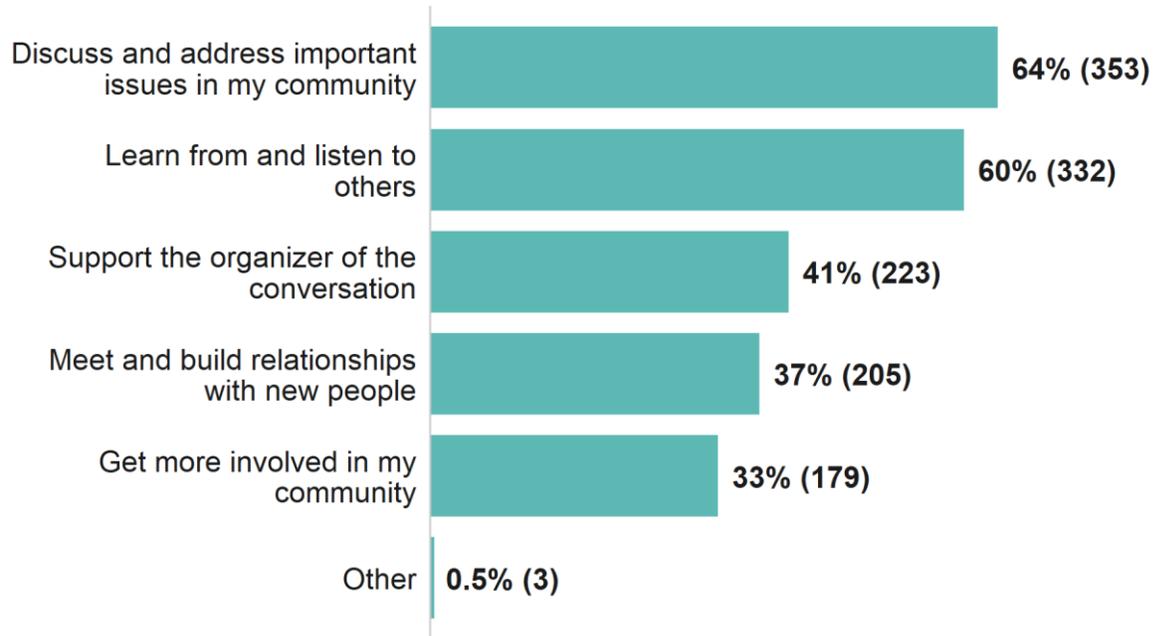


Figure B.31: 'The other people at my conversation were ...' (18 and up)

% of respondents (n = 540)

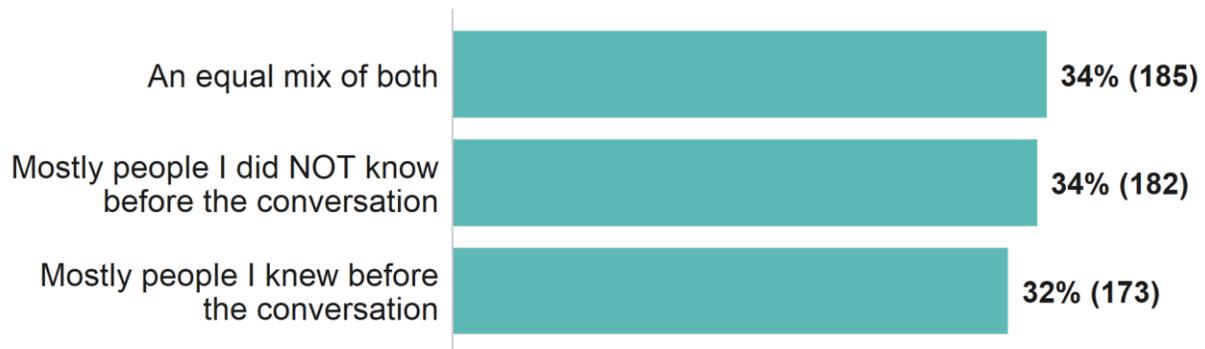


Figure B.32: Where did your conversation take place? Top counties: (18 and up)

% of respondents (n = 536)

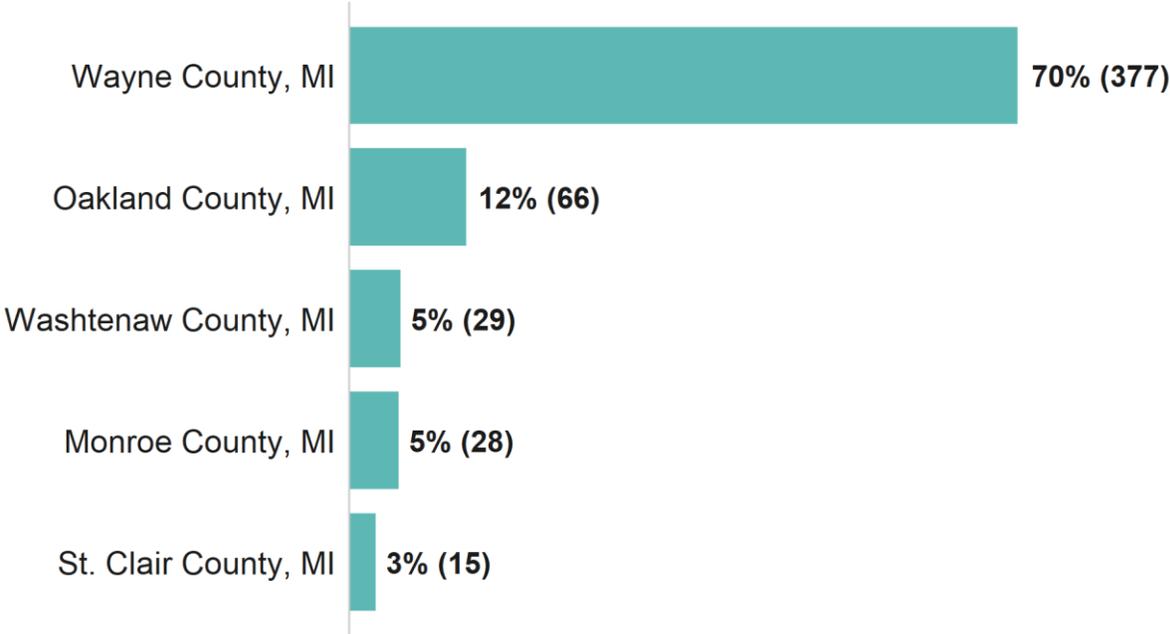
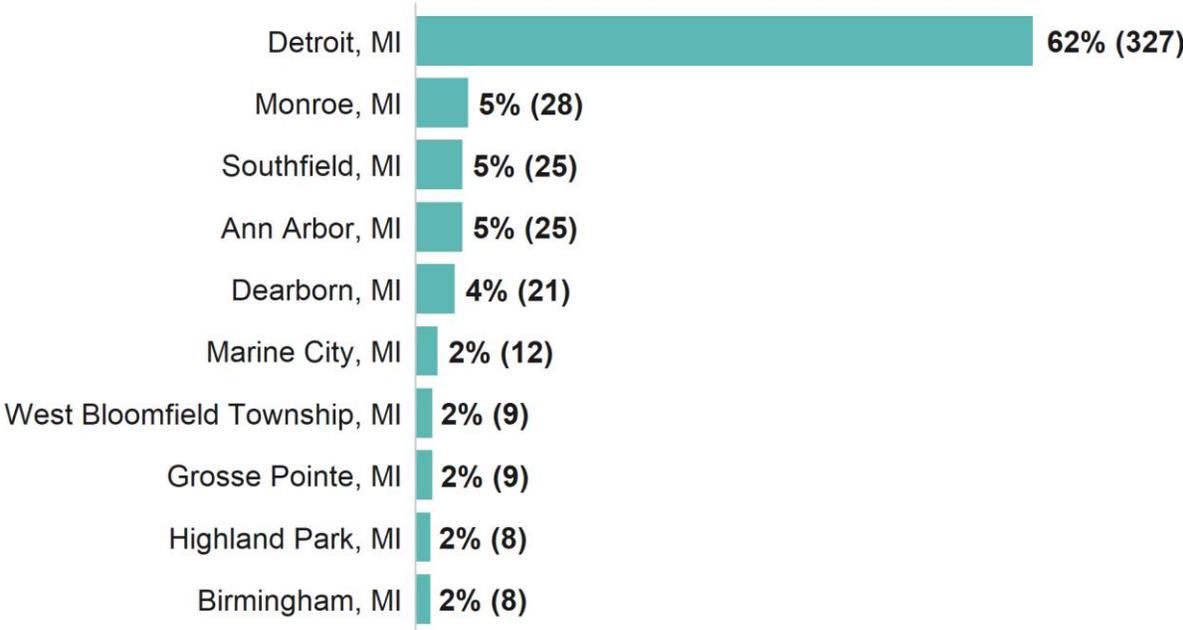


Figure B.33: Where did your conversation take place? Top cities: (18 and up)

% of respondents (n = 530)



Where Adult Respondents Attended On The Table Conversations

of Respondents by County

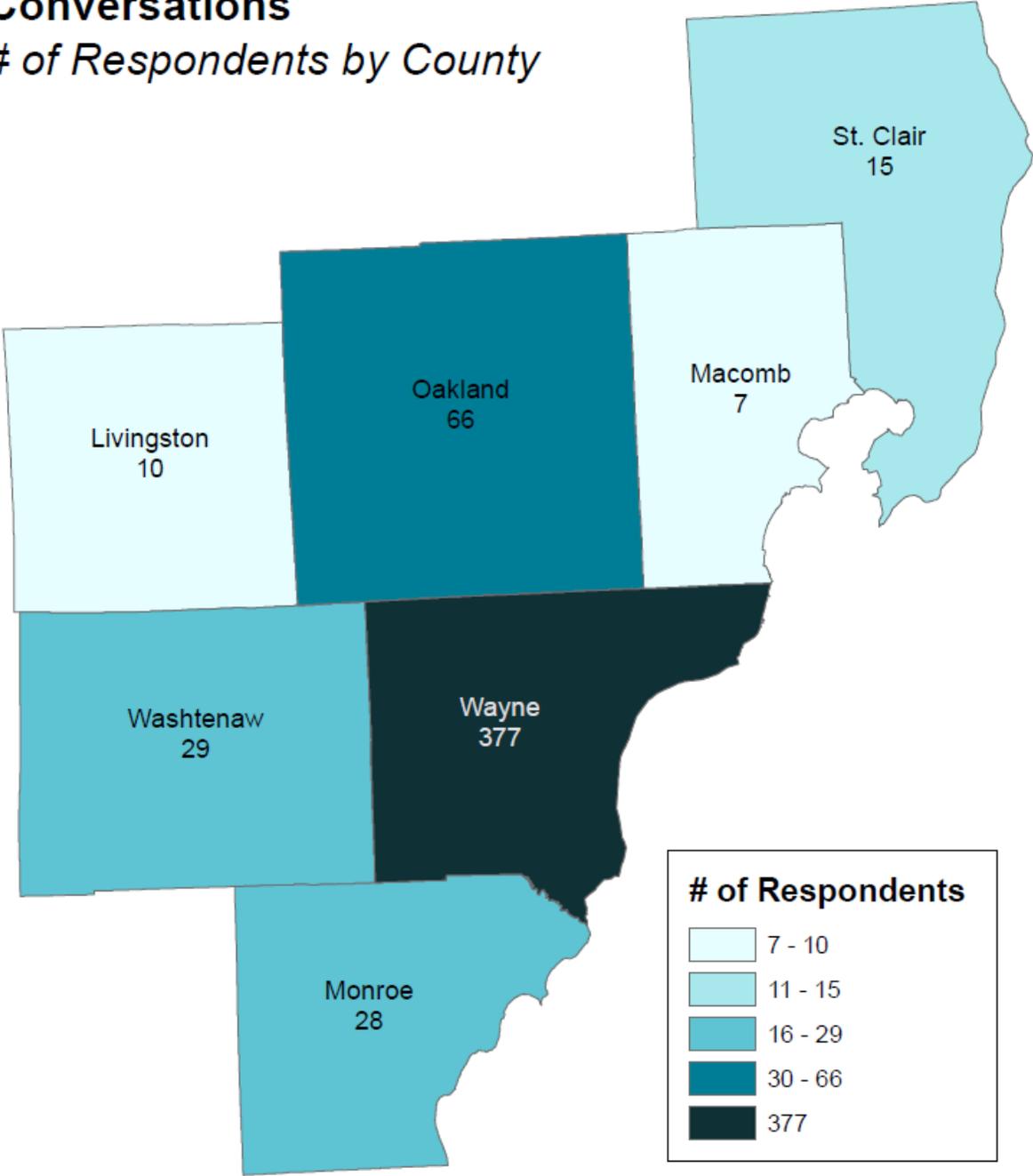


Figure B.34: Issues Raised During the Conversation

% of respondents with counts in parenthesis. There are 197 respondents ages 13 to 17, 821 respondents ages 18 and up, and 1,085 total respondents (including respondents with no age data).

	Ages 13 to 17	18 and up	All
Education and Youth Development	33% (43)	50% (191)	47% (259)
Equity and Social Inclusion	12% (16)	33% (126)	26% (147)
Public Safety and Judicial System	31% (40)	14% (53)	18% (98)
Economic Issues and Poverty	5% (6)	17% (65)	14% (76)
Health	15% (19)	10% (38)	11% (60)
Transportation	5% (6)	13% (49)	11% (59)
Media and Awareness	6% (8)	12% (44)	10% (56)
Collaboration	3% (4)	10% (40)	8% (45)
Family	3% (4)	8% (32)	7% (37)
Religion and Morals	8% (10)	6% (22)	6% (34)
Community Engagement	5% (7)	7% (25)	6% (33)
Community Development	4% (5)	6% (22)	5% (29)
Housing and Homelessness	9% (12)	3% (13)	5% (27)
Environment and Parks	5% (7)	4% (15)	4% (23)
Philanthropy	1% (1)	4% (17)	4% (20)
Government	0% (0)	5% (18)	4% (20)
Arts and Culture	0% (0)	4% (17)	3% (17)
Food Access	2% (2)	3% (13)	3% (15)
Misc.	4% (5)	1% (5)	2% (12)
Technology	2% (2)	1% (5)	1% (7)
Immigration and Migration	0% (0)	2% (7)	1% (7)
International	0% (0)	1% (4)	1% (4)

Impact of the Conversation

Figure B.35: How did you connect with others at your conversation(s)? (18 and up)

% of respondents (n = 526 // select all that apply)

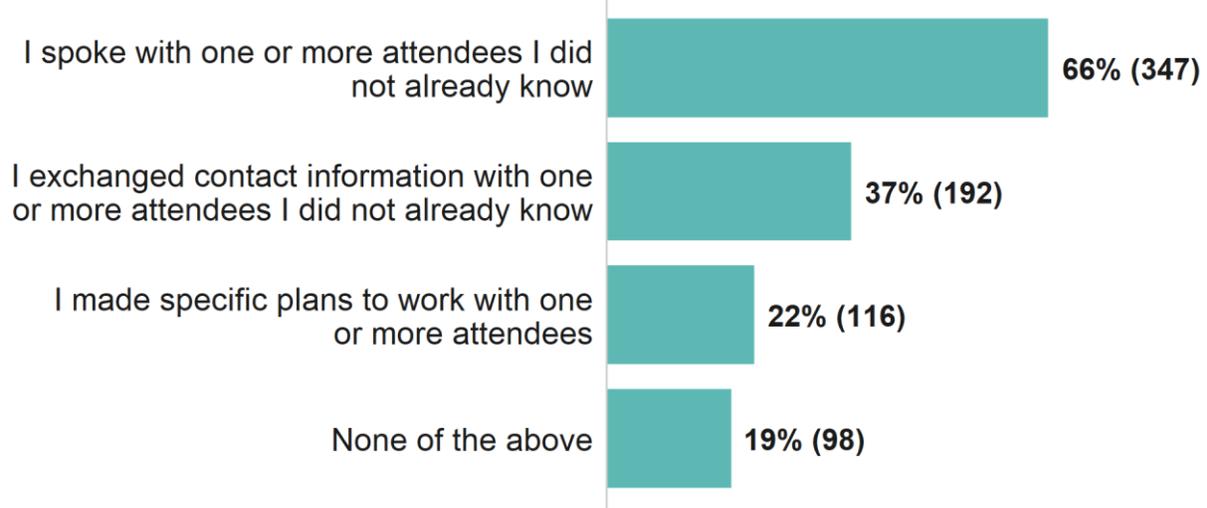


Figure B.36: After participating in your conversation(s), to what extent do you better understand how you, personally, can help address the issues facing your community? (18 and up)

% of respondents (n = 529)

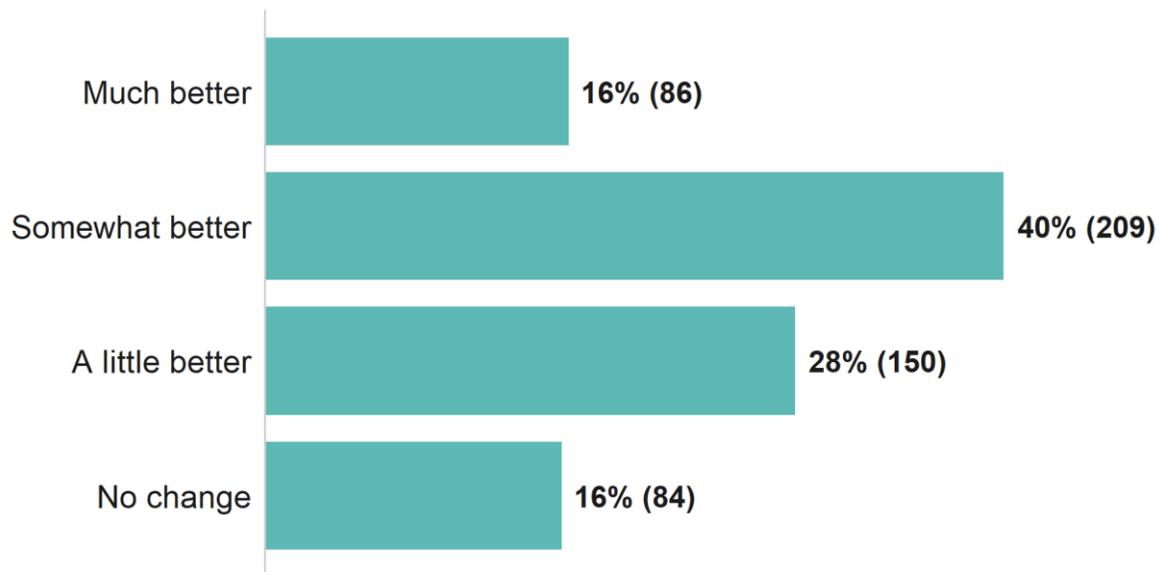


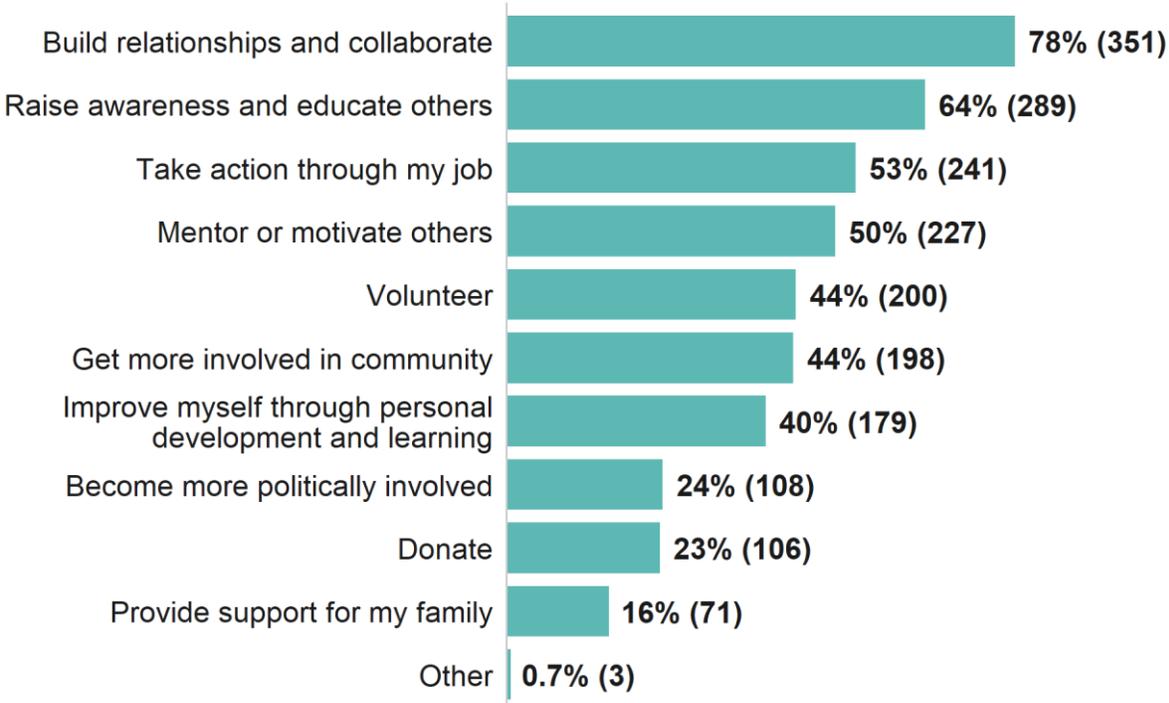
Figure B.37: How likely are you to take specific actions or next steps regarding an issue or solution discussed?

% of respondents with counts in parenthesis. There are 196 respondents ages 13 to 17, 501 respondents ages 18 and up, and 762 total respondents (including respondents with no age data).

	Ages 13 to 17	18 and up	All
Very likely	26% (51)	41% (206)	38% (289)
Somewhat likely	55% (108)	45% (224)	47% (356)
Not too likely	14% (27)	12% (60)	12% (95)
Not at all likely	5% (10)	2% (11)	3% (22)

Figure B.38: Actions or next steps respondents are likely to take regarding an issue or solution discussed (18 and up)

% of respondents (n = 452 // select all that apply)



Section 3: Custom Questions

Figure B.39: What is the one action you think would be most effective in solving problems in your community?

% of respondents with counts in parenthesis. There are 200 respondents ages 13 to 17, 478 respondents ages 18 and up, and 719 total respondents (including respondents with no age data).

	Ages 13 to 17	18 and up	All
Improve Education	6% (10)	22% (87)	17% (100)
Youth-Focused Actions	10% (17)	18% (71)	15% (92)
Misc.	22% (39)	13% (49)	15% (92)
Build Relationships and Collaborate	10% (17)	15% (59)	14% (84)
Community Participation	6% (11)	16% (64)	13% (80)
Raise Awareness and Educate Others	16% (27)	5% (19)	8% (49)
Mentor or Motivate Others	10% (17)	6% (23)	7% (44)
Raise Funds and Access Resources	5% (9)	6% (25)	6% (38)
Improve Myself through Personal Development and Learning	10% (18)	5% (19)	6% (37)
Become More Politically Involved	1% (1)	6% (22)	4% (25)
Volunteer	3% (6)	3% (13)	3% (19)
Clean and Beautify	7% (12)	1% (3)	3% (17)
Philanthropy	6% (11)	1% (2)	2% (14)
Provide Support for My Family	1% (1)	3% (13)	2% (14)
Create Opportunities and Jobs	2% (4)	2% (9)	2% (14)

Figure B.40: How often do adults in your community involve youth (ages 21 and under) in decisions that impact the community's future?

% of respondents with counts in parenthesis. There are 195 respondents ages 13 to 17, 475 respondents ages 18 and up, and 713 total respondents (including respondents with no age data).

	Ages 13 to 17	18 and up	All
Always	11% (22)	7% (31)	8% (55)
Sometimes	42% (81)	44% (207)	42% (302)
Rarely	36% (70)	46% (219)	43% (310)
Never	11% (22)	4% (18)	6% (46)

Figure B.41: What are the top three problems that youth (ages 21 and under) face in your community?

% of respondents with counts in parenthesis. There are 491 respondents ages 13 to 17, 1,311 respondents ages 18 and up, and 1,897 total respondents (including respondents with no age data).

	Ages 13 to 17	18 and up	All
Education and Youth Development	22% (42)	60% (263)	49% (326)
Public Safety and Judicial System	57% (108)	30% (130)	37% (248)
Economic Issues and Poverty	10% (19)	49% (216)	37% (247)
Equity and Social Inclusion	20% (37)	34% (148)	30% (198)
Alcohol and Drugs	38% (71)	16% (71)	22% (148)
Health	23% (44)	17% (74)	18% (120)
Transportation	3% (5)	16% (69)	12% (82)
Family	6% (11)	14% (62)	11% (76)
Peer Pressure	23% (44)	6% (26)	11% (74)
Media and Awareness	6% (11)	11% (47)	9% (62)
Violence and Gangs	22% (41)	4% (16)	9% (60)
Food Access	1% (1)	8% (35)	6% (38)
Housing and Homelessness	5% (9)	5% (23)	5% (32)
Bullying	8% (15)	2% (9)	4% (26)
Social Media	4% (8)	4% (16)	4% (24)
Religion and Morals	3% (6)	4% (17)	4% (24)
Environment and Parks	3% (5)	4% (17)	3% (22)
Community Development	1% (2)	4% (18)	3% (20)
Technology	3% (6)	3% (11)	3% (18)
Arts and Culture	1% (1)	3% (11)	2% (12)
Government	0% (0)	2% (10)	2% (10)
Community Engagement	1% (1)	2% (7)	1% (9)
Collaboration	1% (2)	1% (6)	1% (9)
Misc.	1% (2)	1% (3)	1% (5)
Immigration and Migration	0% (0)	1% (3)	0% (3)
Philanthropy	0% (0)	0% (1)	0% (2)
International	0% (0)	0% (2)	0% (2)

Figure B.42: Looking ahead to the next 10 years, how optimistic are you about the future of your community? (18 and up)

% of respondents (n = 494)

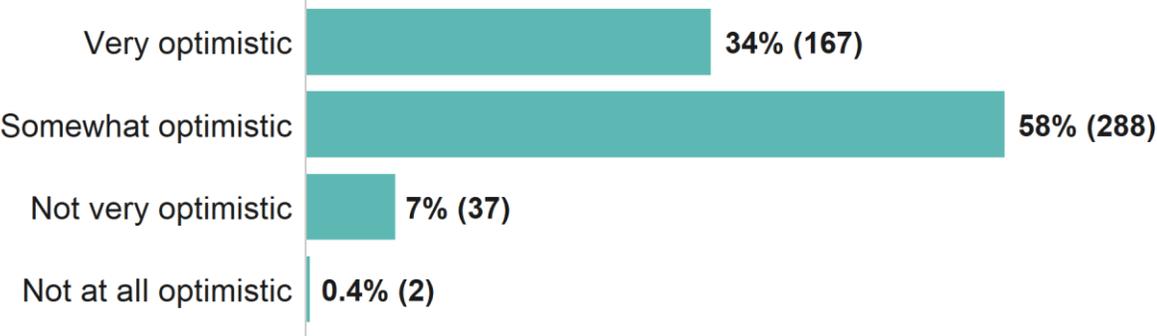


Figure B.43: Thinking about my community, I wish I knew more about: (18 and up)

% of respondents (n = 238)

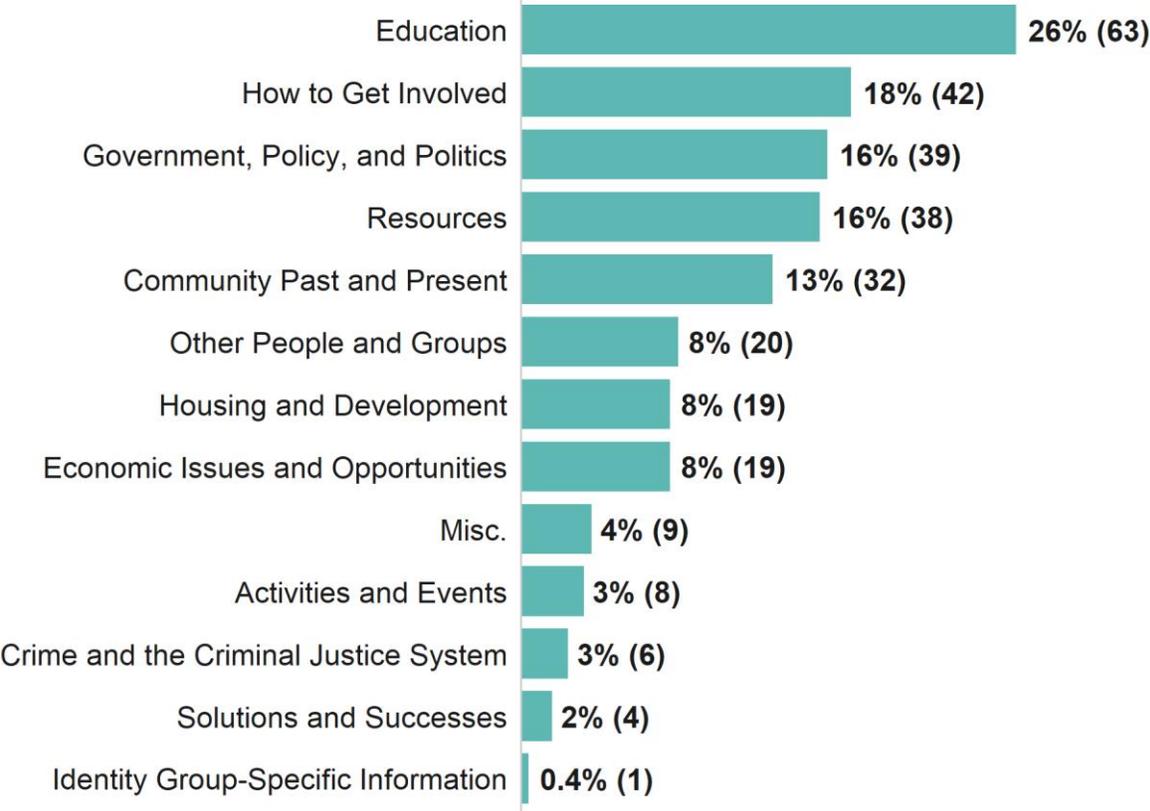


Figure B.44: Did you make specific plans to work with one or more attendees to address a new idea, issue, or project in the future? (Ages 13 to 17)

% of respondents (n = 213)



Appendix C: Problems Facing Youth Codebook – Defined

Alcohol and Drugs

A drugs and alcohol code refers to substance abuse, alcohol, underage drinking, and drug use among youth in the community.

Arts and Culture

An arts and culture code may refer to art initiatives such as art for social change as well as public art and art infrastructure, or it may acknowledge culture through cultural institutions (such as historic buildings) and city events and activities (such as festivals) as well as through opportunities for ethnic cultural awareness.

Bullying

A bullying code refers to bullying, judgement, exclusion, name calling, cliques, and general mean behavior by youth toward others.

Collaboration

A collaboration code refers to working together and building relationships to create partnerships and expand networks. It may function at the community or individual level and often involves crossing divides and building bridges while working toward collective impact. Sharing resources and holding dialogues/conversations are other indicators of collaboration.

Community Development

A community development code refers to identifying community assets and building up the community, particularly through local economic development, in order to improve quality of life. It also refers to building a sense of community and creating community for those who live there.

Community Engagement

A community engagement code refers to overall involvement and participation in one's neighborhood or community in order to make a difference. Often there is an organizing element at the grassroots level as well as intentions for improved neighbor relations and opportunities for neighborhood gatherings.

Economic Issues and Poverty

An economic issues and poverty code refers to economic development, on one end, and economic insecurity, or poverty, on the other, covering in the intermediate unemployment and jobs as well as income inequality and wage issues.

Education and Youth Development

An education and youth development code refers primarily to schools (such as school system or curriculum) and students (often at the high school level) with additional focal points on mentoring and general youth development. It is also inclusive of other related topics such as community relationships, parent involvement, and research.

Environment and Parks

An environment and parks code refers to overall environmental sustainability efforts and clean up as well as recreational opportunities for all. It is inclusive of greenspace as well as farmland and agriculture.



Equity and Social Inclusion

An equity and social inclusion code uses a social justice lens to account for forms of exclusion and issues of access and equality for underserved groups. Reference is largely made to youth access and engagement concerns as well as to issues of disparity as noted across income levels, racial groups, and neighborhoods.

Family

A family code refers to the overall functioning and behavior of the family unit, particularly through parent involvement and support (or lack thereof) and child concerns such as childcare.

Food Access

A food access code refers primarily to food insecurity, focusing on problems of hunger and food deserts and solutions regarding food assistance and urban agriculture.

Government

A government code refers to the governing habits of the state and regional municipalities, especially regarding fiscal issues and taxes, including pensions and cuts to social services, as well as transparency, accountability, and corruption. It also involves the function of government, particularly through elections, public engagement, and public policy.

Health

A health code refers to the wellbeing of both people and communities, considering in particular mental health issues and addiction while also taking into account public health, quality of life issues, nutrition and wellness, and health care.

Housing and Homelessness

A housing and homelessness code primarily refers to homelessness and issues around home ownership and renting responsibilities.

Immigration and Migration

An immigration and migration code refers to the displacement, movement, and integration of immigrant communities, including those who are undocumented and those who are refugees.

International

An international code refers to world affairs.

Media and Awareness

A media and awareness code refers to raising awareness around issues of importance and addressing ignorance, particularly through the media and social media. It includes improving communication and building new narratives, especially around persistent stigmas.

Peer Pressure

A peer pressure code refers to peer pressure that youth are experiencing, especially peer pressure to use alcohol and drugs.

Philanthropy

A philanthropy code refers to increased funding and support for programs and nonprofit organizations and often incorporates a need for organizational capacity building, institutional community outreach,



and corporate social responsibility. On the individual level, it refers to civic responsibility and volunteering, with individuals taking action for the greater good.

Public Safety and Judicial System

A public safety and judicial system code may refer to public safety and crime as well as the criminal justice system, including instances of gang violence, gun violence, drugs, and trafficking, and how officials such as police can better provide community security.

Religion and Morals

A morals and religion code refers largely to personal attributes and attitudes, such as apathy or hope. It is also inclusive of faith-based community work.

Social Media

A social media code refers to cyberbullying, oversharing online, internet addiction, and youth spending too much time on social media.

Technology

A technology code refers to technology in a general sense and includes references to access, training, and improvement.

Transportation

A transportation code refers to transportation access and transportation infrastructure.

Violence and Gangs

A violence and gangs code refers to mentions of gangs, violence, gun violence, fighting, death, and murder.



Appendix D: Issues Codebook – Defined

Arts and Culture

An arts and culture code may refer to art initiatives such as art for social change as well as public art and art infrastructure, or it may acknowledge culture through cultural institutions (such as historic buildings) and city events and activities (such as festivals) as well as through opportunities for ethnic cultural awareness.

Collaboration

A collaboration code refers to working together and building relationships to create partnerships and expand networks. It may function at the community or individual level and often involves crossing divides and building bridges while working toward collective impact. Sharing resources and holding dialogues/conversations are other indicators of collaboration.

Community Development

A community development code refers to identifying community assets and building up the community, particularly through local economic development, in order to improve quality of life. It also refers to building a sense of community and creating community for those who live there.

Community Engagement

A community engagement code refers to overall involvement and participation in one's neighborhood or community in order to make a difference. Often there is an organizing element at the grassroots level as well as intentions for improved neighbor relations and opportunities for neighborhood gatherings.

Economic Issues and Poverty

An economic issues and poverty code refers to economic development, on one end, and economic insecurity, or poverty, on the other, covering in the intermediate unemployment and jobs as well as income inequality and wage issues.

Education and Youth Development

An education and youth development code refers primarily to schools (such as school system or curriculum) and students (often at the high school level) with additional focal points on mentoring and general youth development. It is also inclusive of other related topics such as community relationships, parent involvement, and research.

Environment and Parks

An environment and parks code refers to overall environmental sustainability efforts and clean up as well as recreational opportunities for all. It is inclusive of greenspace as well as farmland and agriculture.

Equity and Social Inclusion

An equity and social inclusion code uses a social justice lens to account for forms of exclusion and issues of access and equality for underserved groups. Reference is largely made to youth access and engagement concerns as well as to issues of disparity as noted across income levels, racial groups, and neighborhoods.

Family

A family code refers to the overall functioning and behavior of the family unit, particularly through parent involvement and support (or lack thereof) and child concerns such as childcare.



Food Access

A food access code refers primarily to food insecurity, focusing on problems of hunger and food deserts and solutions regarding food assistance and urban agriculture.

Government

A government code refers to the governing habits of the state and regional municipalities, especially regarding fiscal issues and taxes, including pensions and cuts to social services, as well as transparency, accountability, and corruption. It also involves the function of government, particularly through elections, public engagement, and public policy.

Health

A health code refers to the wellbeing of both people and communities, considering in particular mental health issues and addiction while also taking into account public health, quality of life issues, nutrition and wellness, and health care.

Housing and Homelessness

A housing and homelessness code primarily refers to homelessness and issues around home ownership and renting responsibilities.

Immigration and Migration

An immigration and migration code refers to the displacement, movement, and integration of immigrant communities, including those who are undocumented and those who are refugees.

International

An international code refers to world affairs.

Media and Awareness

A media and awareness code refers to raising awareness around issues of importance and addressing ignorance, particularly through the media and social media. It includes improving communication and building new narratives, especially around persistent stigmas.

Religion and Morals

A morals and religion code refers largely to personal attributes and attitudes, such as apathy or hope. It is also inclusive of faith-based community work.

Philanthropy

A philanthropy code refers to increased funding and support for programs and nonprofit organizations and often incorporates a need for organizational capacity building, institutional community outreach, and corporate social responsibility. On the individual level, it refers to civic responsibility and volunteering, with individuals taking action for the greater good.

Public Safety and Judicial System

A public safety and judicial system code may refer to public safety and crime as well as the criminal justice system, including instances of gang violence, gun violence, drugs, and trafficking, and how officials such as police can better provide community security.



Technology

A technology code refers to technology in a general sense and includes references to access, training, and improvement.

Transportation

A transportation code refers to transportation access and transportation infrastructure.



Appendix E: Know More Codebook – Defined

Activities / Events

An Activities/Events code refers to any recreation (such as the arts or sports), any program organized by an individual, organization, or community, or non-specific cultural event.

Community Past / Present

A Community Past/Present code refers to both the history and current status of a community. Often there is a focus on happenings that build a sense of community, organized by groups and organizations at the grassroots level. It also includes relevant community members, such as local leaders and advocates.

Crime and the Criminal Justice System

A Crime and the Criminal Justice System code refers to the antecedents and consequences of criminal activity (primarily violence and drugs), police systems and structures that ensure public safety, and topics related to incarceration.

Economic Issues and Opportunities

An Economic Issues and Opportunities code refers to both economic growth through local businesses and employment opportunities and economic insecurity (i.e. poverty, low income). Also included are resources that can enhance economic prosperity, such as financial literacy instruction, affordability of necessities, and job training.

Education

An Education code uses an ecological lens to account for both formal (i.e. school) and informal (i.e. parenting/family) educational sources that guide and shape young people. Also included are any opportunities for youth to learn, engage or develop.

Environment

An Environment code refers to environmental sustainability efforts, included but not limited to, green technology and use of public transit, as well as cleanliness and health-related environmental concerns, such as litter and waste and air and water quality.

Government, Policy, and Politics

A Government, Policy, and Politics code may include references to policy, primarily regarding taxes, funding, and zoning, as well as political agendas and citizen rights.

Housing and Development

A Housing and Development code refers to housing-related issues (primarily homelessness and ownership/renting responsibilities), in addition to issues concerning community growth (displacement, gentrification, overcrowding) and structural development (facilities, infrastructure, transportation).

How to Get Involved

A How to Get Involved code captures a sentiment of desire to help, volunteer, make a difference, contribute, participate or engage others. This code also may refer to those leading these efforts, such as change makers and people interested in running for office.



Other People and Groups

An Other People and Groups code refers to networking building connections with both local residents/neighbors and people from other geographic locations. It also includes people of different unspecified cultures, heritages, or backgrounds.

Resources

A Resources code refers to any initiative that works to better lives and communities, including both the services, supports, and information themselves, as well as the responsible organization or agency.

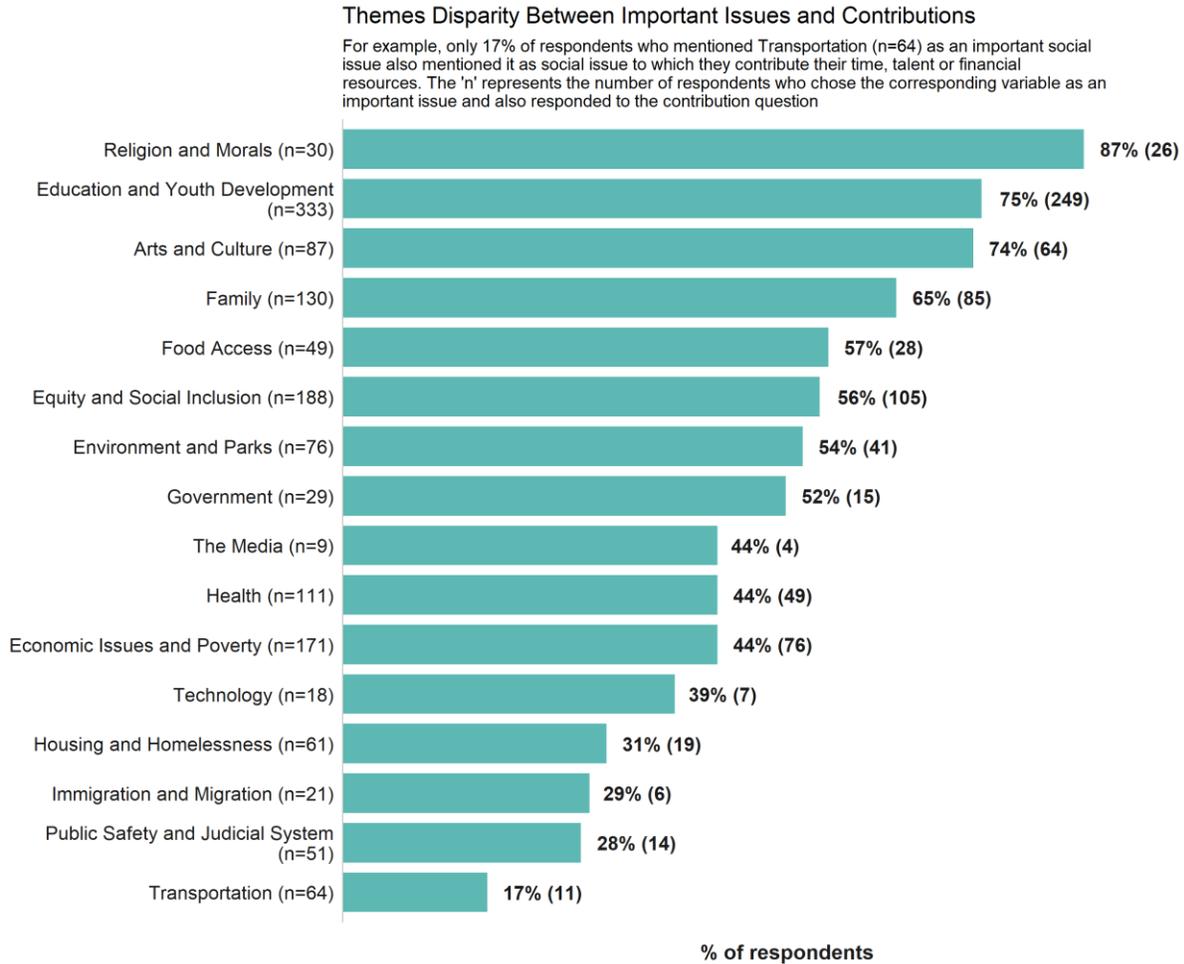
Solutions and Successes

A Solutions and Successes code refers to positive, impactful initiatives or examples of success and accomplishment, embodying an interest in being refreshed with good news. It may also refer to how to solve a problem or fix something.



Appendix F: Visualization of Disparity between Important Issues and Contributions

Figure F.1



Appendix G: Social Media Analysis

Social media provided an opportunity to deepen engagement efforts with *On the Table* and expand participation in the initiative. The Community Foundation launched its social media campaign in July 2017 as a method of promoting *On the Table* and creating a virtual space where conversations could begin or continue. The campaign served as a useful tool in capturing the content from conversations as they occurred and providing opportunities for online engagement by those who were not able to participate in physical conversations.

We used the social media monitoring platform Meltwater Buzz to analyze social media activity and understand the influence of this initiative in the digital realm. We tracked the designated hashtags #MiOTT and #LetsTalkMi. In total, #MiOTT and #LetsTalkMi saw more than 400 public mentions; these mentions were amplified, generating 1.5 million total impressions. The month of October saw the highest number of mentions, which, not surprisingly, peaked on the day of the *On the Table* initiative.

Social media captured the enthusiasm surrounding the initiative through an array of posts and picture-sharing on various platforms, including Twitter, Instagram, and Facebook; of these, Twitter was the most popular medium used throughout the social media campaign. Additionally, Twitter saw 127 unique influencers. Furthermore, 33% of tweets featured links, and 19% contained media. In terms of tweeters' platforms, 50% used a mobile device, 44% used a desktop, and 5% are unknown.

Social connections went beyond advertising the initiative and spreading the word. Many offered commentary on what social media users were thinking about in the context of *On the Table* or what they had discussed in conversations. Some comments from social media users include: "Everyone needs to support #youth in making their voices heard. Let their demands lead advocacy"; "On the Table conversations about building and maintaining strong environments that nurture youth"; "Large concern for our youth is a lack of connection to our history"; and "Together we can drive programs & bring change in our communities.





Social Media Analysis Report Detroit, MI

Hashtag Usage

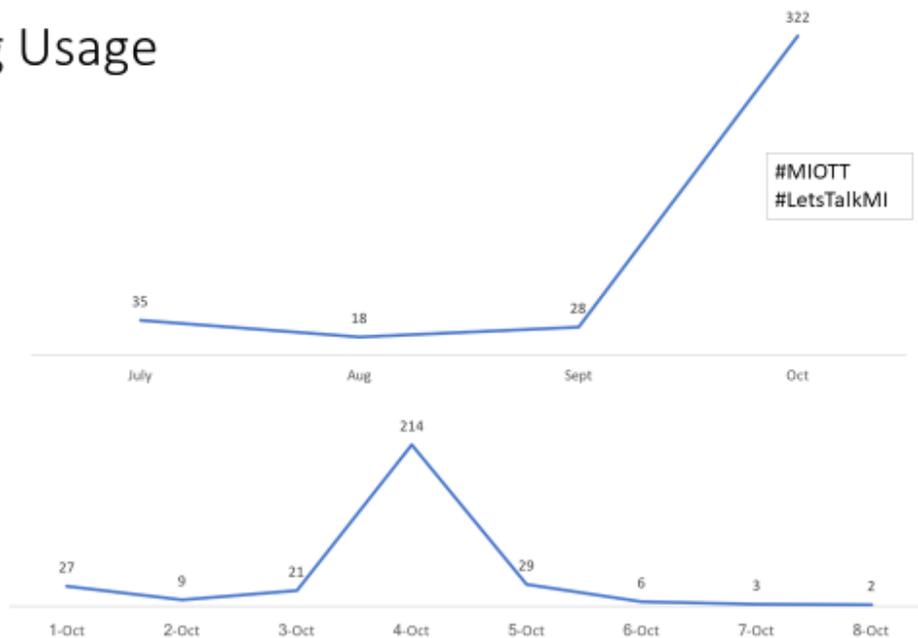
403

Total mentions

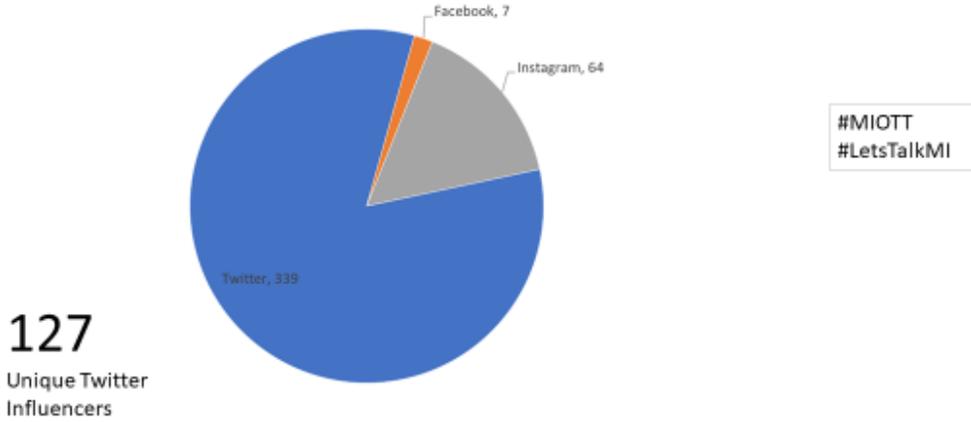
1.58M

Total impressions

The event occurred on
Oct 4.



Platform Breakdown



127
Unique Twitter Influencers

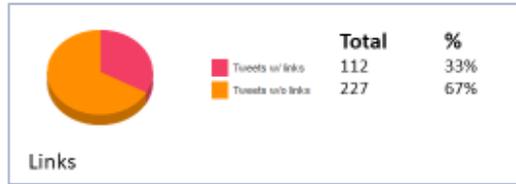
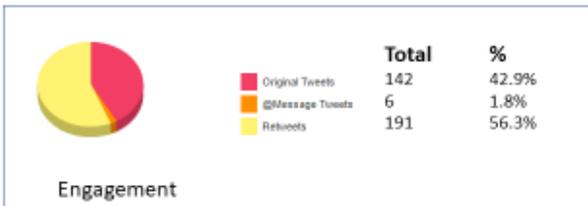
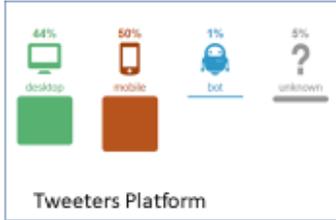
Hashtag Usage

Top Influencers

Twitter User	Posts
@ctsem	52
@katzlockerindet	15
@HFLI	10
@edequity4kids	9
@knightfdn	8
@onedetroit	6
@fajahSmart	6
@YMCA Monroe	6
@ArtsAndScrapDir	6
@hbardecki	5



Twitter Insight



Top Sources

Twitter for iPhone	39.5%
Sprout Social	22.4%
Twitter Web Client	18.3%
Twitter for Android	6.8%
TweetDeck	3.2%
Other	9.8%