



ON THE TABLE 2017
NATIONAL REPORT
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THE INSTITUTE FOR POLICY AND CIVIC ENGAGEMENT
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for THE JOHN S. AND JAMES L. KNIGHT FOUNDATION



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The Institute for Policy and Civic Engagement (IPCE) at the University of Illinois at Chicago focuses on transforming democracy by creating a more fully engaged community with more effective leaders. As a catalyst for learning and action, the Institute creates opportunities for scholars, students, community members and government officials to actively participate in social discourse, research, and educational programs on policy issues and social trends.

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Executive Summary

In 2014, The Chicago Community Trust held its inaugural *On the Table*, which was designed to bring people together in small mealtime conversations for the purpose of brainstorming innovative solutions to address their communities' most pressing needs. Inspired by The Chicago Community Trust, The John S. and James L. Knight Foundation took *On the Table* nationwide in 2017 with 10 community foundations serving as partners to implement the initiative in their regions.

Through the support of the Knight Foundation, these community foundations organized thousands of conversations across their 10 regions with an estimated 40,000 participants. Out of the total number of participants, 12,182 responded to a post-conversation survey administered by the University of Illinois at Chicago's Institute for Policy and Civic Engagement.

This report summarizes survey respondents' answers to questions about their demographic background, what they discussed during conversations, and the impact of their conversations.¹ **In addition, this report provides analysis and observations designed to help conveners, practitioners and hosts as they seek to increase the impact of future community conversations like *On the Table*.**

Survey respondents' self-reported demographics revealed that *On the Table* conversations were attended by people with a wide variety of backgrounds. Relative to local populations, respondents with less than a bachelor's degree were by far the most underrepresented demographic group across all sites. Additional steps should be taken during planning, outreach and data collection to maximize diversity and inclusion in community conversations and expand the range of voices included in *On the Table*.

A majority of respondents reported coming to the table to discuss and address important issues in their communities (68%) and learn from and listen to others (58%). In thousands of written comments, respondents reported discussing a myriad of topics. When IPCE grouped these comments, six themes emerged as the most prominent in all 10 sites:

- **Equity and Social Inclusion**
- **Economic Issues and Poverty**
- **Education and Youth Development**
- **Public Safety and Judicial System**
- **Transportation**
- **Housing and Homelessness**

The prevalence of **Equity and Social Inclusion, Economic Issues and Poverty, Education and Youth Development** in diverse regions across the country suggests that if conveners hold a general, non-themed community conversation, they should expect participants to discuss topics related to these themes. Local context and priorities also matter. If transportation, for example, is a priority issue in an area then participants are likely to bring it up in conversation. Furthermore, focusing *On the Table* around specific topics can strongly influence the content of the conversation, as shown in Silicon Valley, where 82% of comments were related to housing and homelessness, which was the intentional focus of the initiative in this region.

On the Table conversations can have both immediate and long-term impacts on survey respondents and their communities. Survey respondents frequently reported that they were impacted by their *On the Table* conversations, with results showing that:

- The majority of respondents (58%) said they gained a somewhat-to-much better understanding of how to address issues in their community.
- Many respondents reported making new connections with other respondents, including speaking with someone new (62%), making plans for future action (18%), and exchanging contact information (28%).
- Nearly 9 in 10 respondents (86%) said they are somewhat-to-very likely to take action, with 40% saying they are very likely.

Analysis of survey data about impact suggests different strategies for inspiring action after *On the Table* conversations:

- **To increase post-conversation action, make sure participants are learning new ways that they can address community issues and are making specific plans for future action with each other.** Learning and making plans are powerful and effective methods for inspiring action, so much so that they inspire respondents who are less involved in their community to say they will take action at similar rates to the most involved.
- **To increase participants' understanding of how to address community issues and make specific plans for future collaboration, make sure conversations are solutions-oriented.** Learning and making plans are most likely to happen for respondents who take part in solutions-oriented conversations.

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. With the goal of bringing about greater local action, the insights in this report provide conversation organizers with actionable strategies to further the impact of future *On the Table* initiatives.

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Introduction

Between March and November of 2017, an estimated 40,000 residents across 10 cities and their surrounding areas came together in conversation to talk about issues that impact their regions and quality of life.² This national conversation-oriented initiative known as *On the Table* was an opportunity for friends, families, neighbors, colleagues, and people who were meeting for the first time to gather around a shared meal and have a meaningful dialogue about what is important to them with the intention of fueling change in their community.

Created in 2014 by The Chicago Community Trust, *On the Table* is a way to foster small conversations that can generate big ideas. As a community-focused initiative, *On the Table* encourages residents to consider how to make their communities more sustainable, just, safe, strong, and vibrant; as a civic engagement initiative, it supports their efforts to become more involved in and committed to their communities.

In 2017, inspired by The Chicago Community Trust, the John S. and James L. Knight Foundation invested \$1.15 million towards expanding *On the Table* to national scale.³ With technical assistance and funding from the Knight Foundation, 10 community foundations across the United States brought *On the Table* to their communities.

The 10 community foundations each designated a specific day in 2017 to convene residents in mealtime conversations. After the conversations, participants had the opportunity to take a survey about their *On the Table* experience. The survey featured 27 questions that were standard across every site, plus up to five additional questions that were unique to each site. Following the collection of survey data, all sites received a report summarizing and analyzing the survey data and a link to a data exploration tool. The data exploration tool was made public to support local residents, organizations, and decision-makers as they seek to collaborate around improving the quality of life in their regions.⁴

2017 On the Table Event Dates	
Lexington, KY area.....	March 15
Philadelphia, PA.....	May 23
Long Beach, CA.....	Sept. 23
Lake County, IN.....	Sept. 26
Akron, OH.....	Oct. 3
Southeastern Michigan, MI...	Oct. 4
Miami-Dade County, FL.....	Oct. 17
Mecklenburg County, NC...	Oct. 25
Chattahoochee Valley, GA....	Nov. 7
Silicon Valley, CA.....	Nov. 15

PURPOSE OF THE REPORT

This report summarizes survey respondent's answers to questions about their demographic background, what they talked about during conversations, and the impact of their conversations. In addition, this report provides hosts and conveners of future *On the Tables* with actionable observations to increase the impact of community conversations by helping participants become more informed about their community, build new relationships, and ultimately take action around the community issues they discussed.

DATA COLLECTION

After each *On the Table* initiative, the Institute for Policy and Civic Engagement (IPCE) collected survey data using three methods: a public web link to an online survey, an emailed unique link to the online survey, and distributed print surveys. To accommodate non-English speakers, the survey was translated into a variety of languages identified by community foundations.⁵

Nationally, all three survey modes yielded a total of 12,182 responses (5,228 through the emailed link, 1,944 through the web link, and 5,010 through the print survey). Estimated survey participation rates varied widely, from 5% all the way up to 87%,⁶ as did the use of paper compared to online surveys.⁷ In terms of data quality, across all sites an average of 9 in 10 respondents answered more than 75% of all core surveys questions.⁸

An important note on data limitations

The respondent population discussed in this report is a self-selected sample of participants who partially or fully completed the survey. Accordingly, this group constitutes a non-random sample of total participants and therefore conclusions cannot be statistically generalized beyond the respondent group. For example, we cannot make statements such as “people in Akron believe...”, “people in site A are more likely to do X than people in site B,” and statements of this nature. It is accurate to say, “people who responded to the *On the Table* survey in Akron prioritize...” or “*On the Table* survey respondents in site A were more likely to do X than those respondents in site B.” Despite these limitations, the data and analysis provide useful insight into the opinions and engagement habits of over 12,000 *On the Table* participants.

The analysis in this report is given added strength because it is based on survey responses from initiatives designed by 10 different community foundations in 10 distinct regions throughout the country. This report focuses on observations that occurred within the framework of *On the Table* and are especially powerful as they pertain to conversation dynamics and impact, as well as planning and organizing future community conversations.

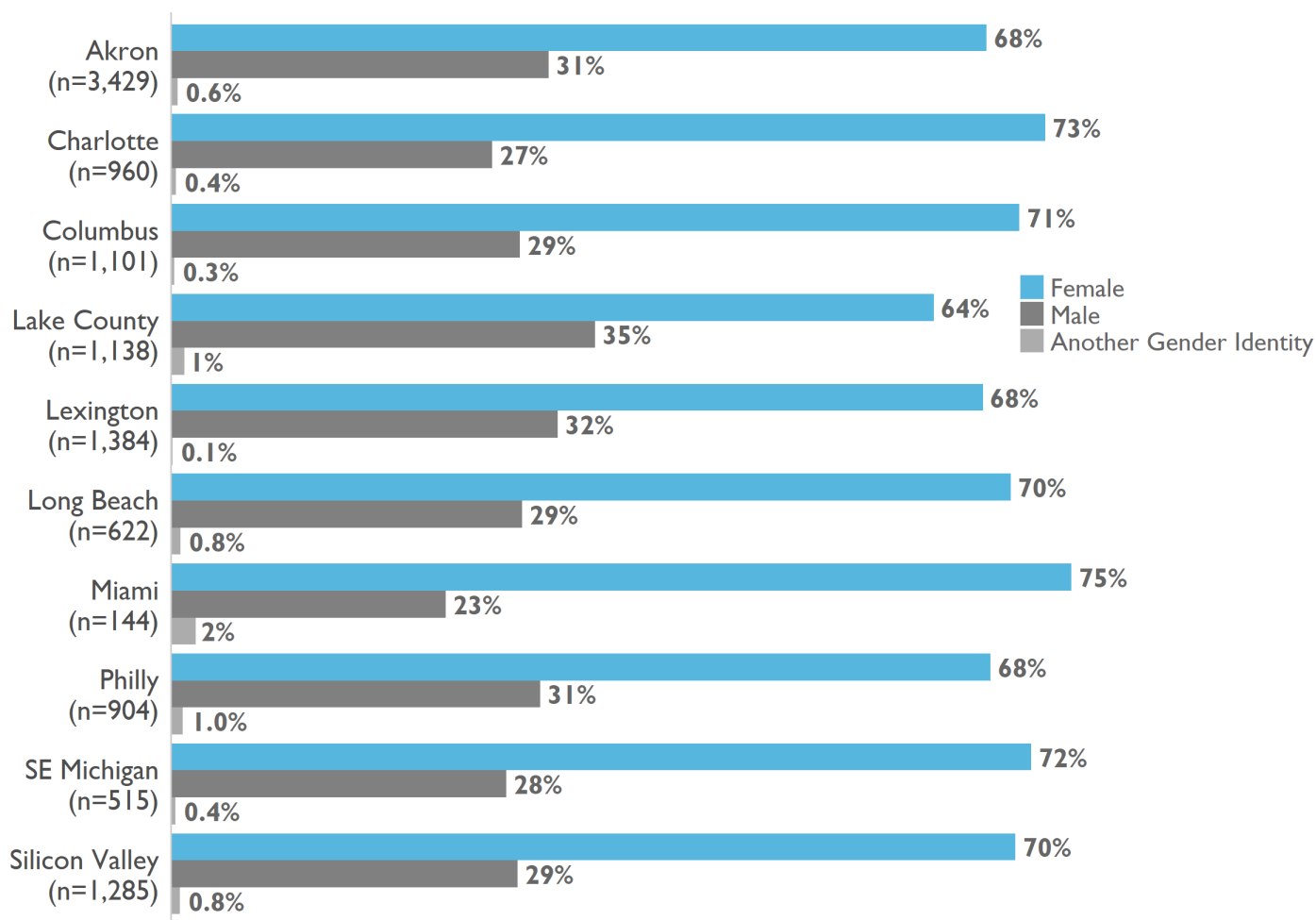
Who Responded to the Survey?

This section explores what we know about the more than 12,000 survey respondents whose perspectives, ideas, and experiences inform this report. This section provides a broad overview of trends that were consistent throughout most sites, and highlights important considerations for organizers of future *On the Table* initiatives and other community conversations. Detailed presentation of respondents' self-reported demographic information and civic engagement behavior can be found via each site's online data exploration tool.⁹

DEMOGRAPHICS

Respondents were asked about their demographic backgrounds, including gender, age, education, and race and ethnicity. **Figure 1** demonstrates the consistent overrepresentation of women in all *On the Table* sites across the country. If organizers seek more gender balance in their conversations, targeted recruiting of male respondents will likely be necessary.

FIGURE 1: *On the Table* Respondents are Mostly Female Across All Locations



Note on Comparison Data

While including all respondents would be preferable, comparisons are most accurate when restricted to both residents and respondents who live in the same geographic area. For **Figures 2-6** only, the graphs present both a subgroup of respondents in each site and corresponding data on all local residents in the same geography. Rather than including all respondents, these figures only include those respondents who live within the geographic area selected by the organizing community foundation for comparison to the local population. For example, 89% of *On the Table* Lake County respondents reported living within the comparison geography (Lake County) and are included in **Figures 2-6**. The local population is represented by the small, black lines in **Figures 2-4**. A full list of comparison geographies can be found in Appendix E.

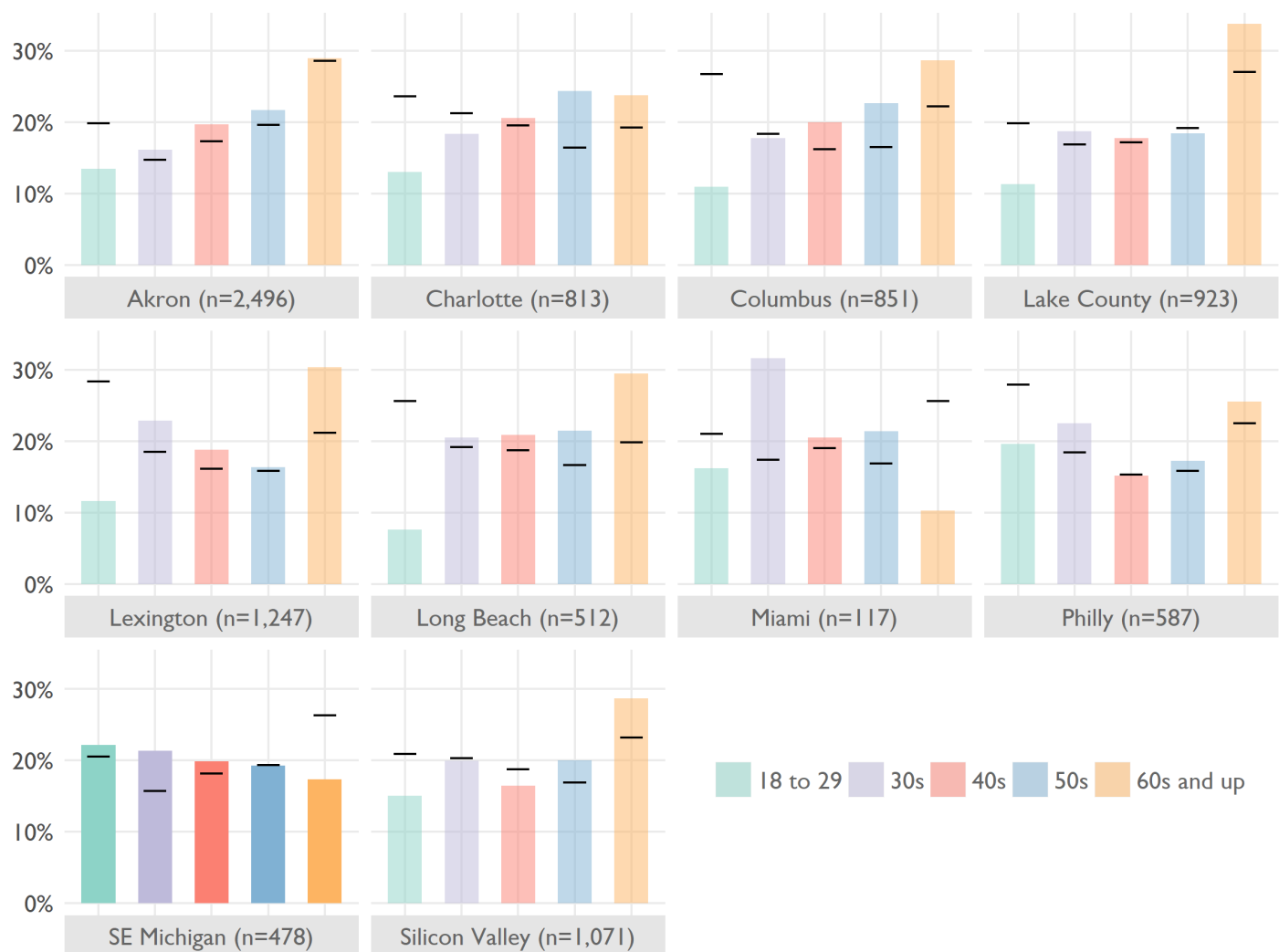
As shown in **Figure 2**, nearly every site saw overrepresentation of people over the age of 60 and underrepresentation of 18 to 29 year olds. In fact, one-half of all sites had more than twice as many participants 60 years and older as respondents under the age of 30 and 7 of 10 sites had over three times as many respondents 50 and up as respondents under 30.

Compared to the local population, represented by the black lines, we see that 18 to 29 year olds are underrepresented at all sites except for Southeast Michigan. Why was Southeast Michigan an exception to this trend?¹⁰

Organizers at the Community Foundation for Southeast Michigan oriented both their content and recruitment around youth issues and sought to have at least one-quarter of their participants be youth. With this priority infusing their preparation, planners were able to counter the consistent trend toward older respondents found in other *On the Table* sites. **Deliberate planning and targeted recruitment can have a large influence on who is included in *On the Table* and other community conversations.**

FIGURE 2: Age of Respondents by Decade

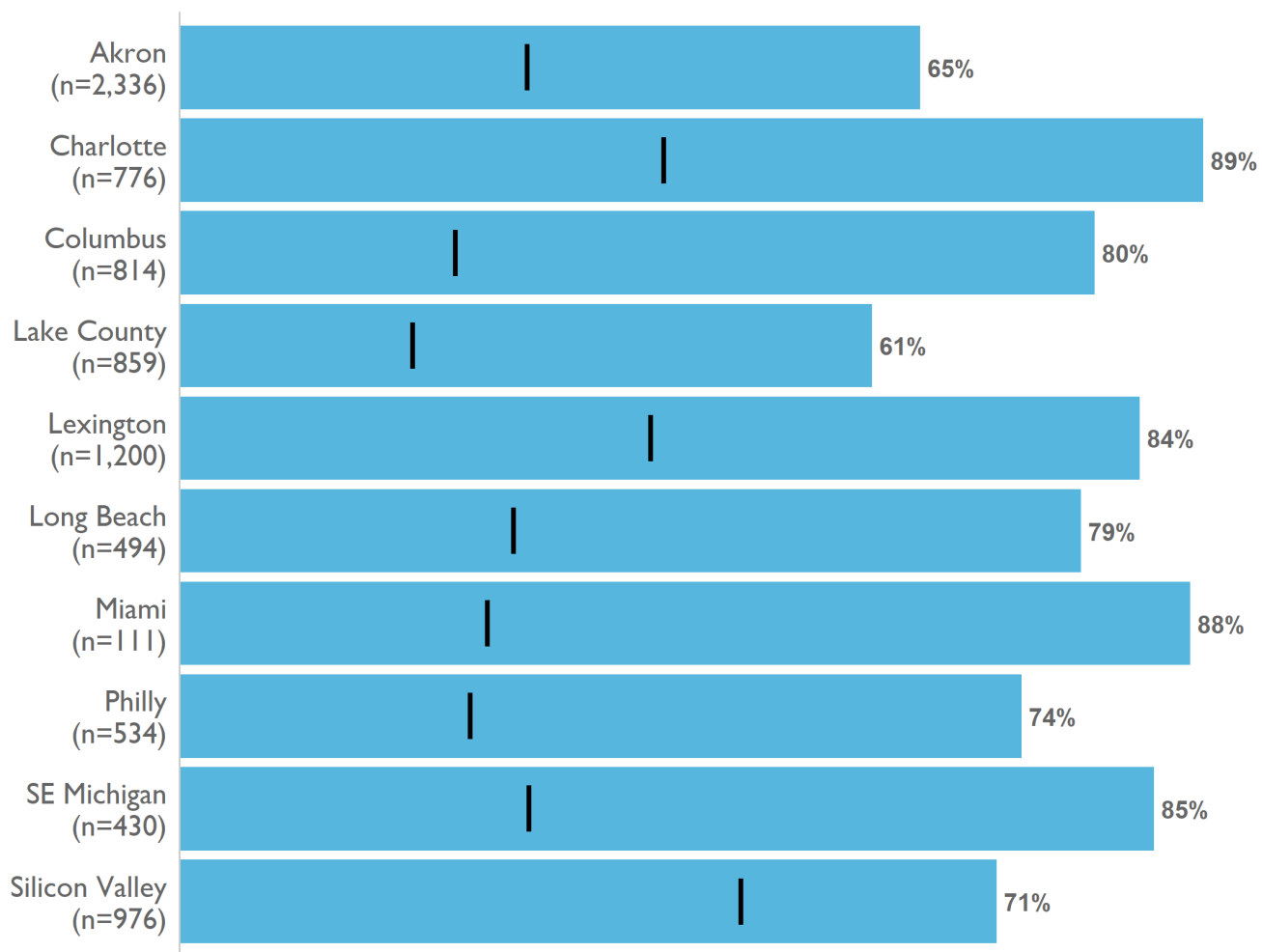
18 to 29 year olds are underrepresented at all sites except for Southeast Michigan. The horizontal black lines represent the corresponding % for residents in the region.



Source: U.S. Census Bureau; American Community Survey, 2011 - 2015. See Appendix E for information about region boundaries.

FIGURE 3: Respondents are Disproportionately More Likely to Have a Bachelor's Degree or Higher

% of Respondents with a Bachelor's or Graduate Degree (ages 25 and up). The horizontal black lines represent the corresponding % for residents in the region.



% of Respondents with a Bachelor's or Graduate Degree (Ages 25+)

Source: U.S. Census Bureau; American Community Survey, 2011 - 2015. See Appendix E for information about region boundaries.

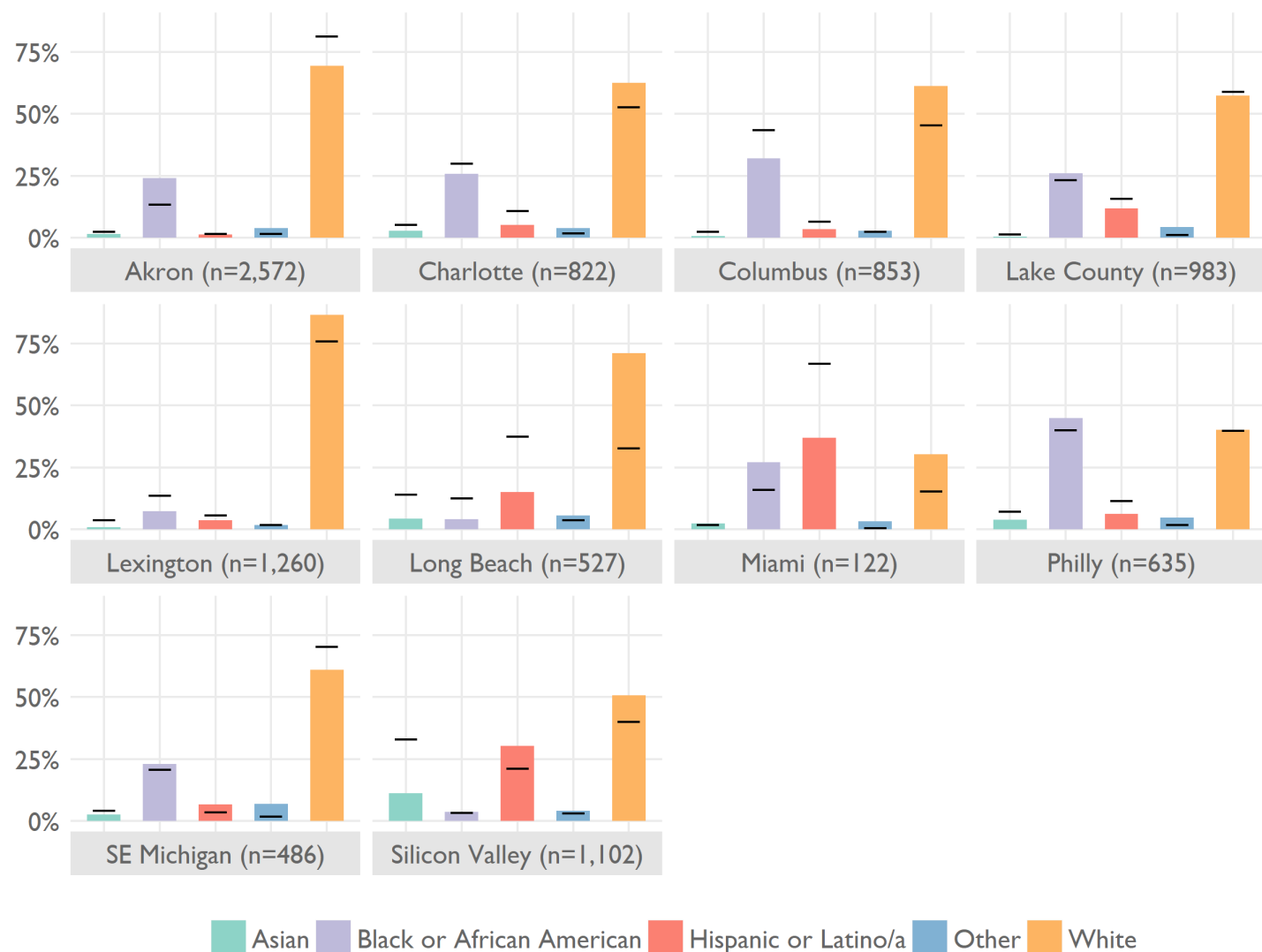
Overall, over 70% of respondents reported possessing a bachelor's degree or higher. As depicted in **Figure 3**, college-educated respondents were significantly overrepresented as compared to the local population in all communities where *On the Table* initiatives were implemented.

Figure 4 combines both race and ethnicity into one figure, since that is how the question was asked in the survey.¹³ As a result, the Hispanic/Latino category refers to any respondent who indicated they are Hispanic/Latino regardless of race. The White, Black or African-American, and Asian categories refer to respondents who selected only one race and are not Hispanic/Latino. All respondents who indicated that they identify as another race or ethnic identity or as multiracial are included in the Other category.

More than characteristics of gender, age and educational attainment, the racial and ethnic composition of respondents and local populations vary considerably from one site to the next.

FIGURE 4: Racial and Ethnic Background of Respondents Varies by Region

The horizontal black lines represent the corresponding % for residents in the region.



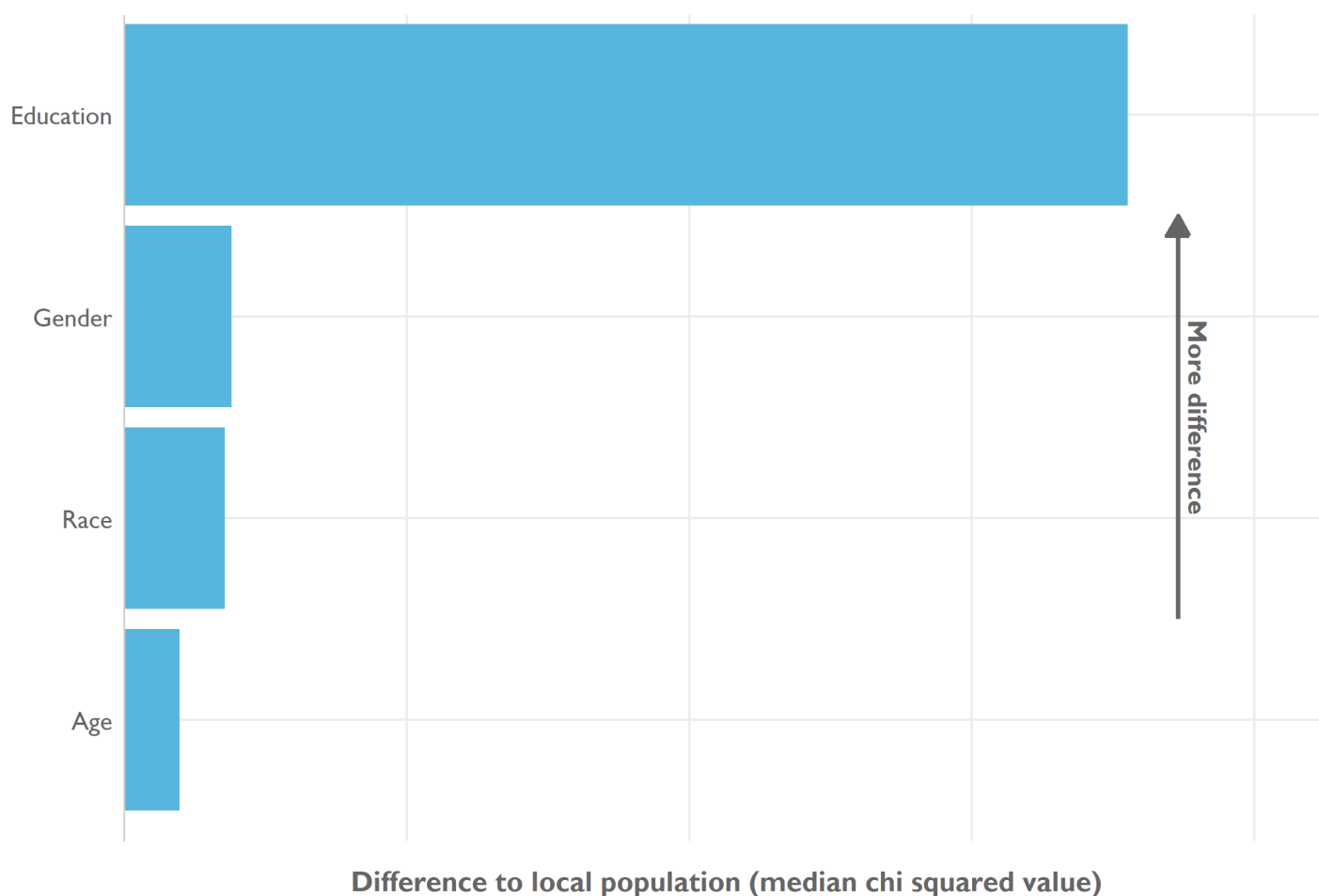
Source: U.S. Census Bureau; American Community Survey, 2011 - 2015, Voting Age Population by Citizenship and Race (CVAP)
See Appendix E for information about region boundaries.

When compared to the local population, as shown by the horizontal lines in **Figure 4**, most racial and ethnic groups are underrepresented at some sites and overrepresented at others. Due to this regional variation, this data is most useful at the individual site level as conveners can use it to customize decisions regarding outreach for the following year based on their specific respondent mix.

Overall, education was by far the least representative demographic variable in all 10 *On the Table* locations. **Figure 5** shows the level of difference between respondent demographics and demographics of the local population for each variable. When using a comprehensive measure to summarize difference it is clear that the educational backgrounds of respondents were least similar to local populations.¹¹

FIGURE 5: Respondents' Educational Backgrounds are Least Representative of Local Populations

The bars represent the level of difference to local population across all sites.



Taken together, important observations related to who responded to the survey include:

1. In general, *On the Table* respondents skewed older, more female, and **much more educated** than the populations of the communities in which the conversations took place. There was considerable variation in the over and underrepresentation of racial and ethnic background compared to local populations.
2. Results suggest it is possible to counteract these trends through planning, outreach, and design.

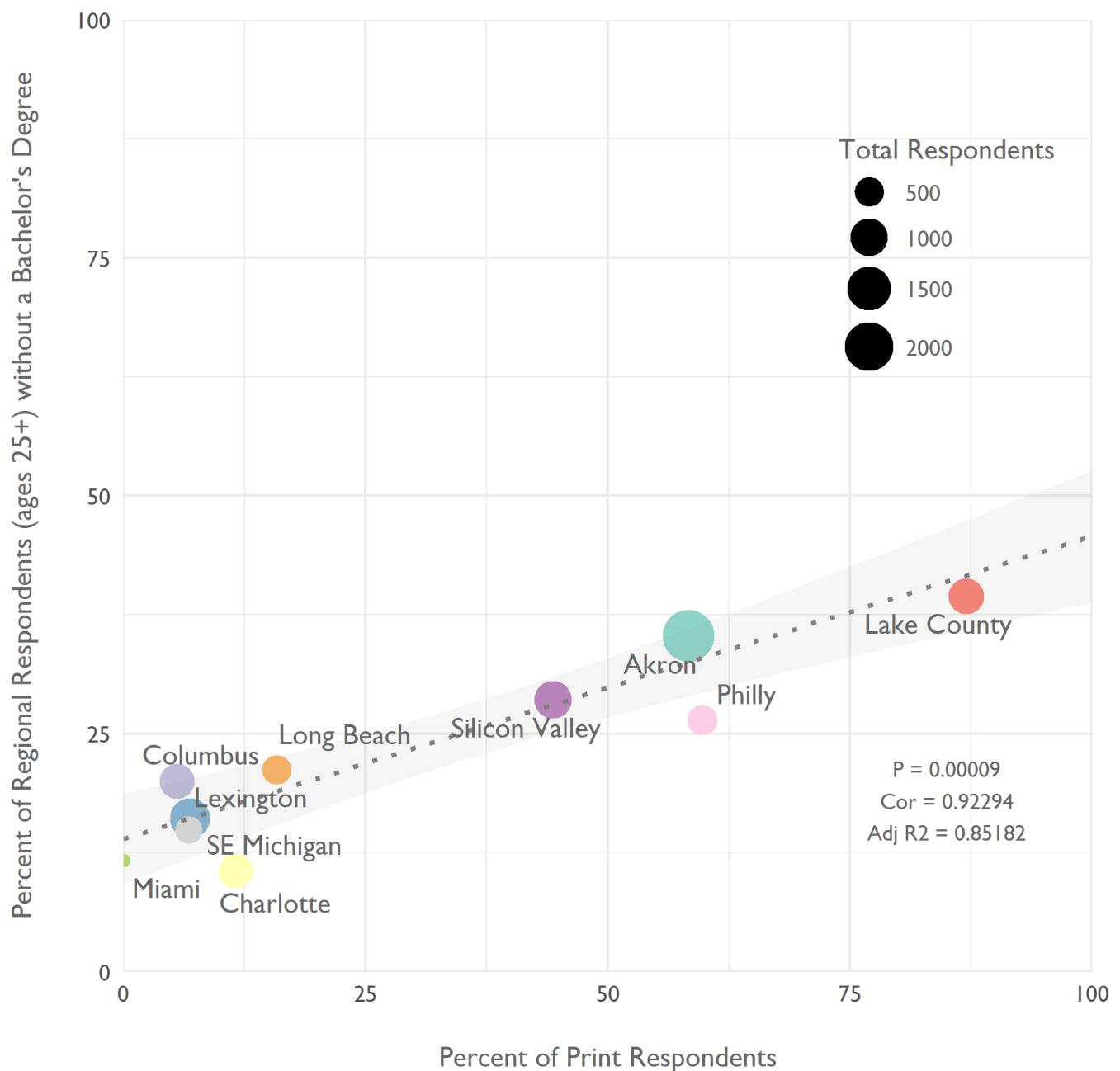
Improving demographic balance in future conversations

We do not have the necessary data to know to what extent the demographic background of respondents accurately reflects the background of all *On the Table* participants. However, for the purpose of improving access and inclusion in future conversations, we consider strategies for addressing the issues of survey non-response and disproportionate participation in *On the Table*.

First, if organizers are concerned that the demographic backgrounds of respondents may not accurately reflect the background of all *On the Table* participants, then they must consider strategies for improving survey design and response. One common strategy to increase survey accessibility and response is to make print surveys available to participants. *On the Table* sites incorporated the use of print surveys to different degrees, and Figure 6 demonstrates there is a significant, strong, and positive relationship between the percent of print surveys collected at a site and the percent of respondents with less than a bachelor's degree.

FIGURE 6: The Percent of Print Respondents Strongly Correlates with the Percent of Regional Respondents Without a Bachelor's Degree

For example, if a site collects zero print surveys, based on these observations we would expect that 14% of respondents would not have a bachelor's degree. If, however, a site collects 30% of surveys via print, we would expect the percent of respondents without a bachelor's degree to increase to 23%.



Based on these observations we would expect that a 10% increase in print respondents will be accompanied by a 3% increase in respondents without a bachelor's degree. While an increase in print respondents corresponds with an increase in the percentage of respondents without a college degree, it's important to note that even if 100% of responses were via print, we would still expect under 50% of the respondents to have less than a bachelor's degree. Furthermore, the data does not indicate a strong relationship between the percent of print surveys and the race, age or gender breakdown of respondents. Although incorporating print surveys can be part of the solution, these findings suggest that additional strategies will be needed to better engage underrepresented groups in the survey.

Second, if organizers are concerned that certain demographic groups are less likely to attend an *On the Table* conversation, then they must consider strategies for engaging underrepresented groups. Planning and outreach efforts should emphasize the inclusion of people with a wide variety of backgrounds, particularly people with less than a college degree. An important place to start is to examine what barriers might prevent people from attending an *On the Table* conversation. There are many resources for engaging with underrepresented groups; for example, the National Civic League recently published a guide to hosting inclusive conversations, *All-American Conversations Toolkit* and IPCE published a guide to engaging hard-to-reach populations in 2016.¹² Reaching out to underrepresented groups and maximizing the diversity of perspectives involved in discussions can increase both inclusion in community decision-making and help achieve the goals of *On the Table*.

What was Discussed

This section focuses on analysis of the issues that respondents discussed and explores trends found across all sites, while also highlighting issues that stood out in specific sites. After an overview and analysis of the top themes discussed, we explore the words that were highly associated with these themes in order to examine common language respondents used when discussing specific issues.

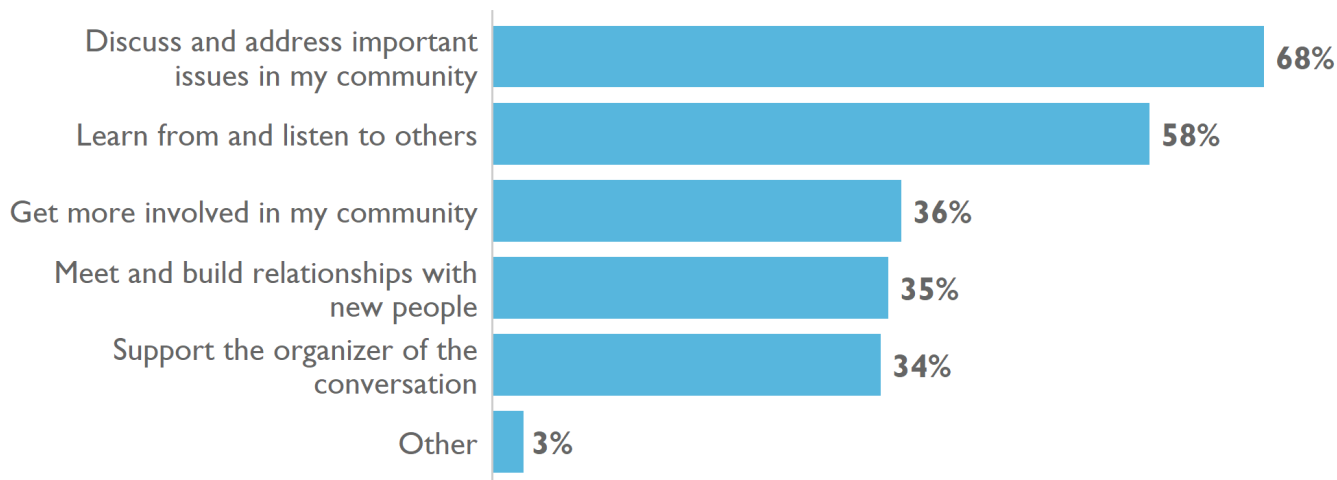
COMMON THEMES, CONTEXT, AND THE POWER OF THE CONVENER

Issues-based discussion is a key feature of *On the Table*, which is designed to provide an opportunity for participants to raise and discuss issues that impact their quality of life.

Figure 7 shows that when asked about their motivations for participating in *On the Table*, a majority of respondents said they came to the table to discuss and address important issues (68%) and to learn from and listen to others (58%).

FIGURE 7: Respondents Came to the Table to Discuss Issues and Listen to Others

% of respondents (n = 12,033 // select all that apply)



Additionally, when asked whether they raised an issue of concern regarding their community in their conversations, a majority of respondents (79%) reported raising an issue of concern and 71% provided an example of at least one issue they raised.

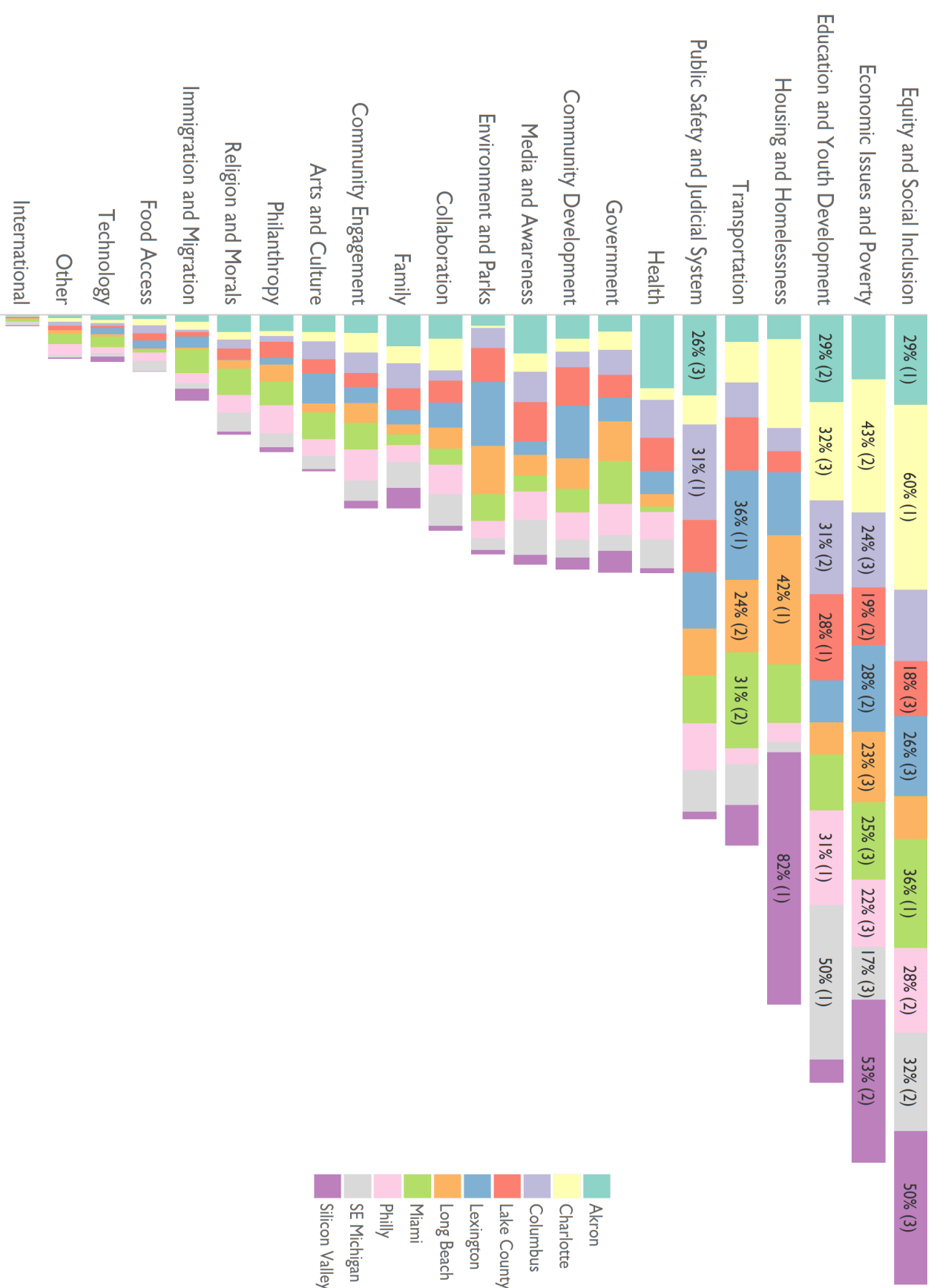
IPCE researchers categorized each example that survey respondents provided of an issue raised in conversation into one of 22 different themes. Results presented in **Figure 8** show the broad range of themes discussed by respondents and demonstrate the wide breadth of conversations. Overall, *On the Table* conversations touched on six major themes:

- **Equity and Social Inclusion**
- **Economic Issues and Poverty**
- **Education and Youth Development**
- **Public Safety and Judicial System**
- **Transportation**
- **Housing and Homelessness**

In conversations across all sites, respondents mentioned these six issues nearly twice as often as the other 16 issue areas combined. They were also the only issues that ranked within the top three issues in any individual site.

FIGURE 8: Discussion Themes Across All 10 Sites

% of respondents (n=8,631) with each site given equal weight. In other words, each bar is the sum total proportions for each theme for all sites. Values for the top 3 themes per site are presented with the ranking appearing in the parenthesis.



When taking the average rank of each theme into account (**Figure 9**), it becomes clear that Equity and Social Inclusion, Economic Issues and Poverty, and Education and Youth Development were universally major themes of discussion during *On the Table* conversations. Although Public Safety and the Judicial System, Transportation, and Housing and Homelessness are still major themes overall, these appear to be more dependent on local context and issues.

For example, the only sites where Housing and Homelessness ranked as a top three theme were Silicon Valley and Long Beach. These sites collectively accounted for over one-half of all mentions of this theme — it was not a top 10 theme in 4 of 10 sites. Similarly, transportation was a top three theme in only a few sites (Lexington, Long Beach and Miami), which also suggests that its prominence is driven by local priorities and concerns.

FIGURE 9: Average Rank of Discussion Themes Across All 10 Sites
% of respondents (n = 8,631). The six major themes appear in blue.

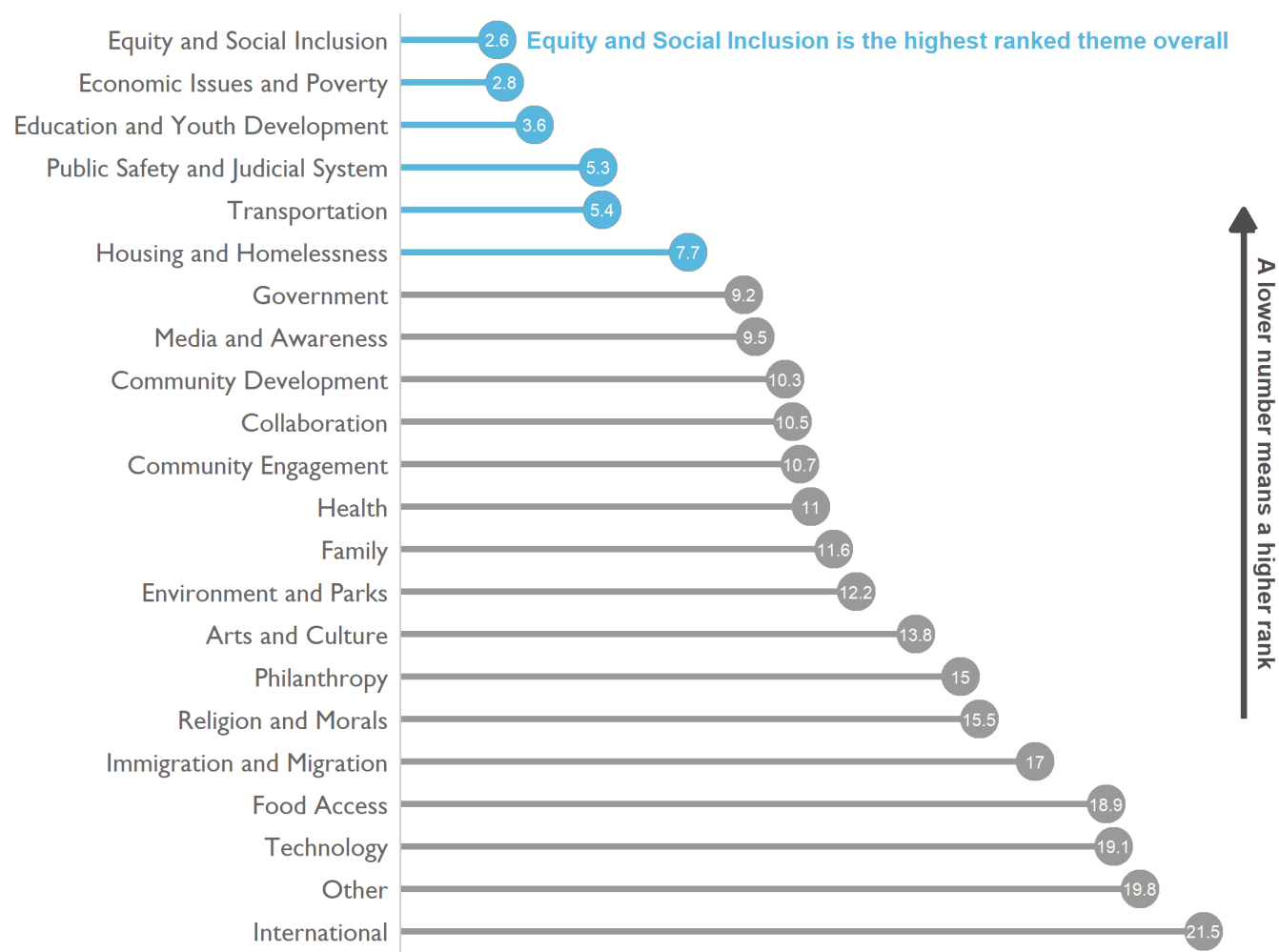
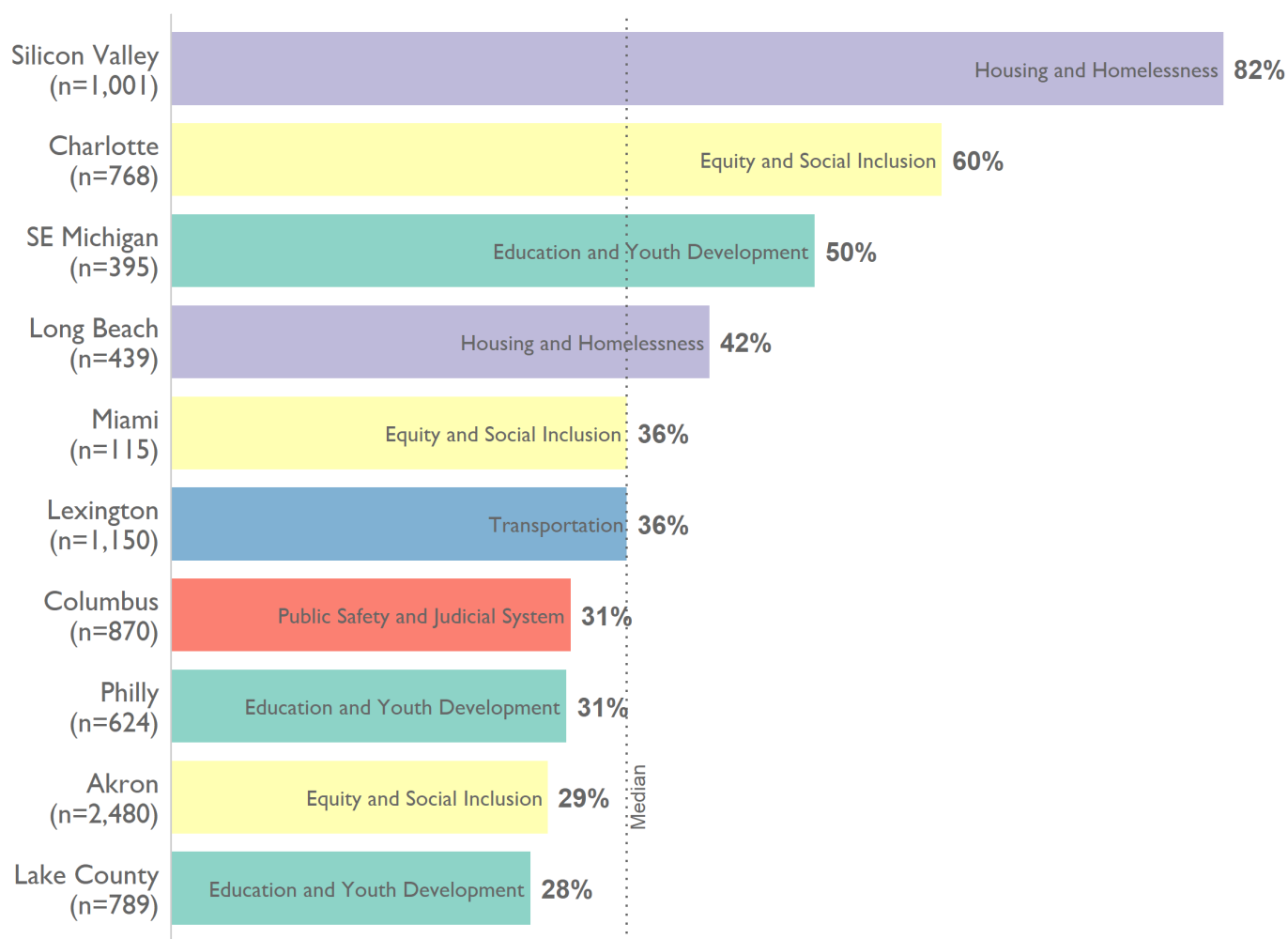


Figure 10 depicts the most frequently mentioned theme in each site and the percentage of respondents from that site who reported discussing it. Comparing the most frequently mentioned theme for the 10 sites reveals that Housing and Homelessness in Silicon Valley is an outlier. Notably, *On the Table* Silicon Valley was promoted and framed around this issue. Similarly, *On the Table* Southeastern Michigan focused on youth with many conversations taking place in schools — accordingly, one-half of the conversations in that site touched

FIGURE 10: *On the Table* Conveners Can Control the Conversation

Only the top ranked discussion theme for each site is shown. Unlike other sites, the *On the Table* conversation in Silicon Valley was themed (around Housing). The ‘n’ represents the number of respondents for this question by site.



on Education and Youth Development. This suggests that *On the Table* conveners can have a large amount of influence over the content of *On the Table* conversations.

Taken together, we find three important implications of these observations:

1. The convener can influence the *focus* of conversations. If the convener encourages *On the Table* discussions around housing then participants will likely talk about housing.
2. Equity and Social Inclusion, Economic Issues and Poverty, and Education and Youth Development were of universal interest during *On the Table* conversations. If conversations are promoted more generally as “civic conversations,” expect participants to spend time talking about topics related to these themes.
3. Local context and priorities matter. If transportation, for example, is a priority issue in an area then participants are likely to bring it up in conversation.

TOPICS DISCUSSED WITHIN THE MAJOR THEMES

Each of the six major themes discussed during *On the Table* conversations contain within them a variety of different topics as defined by IPCE.¹⁴

The following figures provide information about the words and topics respondents used when discussing major themes. **Figure 11** presents the word stems that best capture a given theme and provides a snapshot of the most common topics discussed across all sites.¹⁵

Understanding the word stems and words that were associated with major themes expands their meaning and shows the wide range of subtopics within each theme. For example, the theme of Education and Youth Development was best captured by the following words: *education, school, students, youth, mentor, teachers, bullying, children, and kids*.

A Brief Description of Major Themes

Equity and Social Inclusion

The equity and social inclusion category uses a social justice lens to account for forms of exclusion and issues of access and equality for underserved groups. This category refers to youth access and engagement concerns, racism, LGBT inclusion, and issues of disparity as noted across income levels, racial groups, and neighborhoods.

Economic Issues and Poverty

The economic issues and poverty category refers to economic development on the one hand and economic insecurity or poverty on the other. It covers unemployment and jobs as well as income inequality, wage, and workforce development issues.

Education and Youth Development

The education and youth development category refers primarily to schools and students with additional focal points on mentoring and general youth development. It is also inclusive of other related topics such as parent involvement, after school programs, job training, and education research.

Transportation

The transportation category refers to transportation access and transportation infrastructure.

Public Safety and Judicial System

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

Housing and Homelessness

The housing and homelessness category primarily refers to homelessness and issues around home ownership and renting responsibilities, especially housing affordability.

FIGURE 11: Top Ten Word Stems That Best Capture the Major Six Themes

		Discussion Theme					
		Equity and Social Inclusion	Economic Issues and Poverty	Education and Youth Development	Transportation	Public Safety and Judicial System	Housing and Homelessness
Word Stem Rank	1	afford(able)	afford(able)	educ(ation)	transport(ation)	crime	hous(ing)
	2	access	poverty	school(s)	traffic	safety	homeless(ness)
	3	divers(ity)	job	student(s)	park(ing)	drug(s)	afford(able)
	4	youth	busi(ness)	youth	road(s)	polic(e)	rent
	5	gentrif(ication)	econom(ic)	mentor	sidewalk(s)	violenc(e)	rental
	6	senior	hous(ing)	teacher	transit	safe	home(s)
	7	cost	incom(e)	children	street(s)	justic(e)	property
	8	inequ(ality)	cost	bully(ing)	bus	panhandl(ing)	shelter
	9	race	employ(ment)	library	bike	opioid	price
	10	racism	develop(ment)	learn	pedestrian	law(s)	cost

In addition to examining the words that are most closely aligned with the top six themes, words that consistently appear near each other in text can shed light on respondents' discussions. **Figure 12** presents the top words overall, their counts, and the three words they most frequently appear with in text.

FIGURE 12: Top Words Overall, Their Counts, and the Three Words They Most Frequently Appear with in Text¹⁶

The Top Words	Word Count	Most Associate Word	2nd Most Associated Word	3rd Most Associated Word
community	1412	pride	engagement	involvement
housing	1244	affordable	cost	income
lack	1006	affordable	options	communication
education	710	equal	childhood	quality
transportation	605	public	reliable	access
affordable	543	housing	lack	class
city	484	lexington	feel	council
youth	457	activities	adults	opportunities
issues	440	discussed	concerns	addressed
public	435	transportation	transit	bus

The top three words that appeared across all sites included *community*, *housing*, and *lack*. While the word *community* was also associated with *pride* and *engagement*, both *housing* and *lack* were associated with affordability. The frequency of these words together is suggestive of the widespread desire of respondents in many regions to have access to more services and highlights the lack of services, especially affordable housing.

This text analysis of survey responses highlights that the richness of respondents' description of issues can be one of the most valuable outputs of a well-designed *On the Table*. Since conversation conveners can strongly influence the topics of discussion (**Figure 10**), they may find it useful to plan their initiative around the issues they are hoping to address.

Impact of Conversations

In this section, we consider the impact of *On the Table* by exploring the extent to which respondents learned about new ways to take action, connected with fellow participants, and committed to taking action based on what was discussed at their conversations. In addition, we consider how to increase this type of impact for future conversations. Though we are not able to make causal claims from *On the Table* survey data (i.e., that X leads to or determines Y), the relationships of certain variables related to impact may provide important signals about which characteristics are related to greater impact — especially when we see similar relationships across all *On the Table* initiatives nationwide.

IMPACT MEASURES: LEARNING, CONNECTING, AND TAKING ACTION

To better understand the impact of *On the Table* conversations, the survey included three questions directly related to the goals of becoming more informed, building new relationships, and taking action around community issues discussed.

After participating in their conversation, 58% of respondents said they have a somewhat-to-much better understanding of how they, personally, can help address the issues facing their community. Overall, 19% of respondents reported having a much better understanding and 14% of respondents indicated no change, as shown in **Figure 13**.

Regarding new connections, **Figure 14** shows nearly two-thirds (64%) of respondents reported connecting with others at their conversations by speaking with one or more attendees they did not already know before and/or after the conversations. Additionally, 28% exchanged contact information with one or more attendees they did not already know, and 18% made specific plans to work with one or more attendees. Conversely, 22% indicated not connecting with other conversation attendees in any of the ways listed in the response options.

FIGURE 13: Most Respondents Gained New Understanding Around Community Action
% of respondents (n = 11,774) in response to the question “After participating in your conversation, to what extent do you better understand how you, personally, can help address the issues facing your community?”

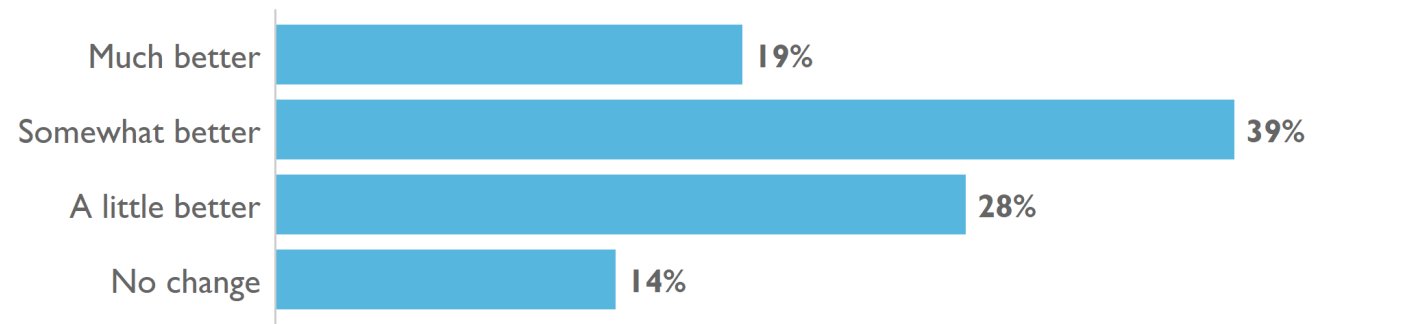
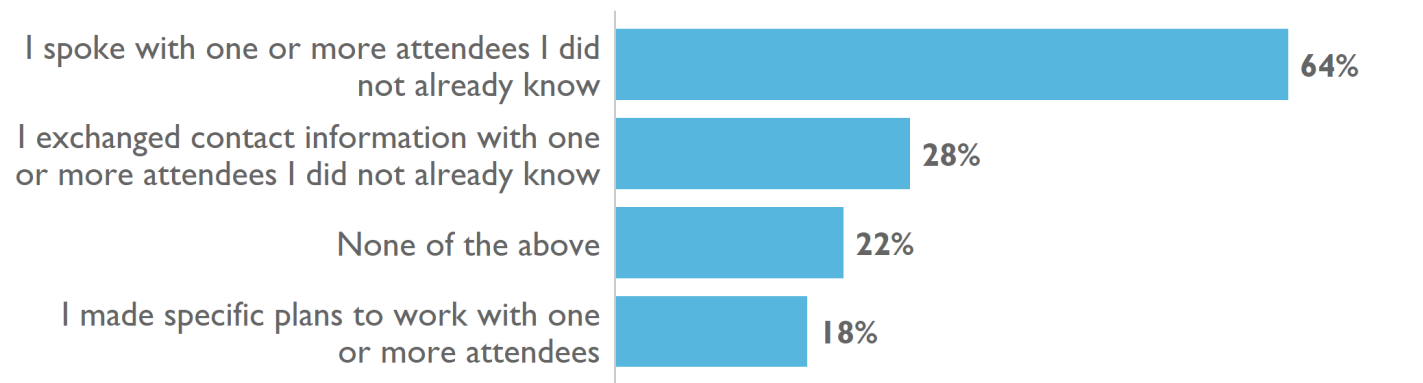


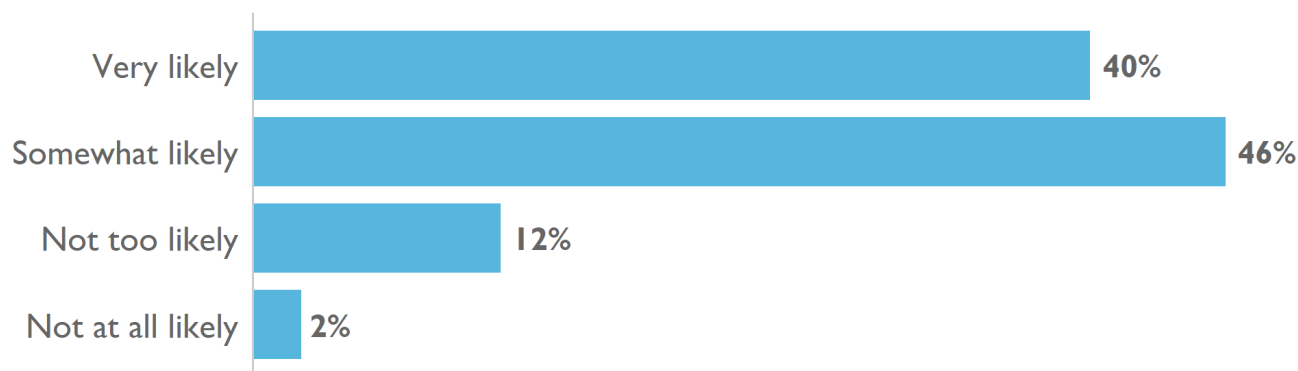
FIGURE 14: Nearly Two-Thirds of Respondents Spoke with Someone New
% of respondents (n = 11,667) in response to the question “How did you connect with others at your conversation(s)?”



Concerning how likely they are to take specific actions or next steps regarding an issue or solution discussed, 86% of respondents indicated they are somewhat-to-very likely to take action (see **Figure 15**).

FIGURE 15: Almost 9 in 10 Respondents were Likely to Take Action After *On the Table*

% of respondents (n = 11,753) in response to the question “How likely are you to take specific actions or next steps regarding an issues or solution discussed?”



Of the 86% of respondents who were likely to take action, when asked about what actions or next steps they are likely to take, 67% said they want to build relationships and collaborate, 62% said they are interested in raising awareness and educating others, and 53% said they hope to get more involved in community.¹⁷

MOVING THE IMPACT NEEDLE

The data presented in the previous section demonstrates baseline impact across the 10 *On the Table* sites. When looking at the *highest levels* of respondent impact overall, we see 19% of respondents gained a much better understanding of how they, personally, can help address the issues facing their community, 18% made specific plans to work with one or more attendees, and 40% are very likely to take specific actions or next steps regarding an issue or solution discussed.

How might we increase the impact of *On the Table* and other community conversations? If the intention of these conversations is for people to come together to learn, connect and take action, what might organizers, facilitators, and participants do to improve the chances that this desired impact occurs? The analysis presented in this section seeks to answer these questions.

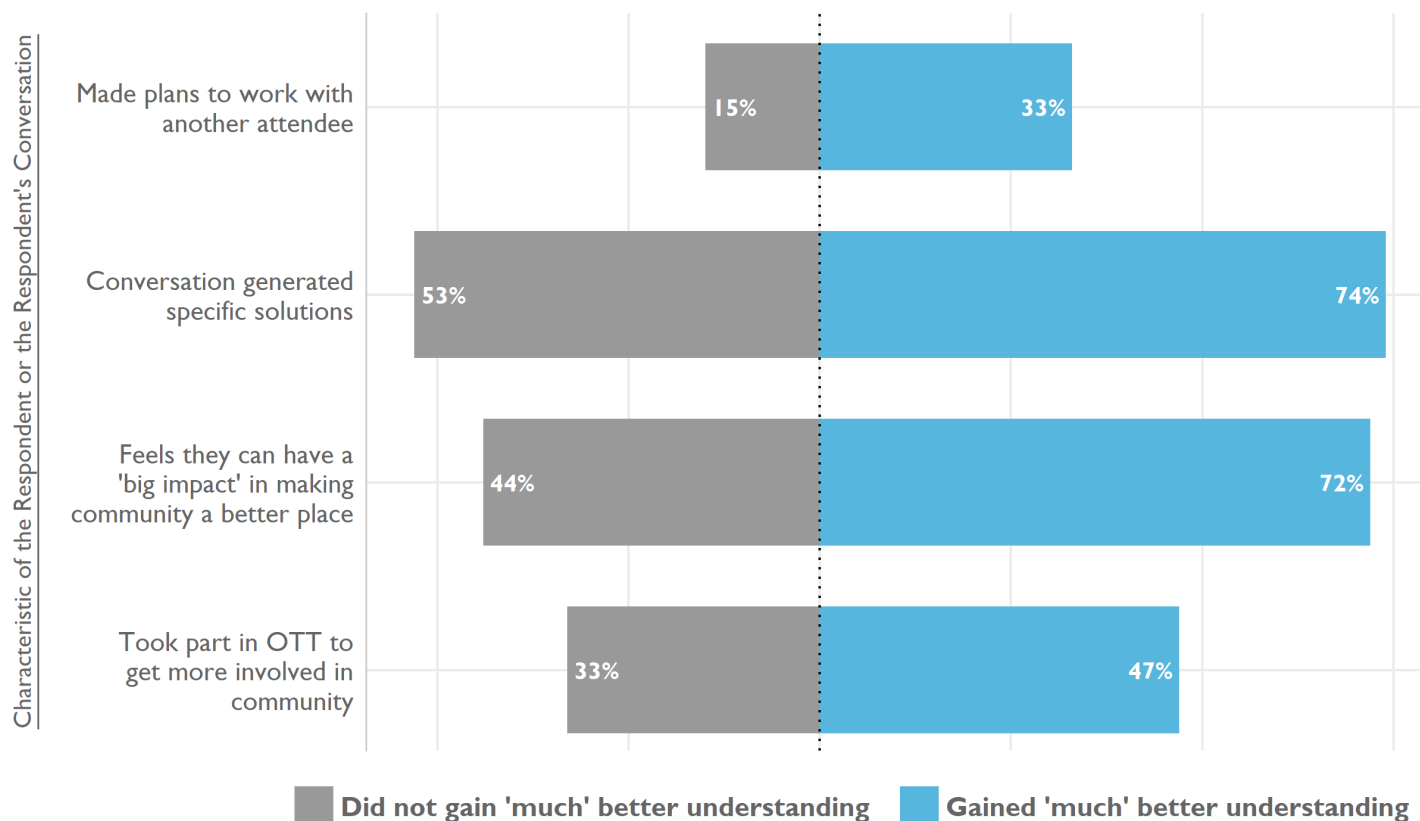
Learning through solution-oriented conversations and connection

To better understand what might enhance the learning experience for conversation participants, we have identified the characteristics that best distinguish respondents who gained a much better understanding of how they, personally, can help address the issues facing their community. The data presented in **Figure 16** suggest that the two characteristics of conversations most strongly related to action-oriented learning are:

- whether or not the conversation generated solutions
- whether or not the respondent made plans to work with a fellow attendee

FIGURE 16: Key Characteristics of Those Who Learn the Most During the Conversation

For example, of respondents who gained a much better understanding of how they can help address the issues facing their community, 33% made plans to work with another attendee. Of respondents who did not gain a much better understanding, just 15% made plans to work with another attendee.



We also see respondent characteristics that appear to prime them for action-oriented learning:

- the extent to which they feel they can have an impact in their communities
- whether or not they were motivated to attend the conversation in order to get more involved in their community

Fostering Connection

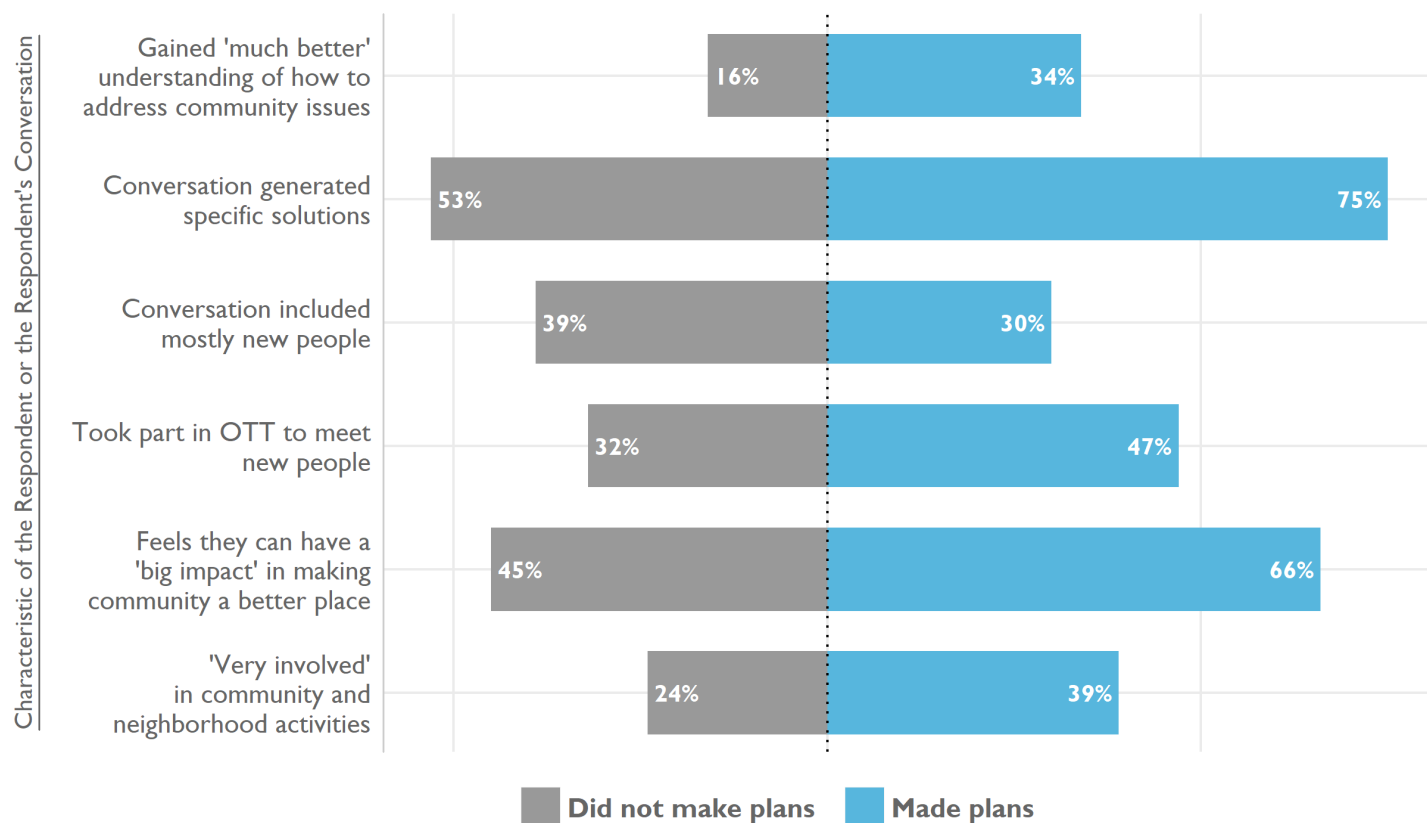
To better understand what might enhance connection and collaboration between conversation participants, we have identified the variables that best distinguish respondents who made specific plans to work with one or more attendees to address a new idea, issue, or project in the future.

The data presented in **Figure 17** suggest that the three characteristics of conversations most strongly related to making plans with a fellow attendee include:

- the extent to which respondents learned about new ways to address community issues
- whether or not the conversation generated solutions
- the extent to which the conversation included familiar people

FIGURE 17: Key Characteristics of Those Who Make Plans to Take Action with a Fellow Attendee

For example, of respondents who made specific plans to work with one or more attendees to address a new idea, issue, or project in the future, 75% took part in a conversation that generated specific solutions. Of respondents who did not make plans, 53% took part in a conversation that generated specific solutions.



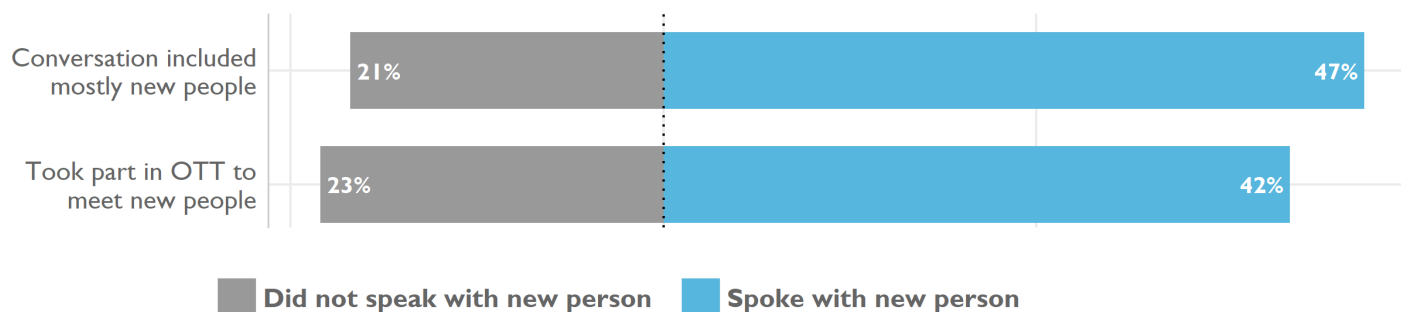
It appears that taking part in a solution-generating conversation, gaining new ideas on how to address issues in their community, and having a conversation with at least 50% or more familiar people encourage respondents to make action plans with fellow attendees.

Three characteristics of respondents that appear to prime them to make action plans with fellow participants include:

- the extent to which they feel they can have an impact in their communities
- the extent to which they are involved in community and neighborhood activities
- whether or not they were motivated to attend the conversation in order to meet new people

The data presented in Figure 18 unsurprisingly suggest that participants are more likely to speak with someone they did not know before the conversation when they are engaged with mostly people they do not already know, and when their motivation for participation was to meet new people. Respondents who spoke with someone new were more than twice as likely to attend a conversation that included mostly new people (47% vs. 21%) and nearly twice as likely to say they participated in *On the Table* to meet new people (42% vs. 23%).

FIGURE 18: Key Characteristics of Those Who Spoke with Someone New



Bringing it all together: Supporting Action

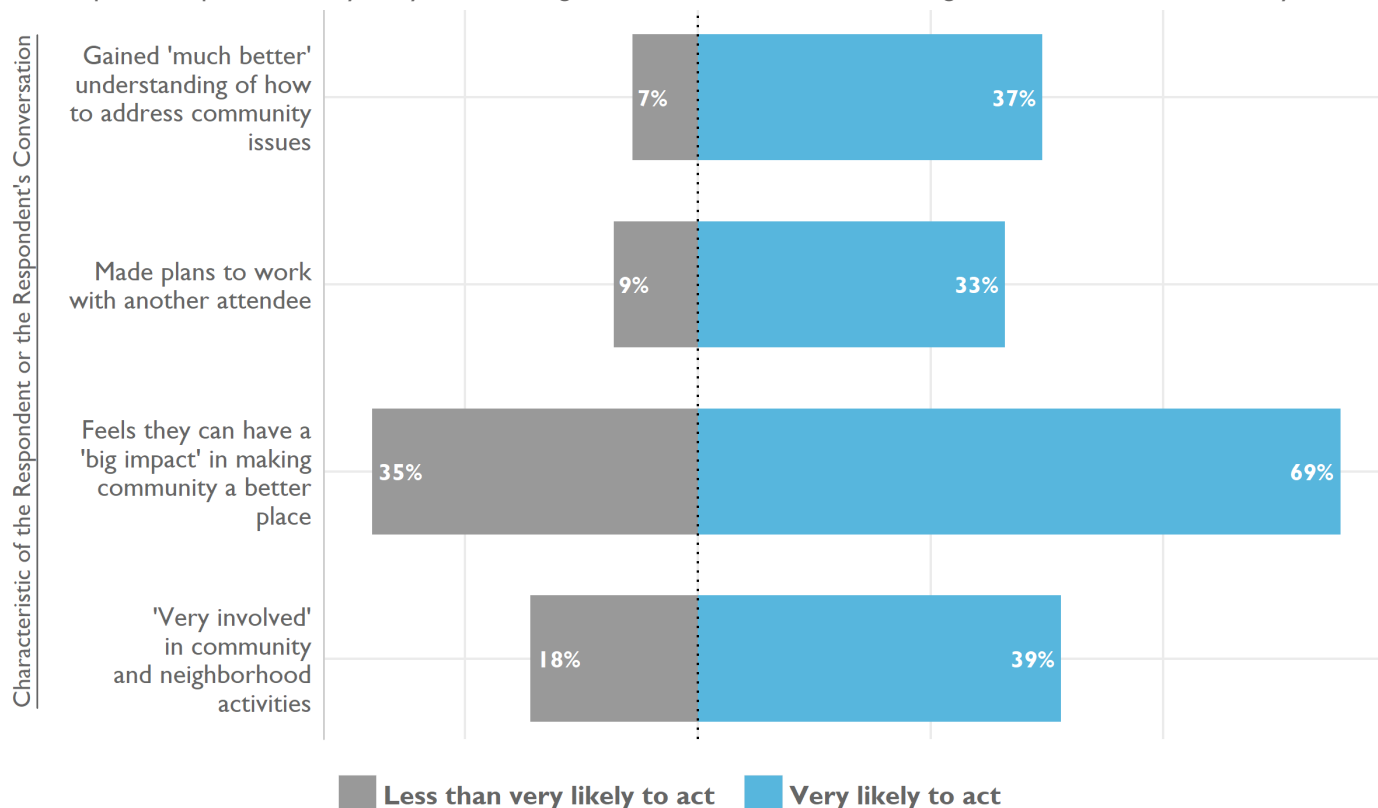
In order to better understand what might increase the number of people who are likely to take action, we've identified the characteristics that best distinguish respondents who were very likely to take specific actions regarding an issue or solution discussed compared to those who were less than very likely. **Figure 19** demonstrates that two key measures of impact are strongly associated with a commitment to take action:

- the extent to which respondents learned about new ways to address community issues
- whether or not the respondent made plans to work with a fellow attendee

Specifically, of respondents who were very likely to act, 37% gained a much better understanding of how to address community issues (compared to 7% for respondents who were less than very likely to act) and 33% made plans to work with another attendee (compared to 9%).

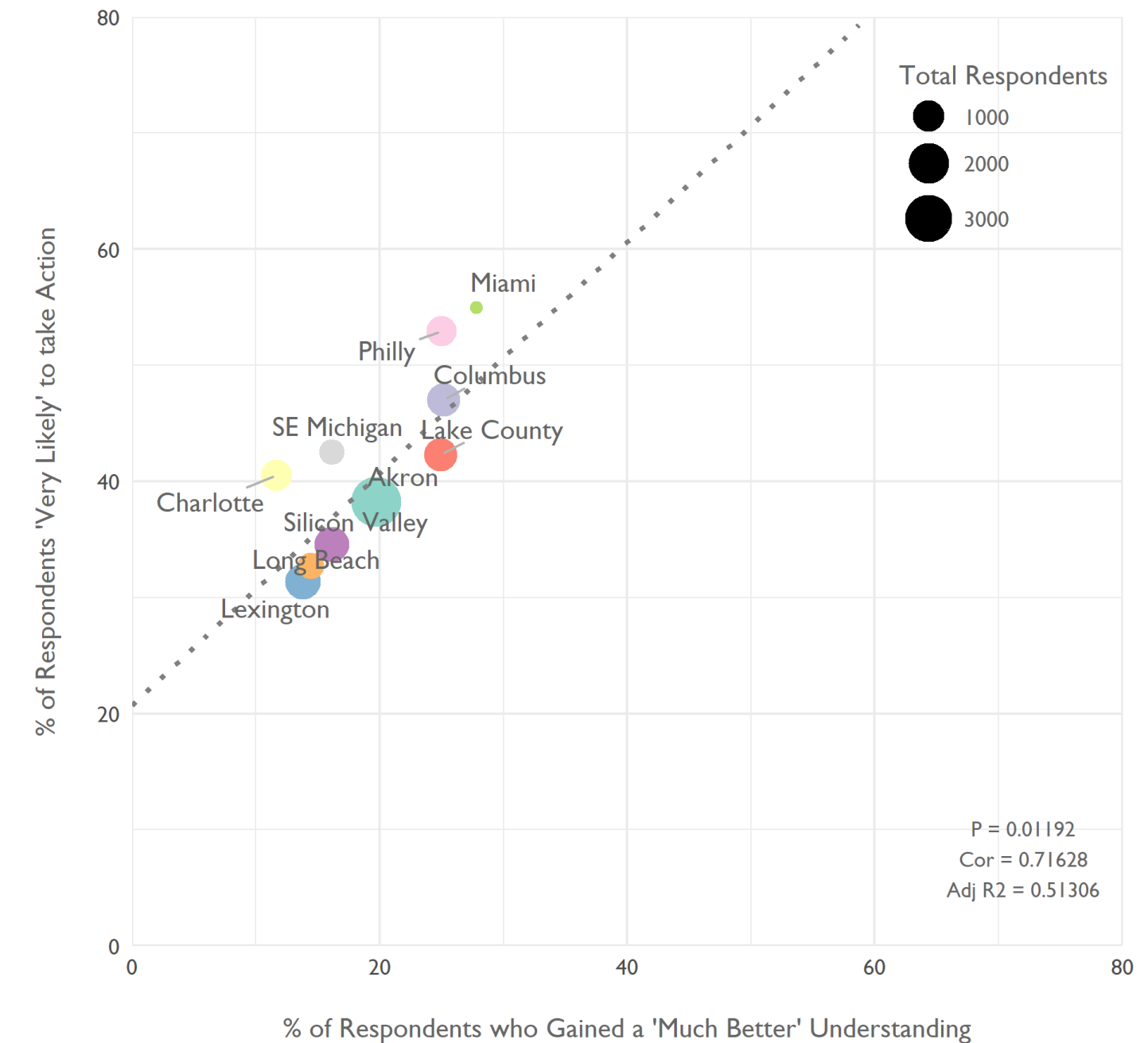
FIGURE 19: Key Characteristics of Those Most Likely to Act

For example, of respondents very likely to act, 37% gained a much better understanding of how to address community issues.



To further demonstrate the relationship between these variables, **Figure 20** depicts the linear relationship between learning about issues and likelihood to take action and demonstrates that they are highly correlated. These observations suggest that for every 10% absolute increase in the percent of respondents who gained a much better understanding of how they can help address the issues facing their community there will be a 10% increase in the percent of respondents who are very likely to take specific actions or next steps regarding an issue or solution discussed. Though not visualized, the linear relationship between making plans to work with another attendee and likelihood to take action is very similar to what is depicted in **Figure 20**.

FIGURE 20: Learning and Action are Highly Correlated
For example, if zero respondents gain a much better understanding, based on these observations we would expect that 21% of respondents would be very likely to take action. If, however, 30% of respondents gain a much better understanding, we would expect the percent of respondents who are very likely to take action to increase to 51%.



These results suggest that the best way to encourage post-*On the Table* action is to ensure that participants learn new ways to address issues in their community and commit to taking action with at least one other fellow participant. The key characteristic of conversations that appear to promote learning and connection is having a conversation that generates solutions. This is valuable insight for sites that are considering how to enhance learning and connection during conversations.

Figure 19 also demonstrates that two characteristics of respondents appear to prime them for taking action after an *On The Table* conversation:

- being very involved in community and neighborhood activities
- believing that they can have a big impact in making their community a better place to live

Of respondents who are very likely to take action, 39% are very involved in community activities (compared to 18% of respondents who were less than very likely to act) and 69% believe they can have a big impact (compared to 35%).

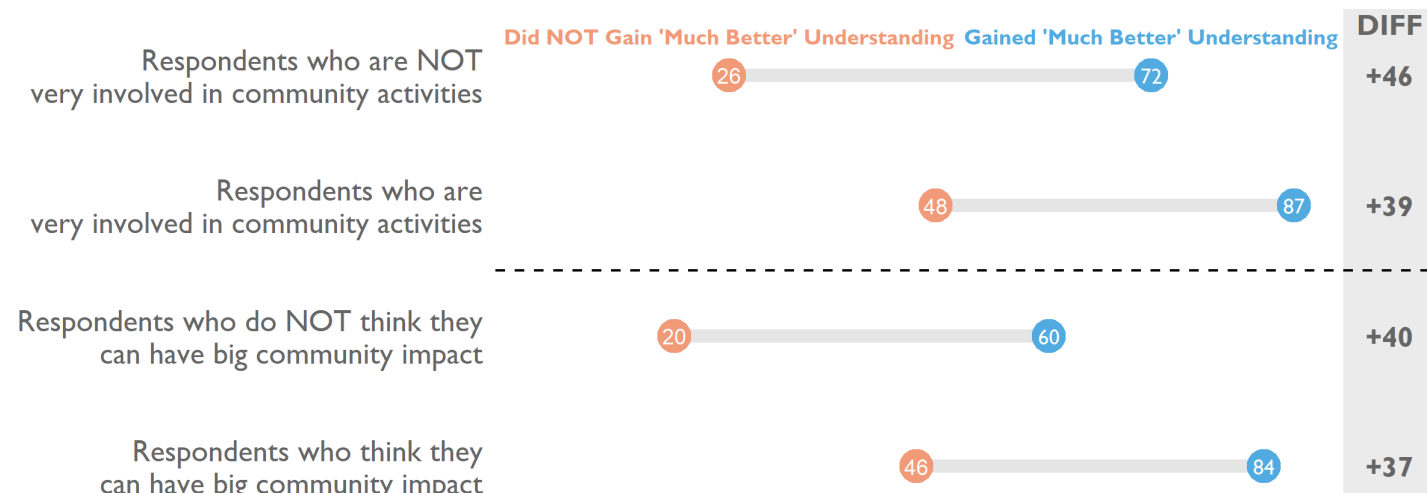
These results, however, may also suggest that people who were already involved and motivated to take action were more likely to learn and connect. Therefore, perhaps it's not so much the conversations that encouraged action, but the behaviors and attitudes of the respondents going into the conversations that matters. To better understand this dynamic, **Figures 20** and **21** break down the influence that involvement and perceived impact may have on one's likelihood to take action.

In **Figure 21**, the dots represent the respondents who reported gaining less than a much better understanding of how they can help address issues facing their community (orange) and those who reported gaining a much better understanding (blue). Each bar represents a different respondent characteristic. The further to the right the dot appears on the horizontal axis, the higher the percentage of people in that group who reported being very likely to take action after *On the Table*. For example, the top left dot shows that of respondents who did NOT gain a much better understanding and are NOT very involved in their community, 26% were very likely to take action. In contrast, the top right dot shows that of those who DID gain a much better understanding and are NOT very involved in their community, 72% were very likely to take action. This difference demonstrates the power of learning during conversations.

Just looking at the four groups of respondents who did NOT gain a much better understanding (the orange dots), we see that of respondents who entered the conversation already more involved in their communities, 48% were likely to take post-conversation action compared to 26% of respondents who are less involved in their communities. Of respondents who were more optimistic about their ability to make impact, 46% were likely to take post-conversation action compared to 20% who were less optimistic. This shows that community involvement and perceived impact influence respondents' likelihood to take action.

FIGURE 21: Learning Ways to Address Community Issues Spurs Action

For respondents who were less than very involved in community activities, only 26% were very likely to take action if they gained less than a much better understanding of ways to address issues in their community compared to 72% if they gained a much better understanding.



However, comparing the orange dots to the blue dots demonstrates something potentially very powerful: not only does every group rise substantially if they gain a much better understanding (from orange to blue) — regardless of community involvement or perception of impact — but the lowest quantity blue dot (60%) is still larger than the highest quantity orange dot (48%)! In other words, respondents who are very involved in their communities or who think they can have a big impact but did not gain a much better understanding of new ways to address community issues were less likely to take action than less involved or less optimistic respondents who gained a much better understanding.

This suggests that learning about new ways to address community issues during conversation is a powerful and effective method for inspiring action regardless of engagement attitudes and behavior — and may inspire the least involved and optimistic respondents to take action at similar rates as the most involved.¹⁸

Figure 22 replicates the format of **Figure 21**, but shows results for each of the 10 sites individually, and demonstrates the relationship between learning and likelihood for action for each site. As in **Figure 22**, the orange dots represent the respondents who reported gaining less than a much better understanding of how they can help address issues facing their community, and the blue dots represent those who reported gaining a much better understanding. At all 10 sites, results show that respondents who state they gained a much better understanding of how to help address issues facing their community were much more likely to take action compared to respondents who did NOT gain a much better understanding. Furthermore, at all sites, **respondents who are very involved in their communities or feel they can have a big impact but did not gain a much better understanding of new ways to address community issues were less likely to take action than less involved or less optimistic respondents who did gain a much better understanding.**

FIGURE 22: Action Learning During Conversation Promotes Post-Conversation Action Across All 10 Sites

Across all ten sites, respondents who state they 'much better understand how to address the issues facing your community' after the conversation appear activated to take action regardless of engagement attitudes and behavior.

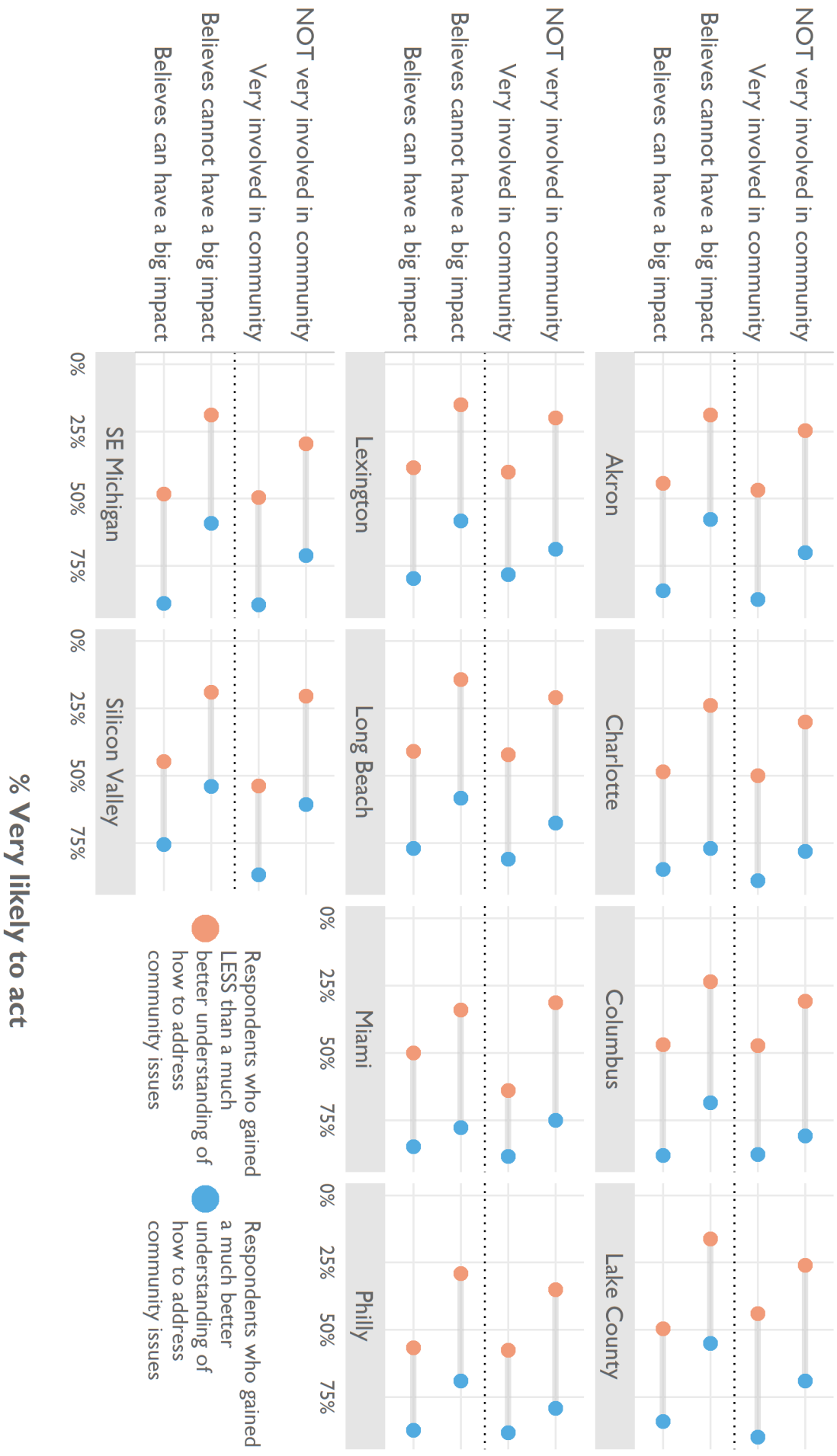
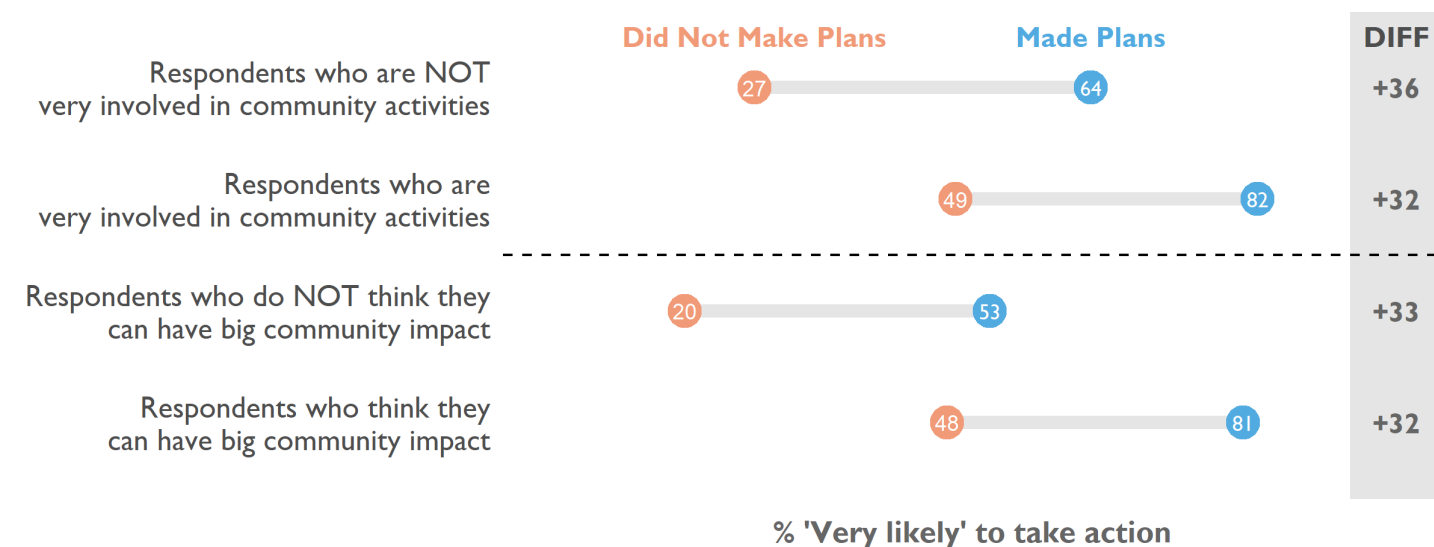


Figure 23 also follows a similar layout; however, the dots represent respondents groups who did not make plans (orange) and made plans (blue) with a fellow attendee to address an issue discussed. The results for making plans are similar to the results for learning; we see that **making plans appears to have a powerful influence on respondent’s likelihood to take action regardless of whether they are already involved in their communities.**

FIGURE 23: Making Plans with Another Attendee Spurs Action

For respondents who did not make plans, only 27% were very likely to take action if they did not make plans with a fellow attendee compared to 64% if they did make plans.



Ultimately, the results presented in **Figures 21** through **Figures 23** suggest that learning new ways to address community issues during one’s conversation and making plans to act with a fellow participant encourages action — regardless of how involved or optimistic about personal impact one is going into the conversation. **When it comes to inspiring action, knowledge is power and connection matters.**

Taken together, analysis of survey data on impact suggests that:

- To **increase post-conversation action**, make sure participants are learning new ways that they can address community issues and are making specific plans for future action with each other.
- Learning about new ways to address community issues and making plans during conversation are powerful and effective methods for inspiring action, to the extent that they **can inspire respondents who are less involved in their community to say they will take action at similar rates to the most involved.**
- To **increase participants’ understanding of how to address community issues and make specific plans for future collaboration**, make sure conversations are solutions-oriented. Learning and making plans are most likely to happen for respondents who take part in solutions-oriented conversations.

Encouraging Action

Before the conversation

- Engage hosts who are most primed to take action and knowledgeable about how to take action in communities
- If the conversation will focus on a specific issue, compile a list of ways in which respondents may get around that issue that hosts may use during the conversation

During conversation

- Foster solution-oriented conversation by encouraging participants to share methods and ideas for taking action in their communities
- Encourage participants to commit to action with one another
- Encourage participants to commit to collectively make specific, next-step action plans with fellow attendees
- Help foster positivity and optimism regarding ability to have an impact by having individuals who are already involved and believe they are able to have a large impact share their positive experiences

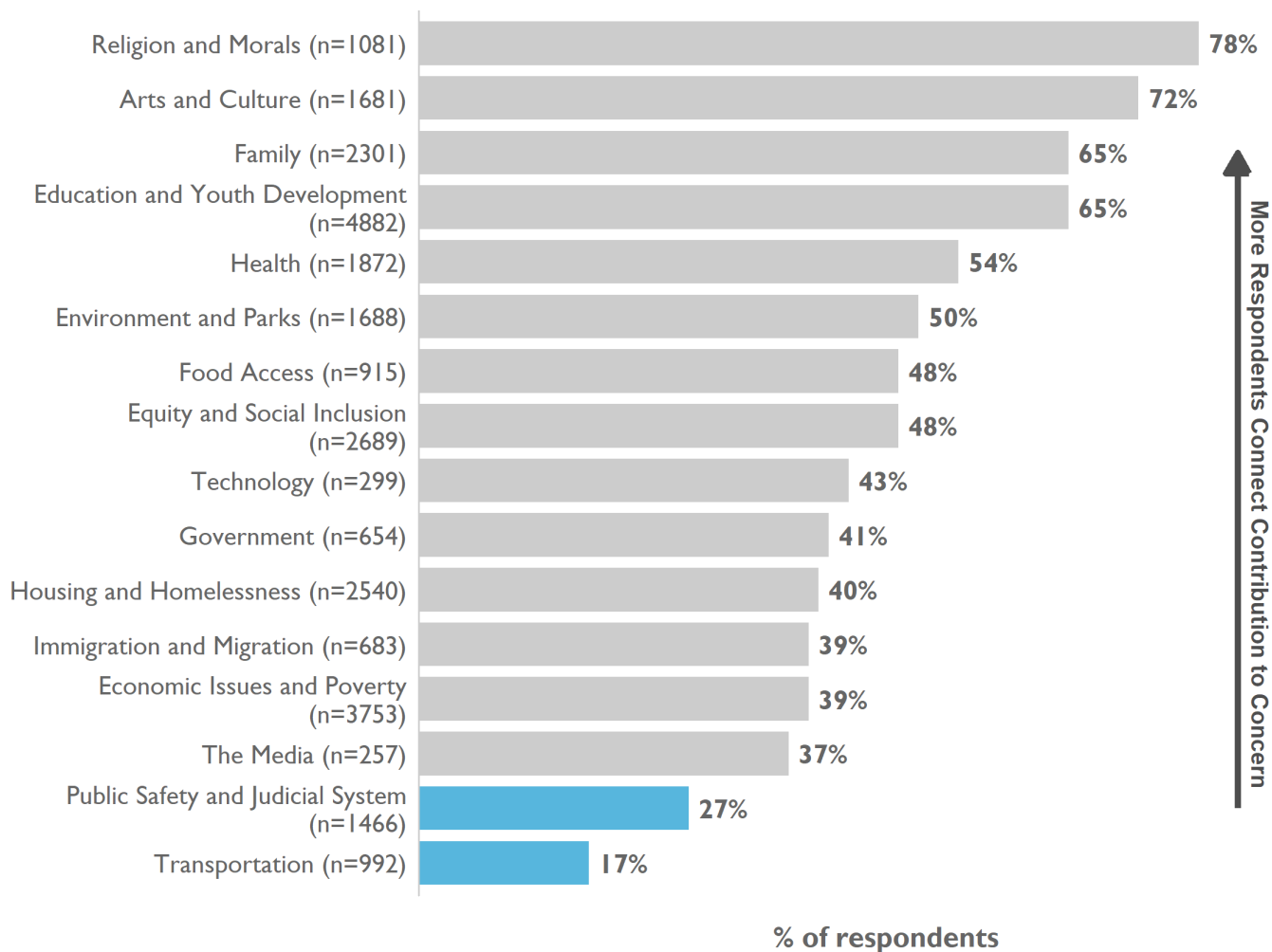
CLOSING ACTION GAPS THROUGH CONVERSATION

If a core goal of community conversations is to spur action, it's worth considering the issues for which action is most needed. For what issues might there be new opportunities for action, or, for what issues of importance might the public be least engaged? As part of the core survey, respondents answered two questions that may help answer this question. First, respondents indicated up to three social issues that are most important to them and then indicated up to three social areas to which they primarily contribute their time, talent or financial resources. Based on responses to these two questions, **Figure 24** presents the percentage of respondents who selected the same issue as both most important to them and as an issue to which they contribute.

Near the top of the figure are the social issues for which respondents most consistently connect their concern for a social issue with a personal contribution. For example, 72% of the respondents who chose Arts and Culture as one of their top three most important social issues also indicated it is one of the top three issues to which they primarily contribute their time, talent or financial resources. On the other end of the graph, we see that only 17% of respondents who chose Transportation as one of their top three most important social issues also primarily contribute their time, talent or financial resources to it and only 27% connect Public Safety and Judicial System as both an important social issue and an area of contribution.

FIGURE 24: Transportation and Public Safety have the Highest Concern to Contribution Disparity

For example, only 17% of respondents who chose Transportation (n = 992) as an important social issue also chose it as social issue to which they contribute their time, talent or financial resources. The 'n' represents the number of respondents who chose the corresponding variable as an important issue AND also responded to the contribution question.



The disconnect between social issues of highest concern and respondents' contributions to addressing those issues raises an important question: Why are so few respondents contributing to issues related to Transportation and Public Safety and the Judicial System? It is possible that comparatively fewer opportunities for action exist for these issue areas, that respondents are unaware or uninterested in the opportunities that do exist, or that the magnitude and complexity of these issues require more technical or institutional action. Though this data cannot determine the cause of the disparities, it does suggest that Transportation and Public Safety and the Judicial System are the two issues for which respondents report being least engaged and where there is unique opportunity for new action and engagement.

Bringing together observations from sections *What was Discussed* and *Impact of Conversations* may provide powerful direction to conversation conveners who wish to address these disparities. In summary, results from these sections suggest that:

- respondents are more likely to take action on an issue if they learn a new way to address it
- sites have influence over what respondents discuss
- there is a large “concern to contribution” disparity for two of the top six major themes: public safety and transportation

Accordingly, conversations focused on these issues could help to address important disparities between respondents’ concerns and contributions, *especially* if participants learn about new ways to address these issues.

Conclusion

While conveners, hosts, and participants take part in *On the Table* conversations for many reasons, a primary purpose of *On the Table* is to create a space and opportunity to bring local residents together in conversations to discuss issues and opportunities in their communities and to identify solutions to some of their communities' urgent challenges. The analysis presented in this report included observations that can potentially increase the impact of future community conversations.

The *Who Responded to the Survey* section revealed that *On the Table* conversations were attended by people with a wide variety of backgrounds. Relative to local populations, respondents with less than a bachelor's degree were by far the most underrepresented demographic group across all sites (**Figure 5**). Additional steps should be taken during planning, outreach and data collection to maximize diversity and inclusion in community conversations and expand the range of voices included in *On the Table*.

The majority of respondents came to the table to discuss and address important issues in their communities (68%), as well as to learn from and listen to others (58%). The *What was Discussed* section analyzed thousands of written comments about issues and six themes emerged as the most prominent in the 10 sites (**Figures 8-9**):

- **Equity and Social Inclusion**
- **Economic Issues and Poverty**
- **Education and Youth Development**
- **Public Safety and Judicial System**
- **Transportation**
- **Housing and Homelessness**

The prevalence of **Equity and Social Inclusion, Economic Issues and Poverty, and Education and Youth Development** in diverse regions across the country suggests that if conveners hold a general, non-themed community conversation, they should expect participants to discuss topics related to these themes. Local context and priorities also matter. If transportation, for example, is a priority issue in an area then participants are likely to bring this up in conversation. However, focusing an *On the Table* around specific topics can strongly influence the content of the conversation.

The *Impact of Conversations* section focuses both on the conversations' impact on survey respondents and the broader impact that individuals and the organizing community foundations hope to see after the conversations. Most respondents reported being impacted by their conversations with a majority reporting that they learned new ways to address community issues (**Figure 13**), that they spoke with someone new (**Figure 14**) and that they're likely to take action after their conversations (**Figure 15**).

While planning the first year of a large conversation-based initiative in a region can often be about raising awareness and figuring out the logistics, subsequent years offer new opportunities for refining the process, improved outreach, and intentional efforts to inspire action after the conversation is over. The observations point to several key findings regarding how *On the Table*, as one particular type of large conversation-based initiative, can inspire action and foster new connections among participants.

- **Learning new ways to address community issues spurs action:** to inspire action after the conversations are over, it is vital that participants learn new ways that they can address community issues (**Figures 19-22**).
- **Making plans with other participants promotes future action:** along with learning, making plans is one of the features of conversation that is most associated with respondents saying they are very likely to act after *On the Table* (**Figures 19 & 23**).
- **Learning and making plans are most likely to happen for respondents who take part in solutions-oriented conversations.** To increase participants' understanding of how to address community issues and make specific plans for future collaboration, make sure conversations are solutions-oriented (**Figures 16 & 17**).
- **Seating strangers at the same table fosters new connections:** if you want to build new connections throughout your communities, make sure to encourage conversation hosts to bring people together who do not already know each other (**Figure 18**).

Across the country in 2017, *On the Table* provided an opportunity for residents to get together with old friends and new acquaintances in their communities to have conversations about the issues that they care about the most. 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. To be sure, building community in this way means *On the Table* can be a powerful initiative to expand local civic engagement and strengthen the social fabric of communities.

The Institute for Policy and Civic Engagement would like to thank the following individuals and organizations for their efforts and contributions in organizing and implementing the first national On the Table initiative. IPCE also extends thanks to The John S. and James L. Knight Foundation for this initiative.

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The John S. and James L. Knight Foundation
<https://knightfoundation.org/>

Jasculca Terman Strategic Communications
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COMMUNITY FOUNDATION PARTNERS:

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<https://www.akroncf.org/>

Blue Grass Community Foundation
<https://www.bgcf.org/>

Chattahoochee Valley Community Foundation
<https://www.cfcv.com/>

Community Foundation for Southeast Michigan
<https://cfsem.org/>

Foundation for the Carolinas
<https://www.fftc.org/>

Legacy Foundation
www.legacyfdn.org/

Long Beach Community Foundation
<https://longbeachcf.org/>

The Miami Foundation
<https://miamifoundation.org>

Philadelphia Foundation
<https://www.philafound.org/>

Silicon Valley Community Foundation
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Appendices

APPENDIX A: TABLES AND FIGURES FROM INTRODUCTION

Table A1

On the Table Community Foundations by Site and Date

Date	Site Location	Community Foundation
March 15, 2017	Lexington, KY	Blue Grass Community Foundation
May 23, 2017	Philadelphia, PA	Philadelphia Foundation
September 23, 2017	Long Beach, CA	Long Beach Community Foundation
September 26, 2017	Lake County, IN	Legacy Foundation
October 3, 2017	Akron, OH	Akron Community Foundation
October 4, 2017	Southeastern Michigan, MI	Community Foundation for Southeast Michigan
October 17, 2017	Miami-Dade County, FL	The Miami Foundation
October 25, 2017	Mecklenburg County, NC	Foundation for the Carolinas
November 7, 2017	Chattahoochee Valley, GA	Chattahoochee Valley Community Foundation
November 15, 2017	Silicon Valley, CA	Silicon Valley Community Foundation

Table A2

On the Table Data Exploration Tool by Site

Blue Grass Community Foundation: <https://ipce.shinyapps.io/ottlexdata/>

Philadelphia Foundation: <https://ipce.shinyapps.io/ottphilly/>

Long Beach Community Foundation: <https://ipce.shinyapps.io/attlb17/>

Legacy Foundation: <https://ipce.shinyapps.io/ottlc/>

Akron Community Foundation: <https://ipce.shinyapps.io/ottakron17/>

Community Foundation for Southeast Michigan: <https://ipce.shinyapps.io/miott17/>

The Miami Foundation: <https://ipce.shinyapps.io/mymiamistory2017/>

Foundation for the Carolinas: <https://ipce.shinyapps.io/ottclt17/>

Chattahoochee Valley Community Foundation: <https://ipce.shinyapps.io/ottchatt17/>

Silicon Valley Community Foundation: <https://ipce.shinyapps.io/ottsv17/>

Table A3

On the Table Total Survey Respondents by Language

Site	Total Survey Respondents	English Surveys	Spanish Surveys	Other Languages
Akron	3598	3598	0	0
Charlotte	1014	1013	1	0
Columbus	1182	1182	0	0
Lake County, IN	1179	1173	6	0
Lexington	1464	1436	28	0
Long Beach	664	664	0	0
Miami	162	158	4	0
Philadelphia	974	552	2	0
Southeast Michigan	554	552	2	0
Silicon Valley	1391	1159	214	18

Table A4
On the Table Total Survey Data by Mode



Table A5¹⁹
The Number of Core Questions Answered (34 Total), Grouped by Market

Overall, 9 of 10 respondents answered at least 75% of the questions. Density plots are used for standardized comparison across sites.

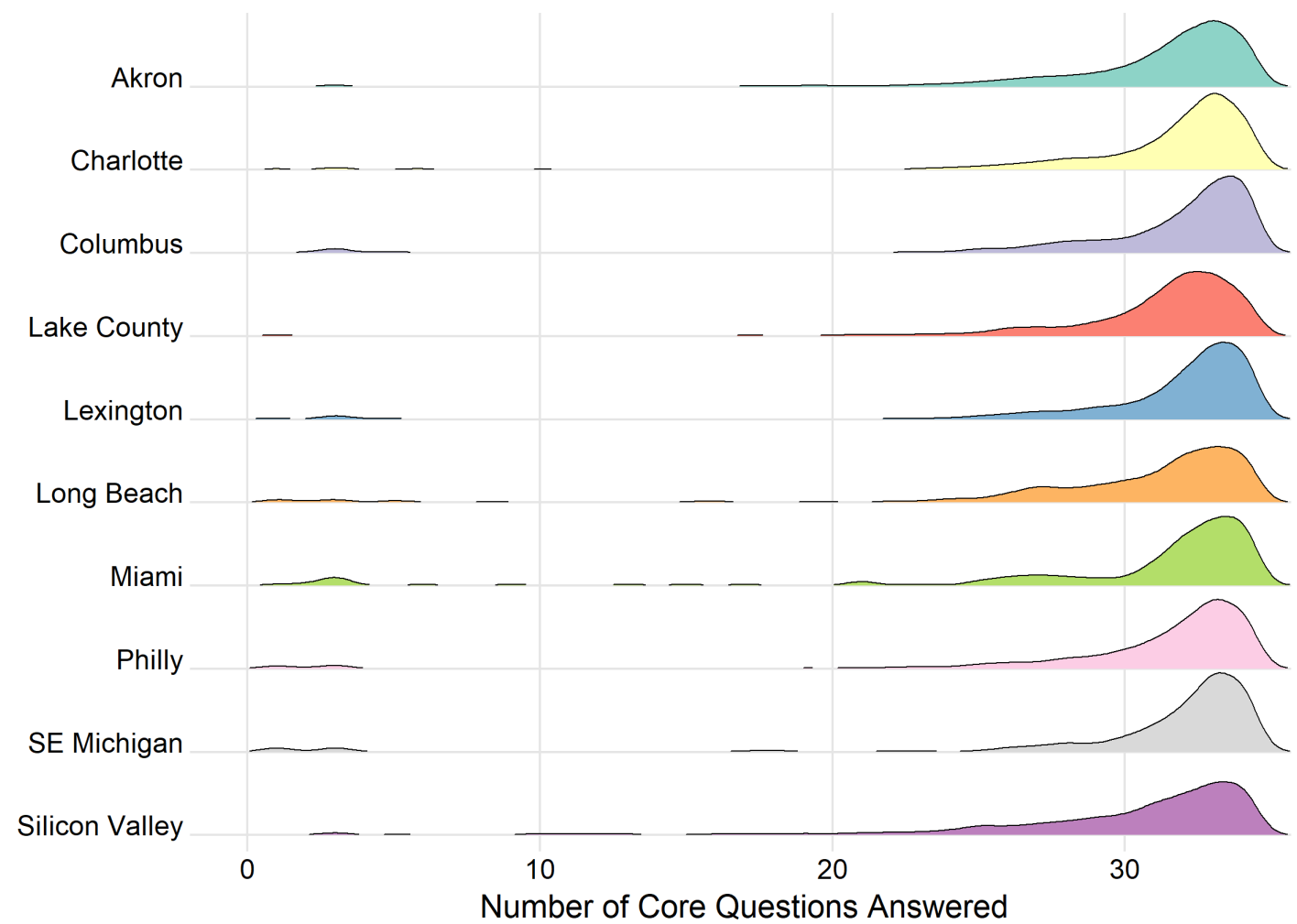


Table A6

On the Table Total Survey Respondents by Site

Site	Estimated Participants	Total Survey Respondents	Estimated Survey Participation Rate
Akron	6000	3598	60%
Charlotte	6119	1014	17%
Columbus	5960	1182	20%
Lake County, IN	1352	1179	87%
Lexington	11000	1464	13%
Long Beach	2800	664	24%
Miami	3000	162	5%
Philadelphia	2000	974	49%
Southeast Michigan	2000	790*	40%
Silicon Valley	7000	1391	20%

*This number includes all respondents from Southeast Michigan, including youth respondents ages 14-17

APPENDIX B: ON THE TABLE 2017 SAMPLE SURVEY



**Institute for Policy and
Civic Engagement**

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 (*Date*), coordinated by (*Community Foundation*). 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 (*Community Foundation*) will have access to your e-mail address, but (*Community Foundation*) will not have access to your individual responses. Results of this study will be publicly available at www.ipce.uic.edu and www.siliconvalleycf.org/onthetable.

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 November 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Local television news	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Local radio	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A blog about your local community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A person or organization you follow on a social networking site	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A newsletter or e-mail listserv about your local community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Word of mouth from friends, family, co-workers and neighbors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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 (Community Foundation)? (*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 (Community Foundation) before *On the Table*
- ☐ Other (*please specify*): _____

Sources of questions taken from preexisting surveys:

11. “How much impact do you think people like you can have in making your community a better place to live?” — Pew Research Center, November, 2016, “Civic Engagement Strongly Tied to Local News Habits”
12. “In general, how attached do you feel to your local community?” — Pew Research Center, November, 2016, “Civic Engagement Strongly Tied to Local News Habits”
15. “How involved are you in community and neighborhood activities where you live?” — Pew Research Center, December, 2008, ‘American Mobility. Who Moves? Who Stays Put? Where’s Home?’
16. “Since October 2016, have you [engaged in any of the following civic engagement behaviors]?” — U.S. Census Bureau; Current Population Survey, September 2015: Volunteer Supplement.
17. “How often do you vote in local elections, such as for mayor or school board?” — Pew Research Center, November, 2016, “Civic Engagement Strongly Tied to Local News Habits”
19. “How often, if ever, do you get information about your local community from each of the following sources, whether online or offline?” — Pew Research Center, November, 2016, “Civic Engagement Strongly Tied to Local News Habits”
21. “About how many years have you lived in your local community?” — Pew Research Center, December, 2008, ‘American Mobility. Who Moves? Who Stays Put? Where’s Home?’
22. “Do you own or rent your primary residence?” — U.S. Census Bureau; American Community Survey, 2011 - 2015.
24. “What is the highest level of education you have completed?” — U.S. Census Bureau; American Community Survey, 2011 - 2015.
25. “In what year were you born?” — U.S. Census Bureau; American Community Survey, 2011 - 2015.
26. “How would you identify your race and/or ethnicity?” — U.S. Census Bureau; American Community Survey, 2011 - 2015.

APPENDIX C: SUMMARY VISUALIZATIONS OF SURVEY RESPONSES

On the Table 2017

Summary of Results for All Respondents

Following On the Table, 5,228 participants responded to the survey by clicking on an e-mail link, 1,944 responded by clicking on the web link, and 5,010 responded by submitting a print survey.

In total, 12,182 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 I: Who Participated?

Respondent Demographics

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

% of respondents (n = 11,482)

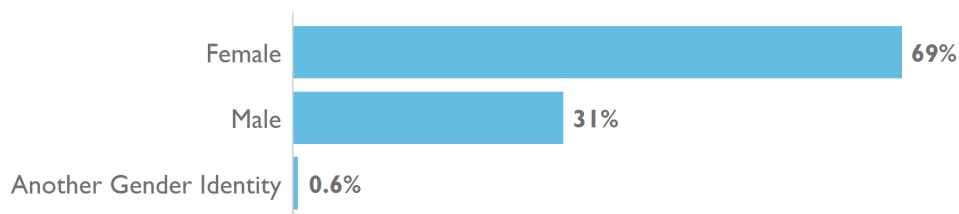


Figure C.2: Age of Respondents by Decade

% of respondents (n = 10,859)

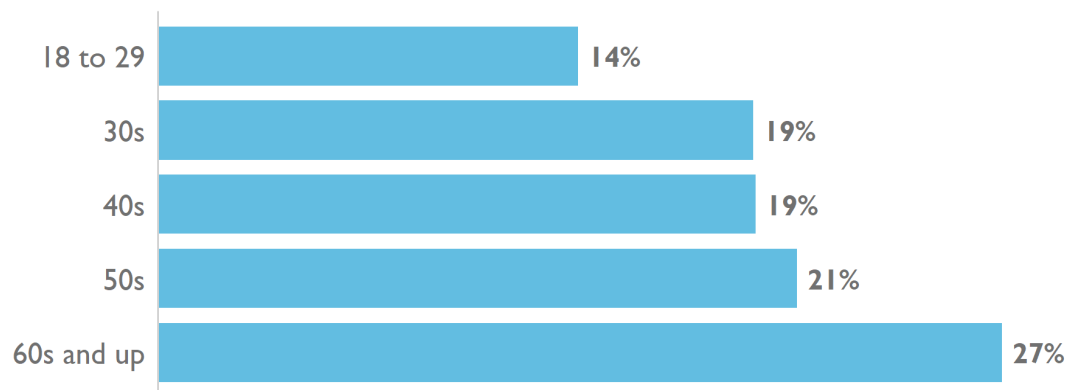


Figure C.3: What is the highest level of education you have completed?

% of respondents (n = 11,523)

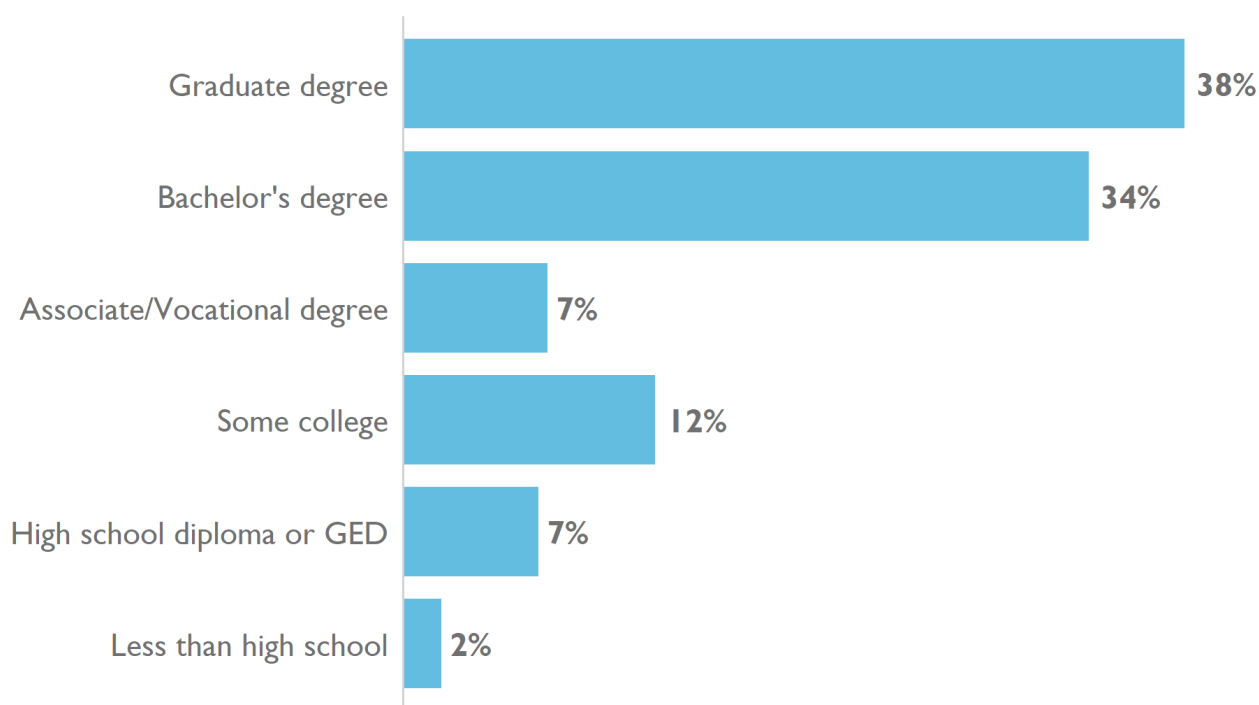


Figure C.4: How would you identify your race and/or ethnicity?

% of respondents (n = 11,441)

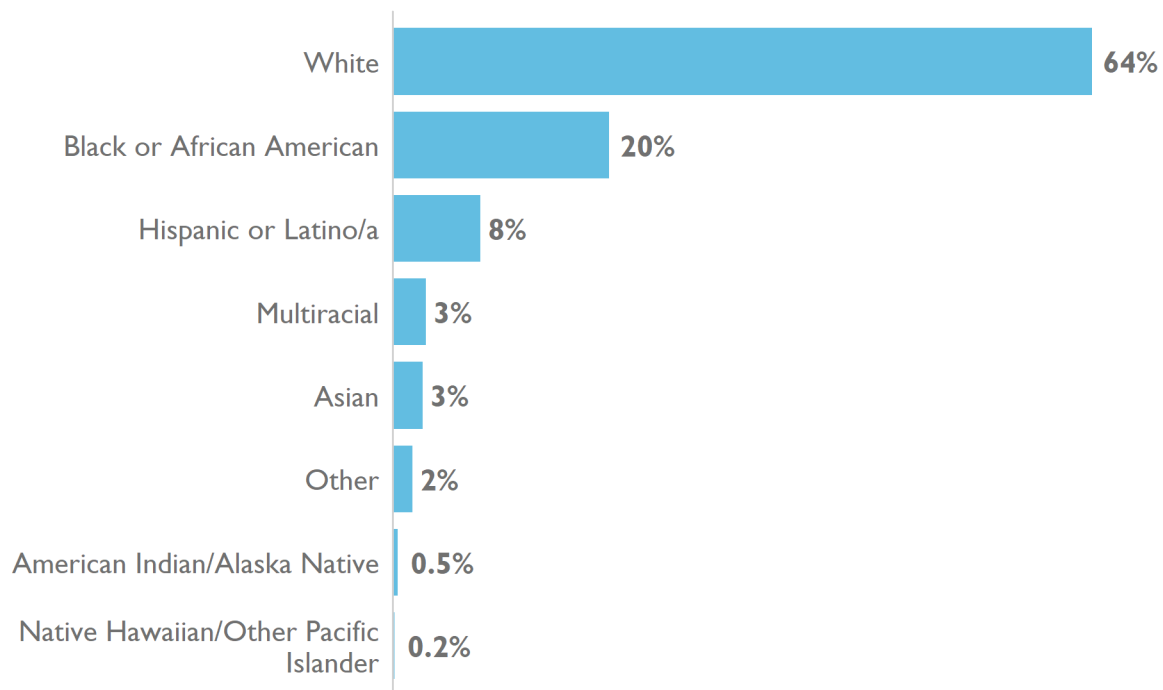


Figure C.5: About how many years have you lived in your local community?

% of respondents (n = 11,471)

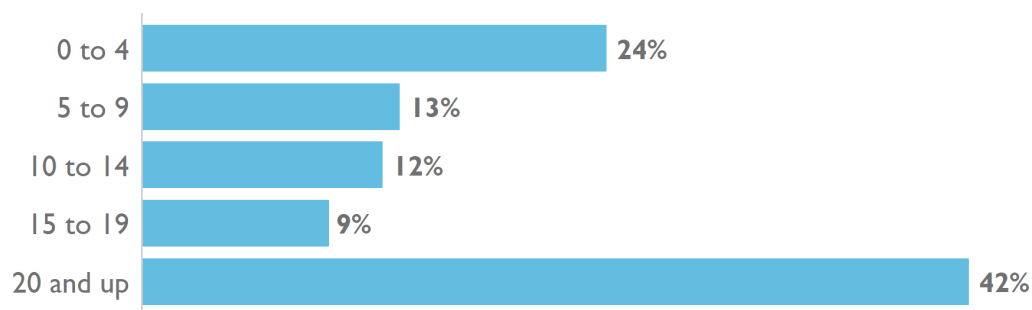


Figure C.6: Do you own or rent your primary residence?

% of respondents (n = 11,449)

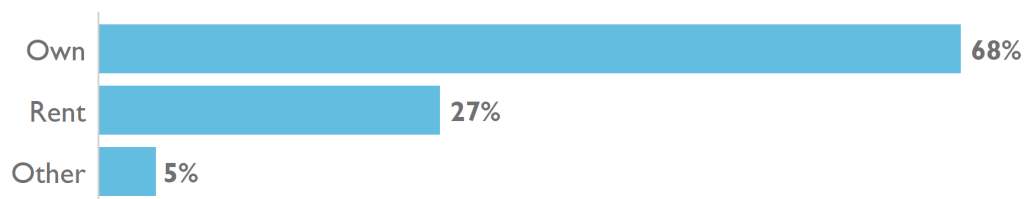
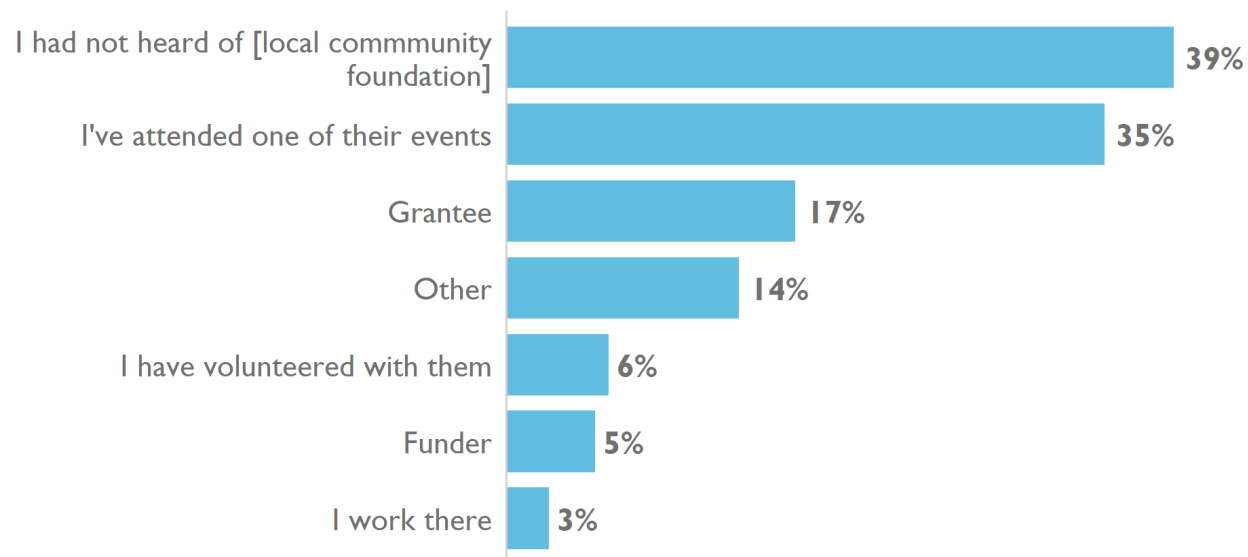


Figure C.7: What is your relationship to the [local community foundation]?

% of respondents (n = 10,885 // select all that apply)



Civic Attitudes and Activities

Figure C.8: How much impact do you think people like you can have in making your community a better place to live?

% of respondents (n = 11,734)

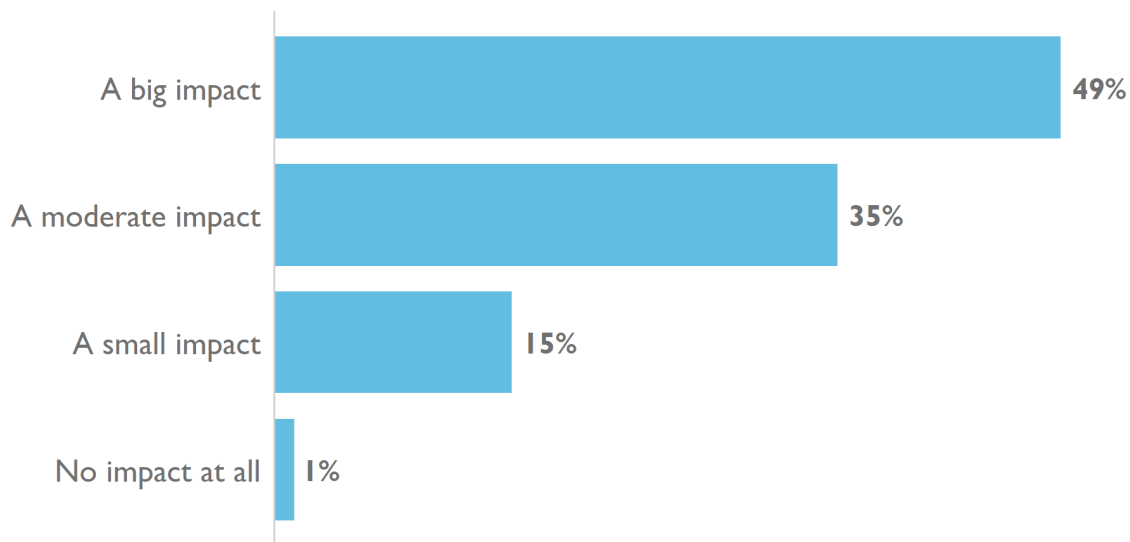


Figure C.9: In general, how attached do you feel to your local community?

% of respondents (n = 11,751)

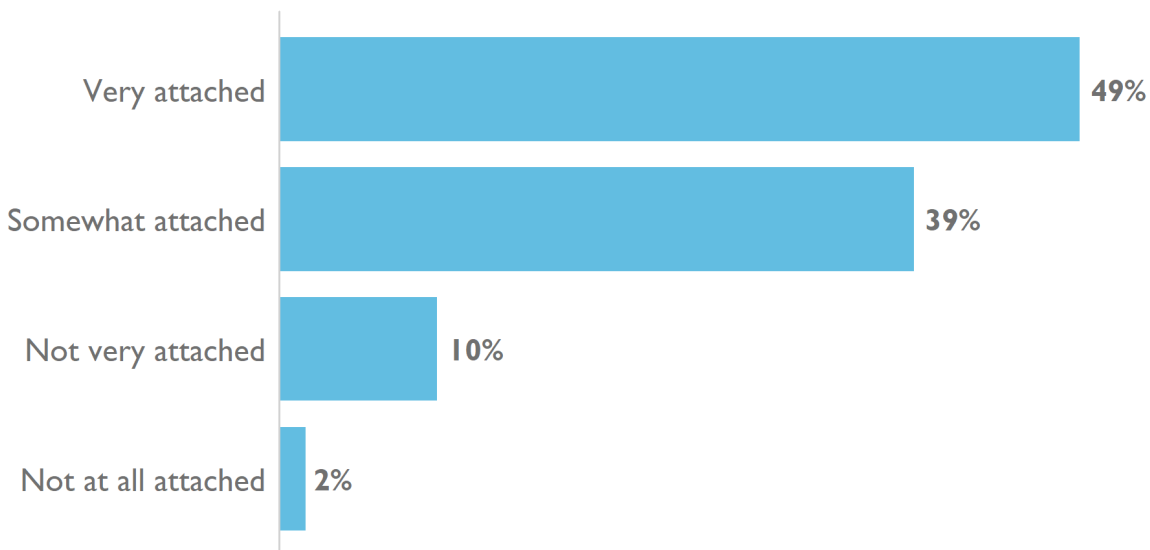
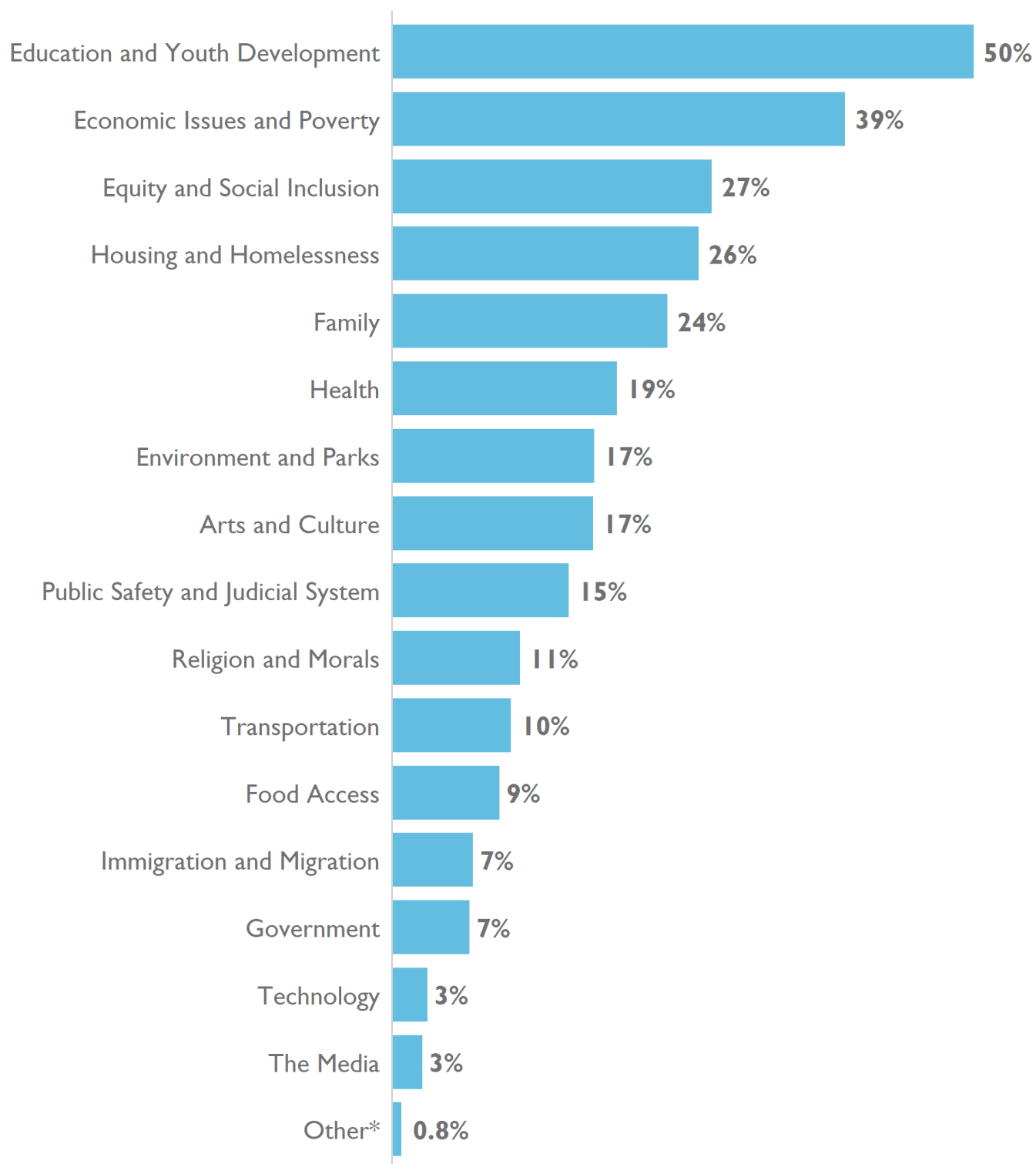


Figure C.10: Which of the following social issues are most important to you?

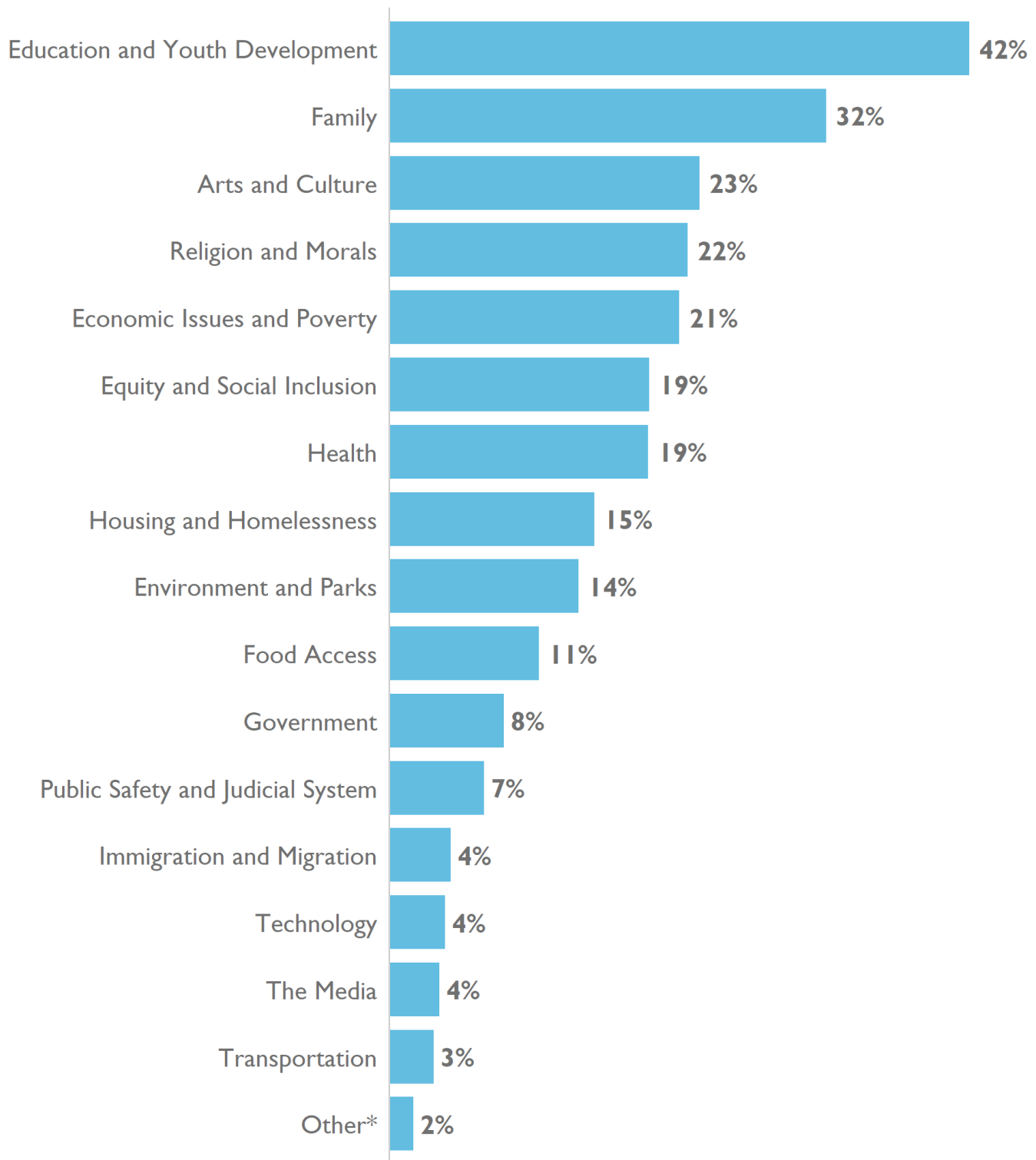
% of respondents (n = 10,234 // choose up to three)



*The top 3 'other' responses are: Community Engagement (0.2%), Community Development (0.2%), and Collaboration (0.1%).

Figure C.11: To which social issues do you **PRIMARILY contribute your time, talent, and/or financial resources?**

% of respondents (n = 10,796 // choose up to three)



*The top 3 'other' responses are: Philanthropy (0.5%), Community Development (0.4%), and Community Engagement (0.4%).

Figure C.12: How involved are you in community and neighborhood activities where you live?

% of respondents (n = 11,674)



Figure C.13: Engagement Activities in the Past Year

% of respondents (n = 11,638 // select all that apply)



Figure C.14: How often do you vote in local elections, such as for mayor or a school board?

% of respondents (n = 11,622)

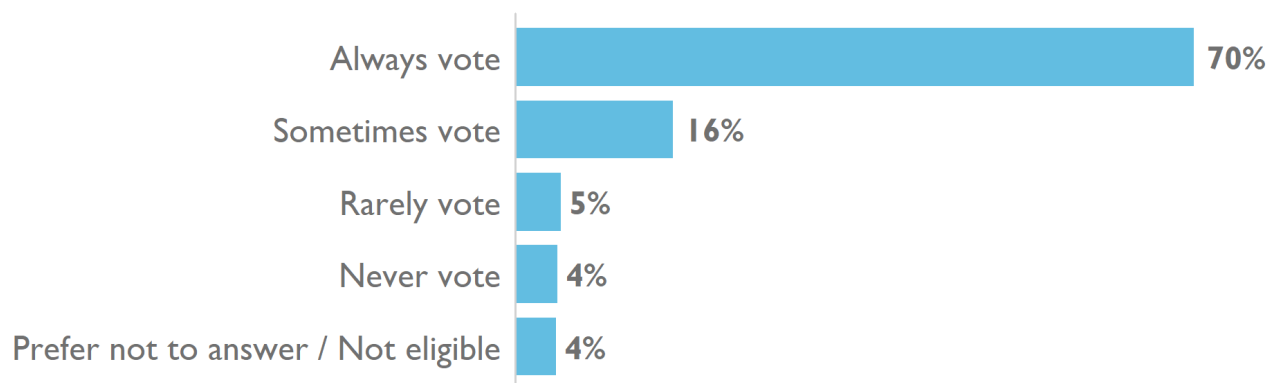
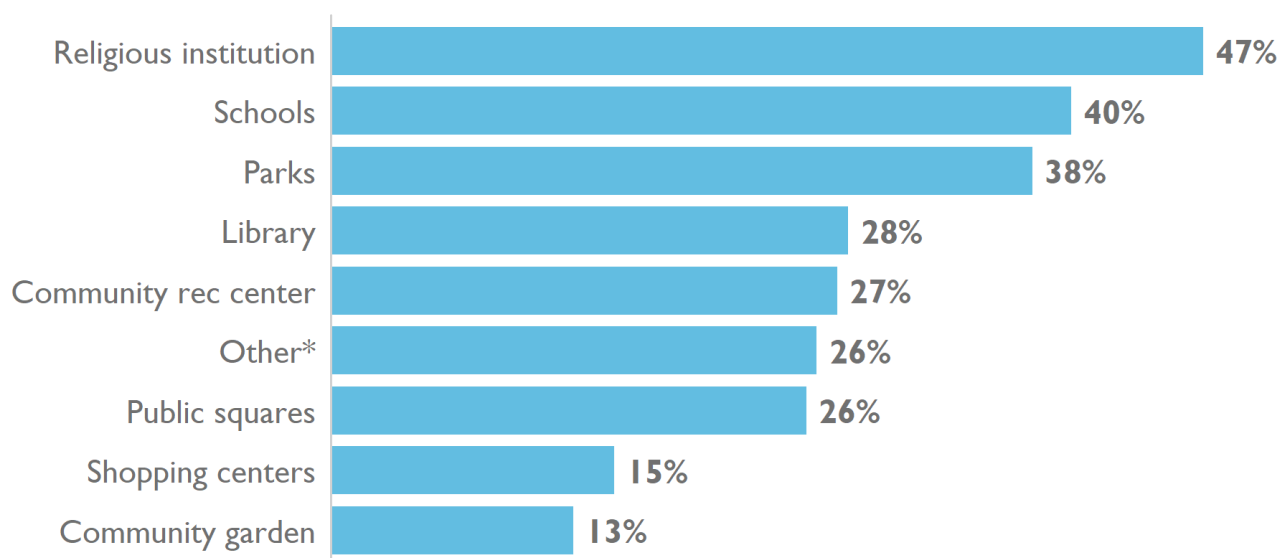


Figure C.15: Where do you like to connect with others?

% of respondents (n = 11,227 // select all that apply)



Figures C.16 through C.22 present results on how often respondents get information about their local community from each of the following sources, whether online or offline.

Figure C.16: Local Newspaper

% of respondents (n = 10,484)

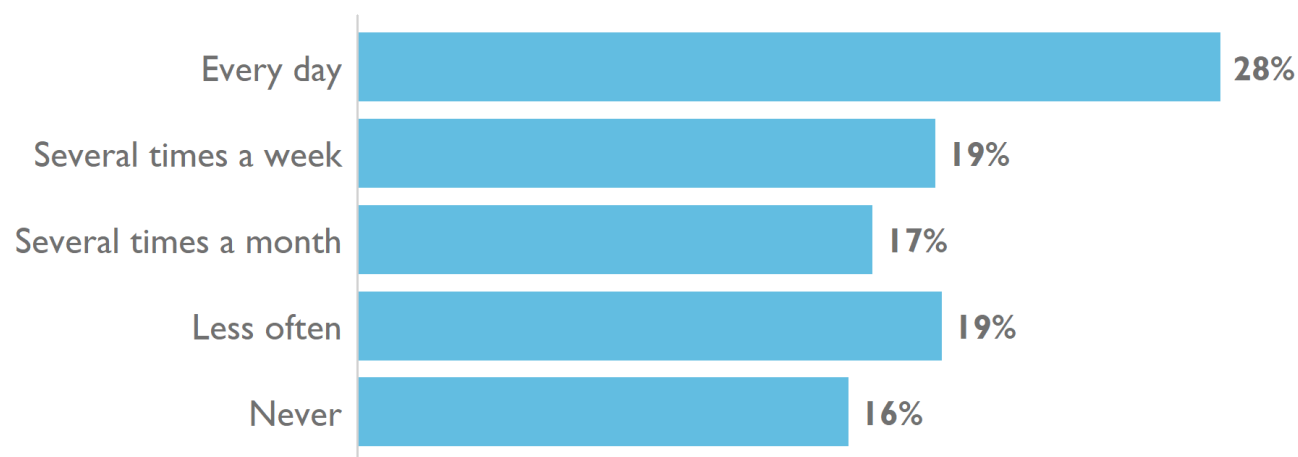


Figure C.17: Local television news

% of respondents (n = 10,305)

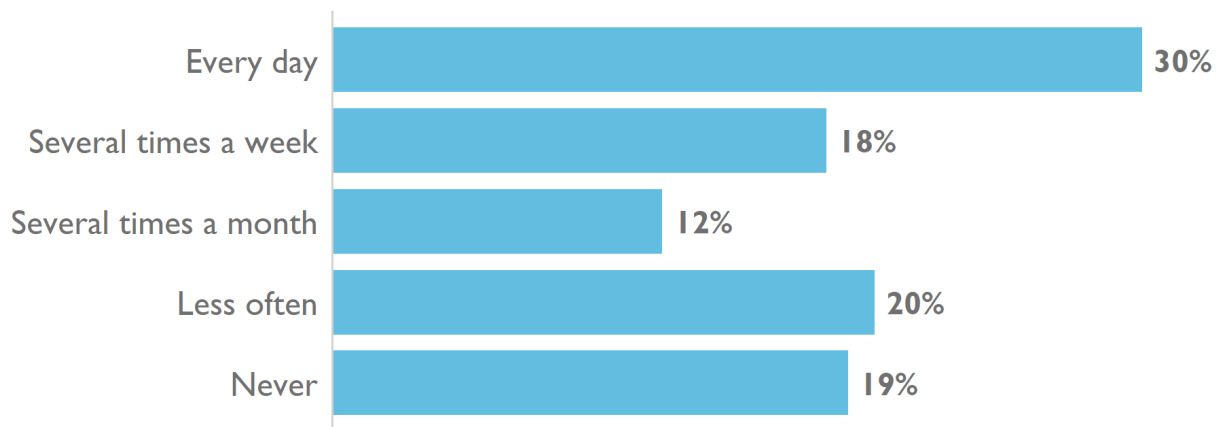


Figure C.18: Local radio

% of respondents (n = 9,954)

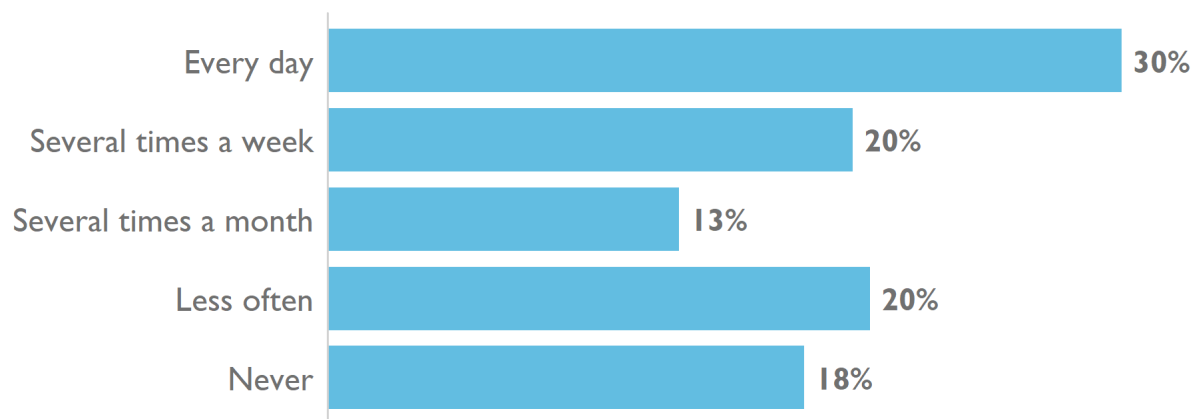


Figure C.19: A blog about your local community

% of respondents (n = 9,314)

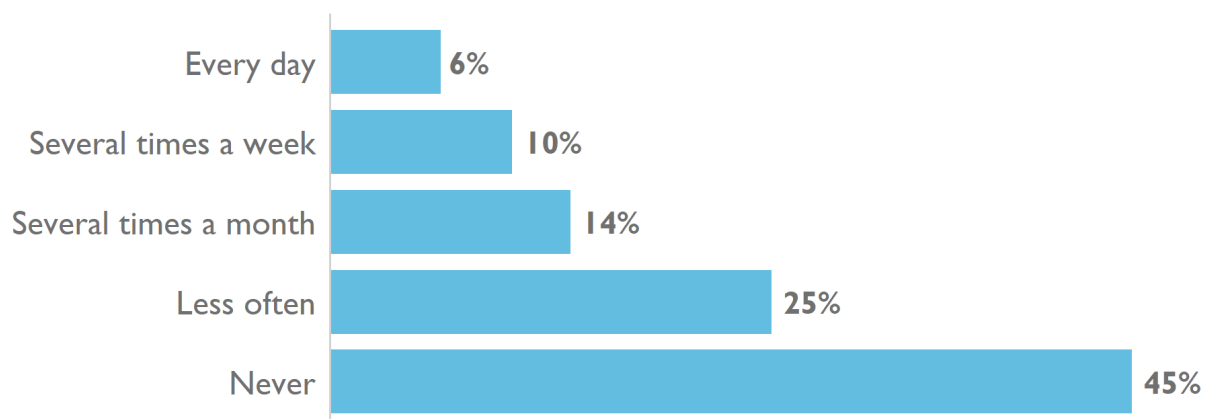


Figure C.20: A person or organization you follow on a social networking site

% of respondents (n = 10,060)

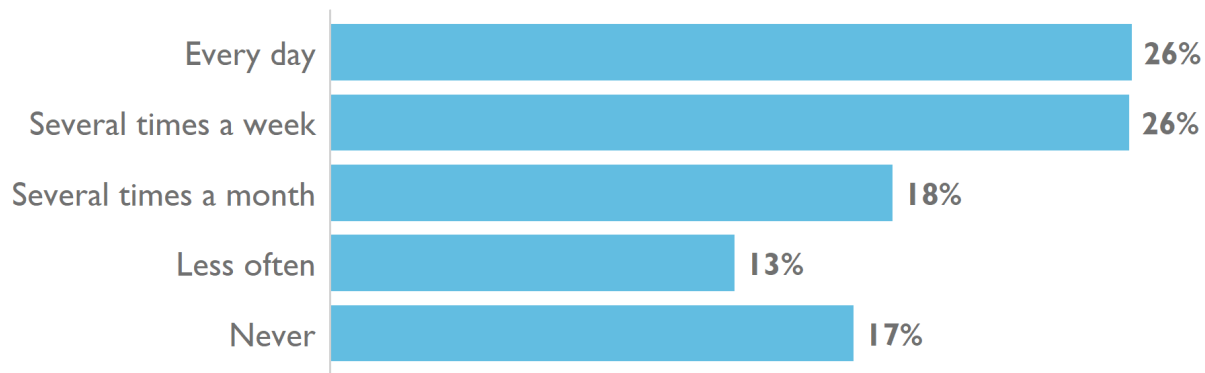


Figure C.21: A newsletter or e-mail listserv about your local community

% of respondents (n = 9,973)

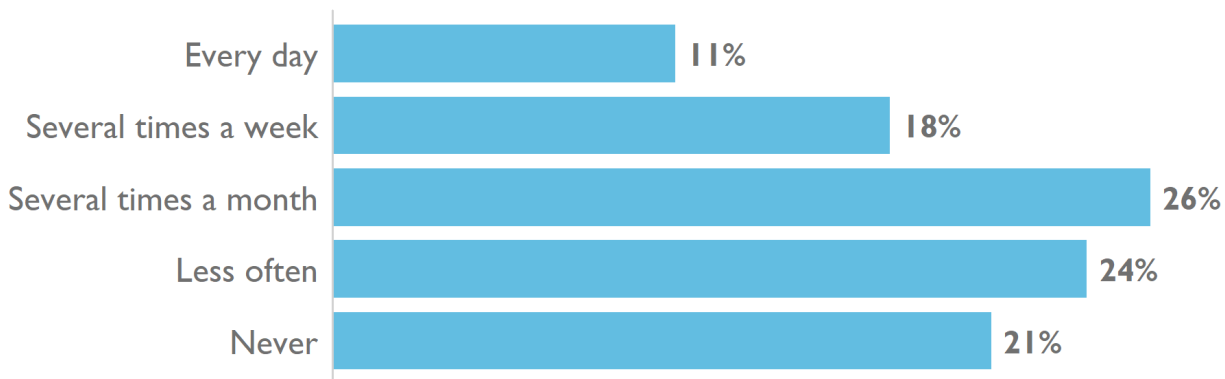
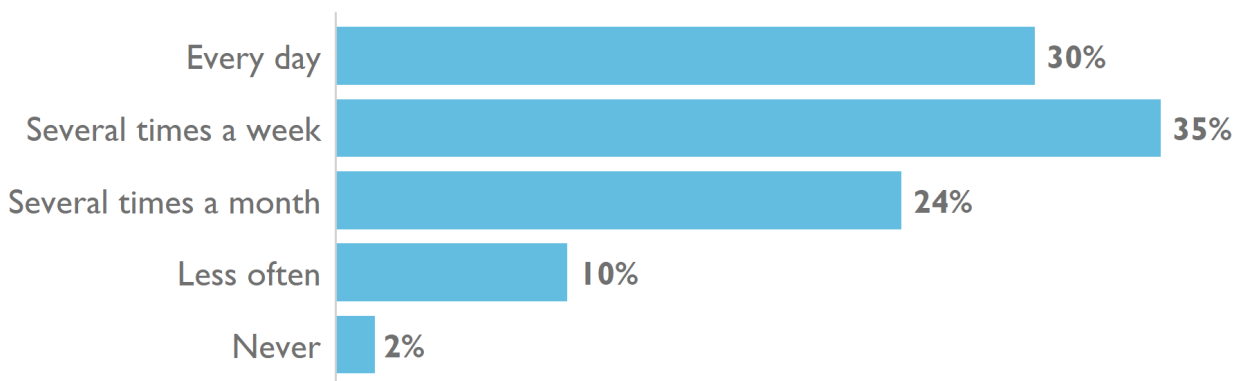


Figure C.22: Word of mouth from friends, family, co-workers and neighbors

% of respondents (n = 10,710)



Section 2: Conversation Dynamics, Topics, and Impact

Conversation Dynamics and Topics

Figure C.23: Which best describes your MOST IMPORTANT reason(s) for participating in On the Table?

% of respondents (n = 12,033 // select all that apply)

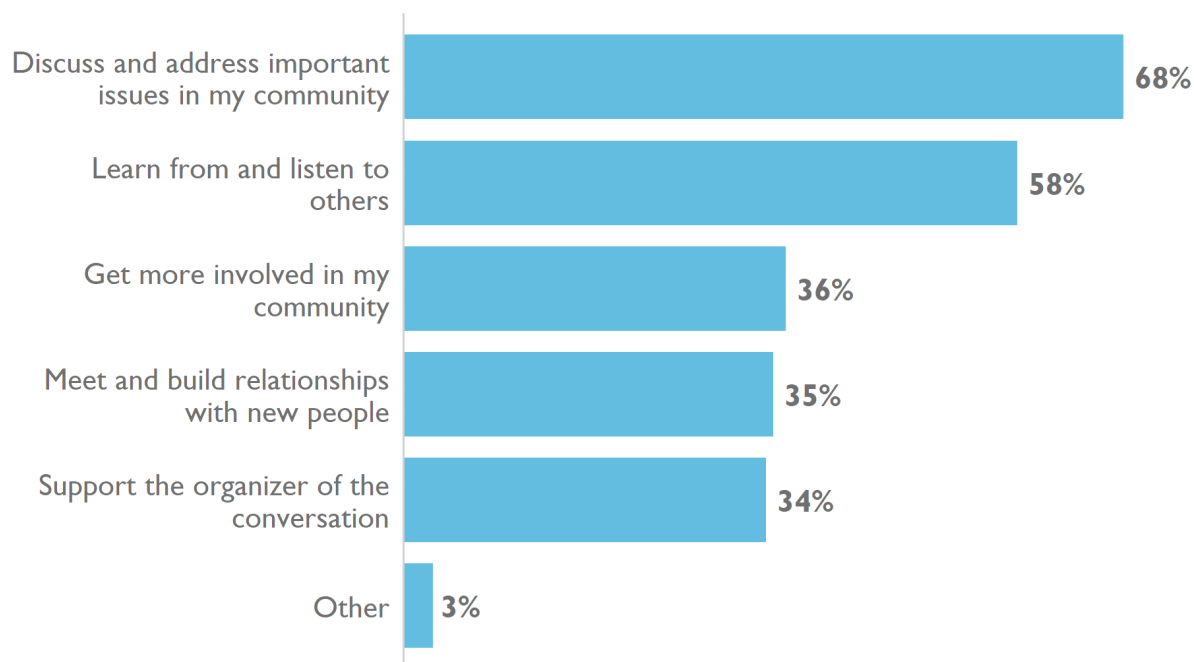


Figure C.24: 'The other people at my conversation were ...'

% of respondents (n = 11,877)

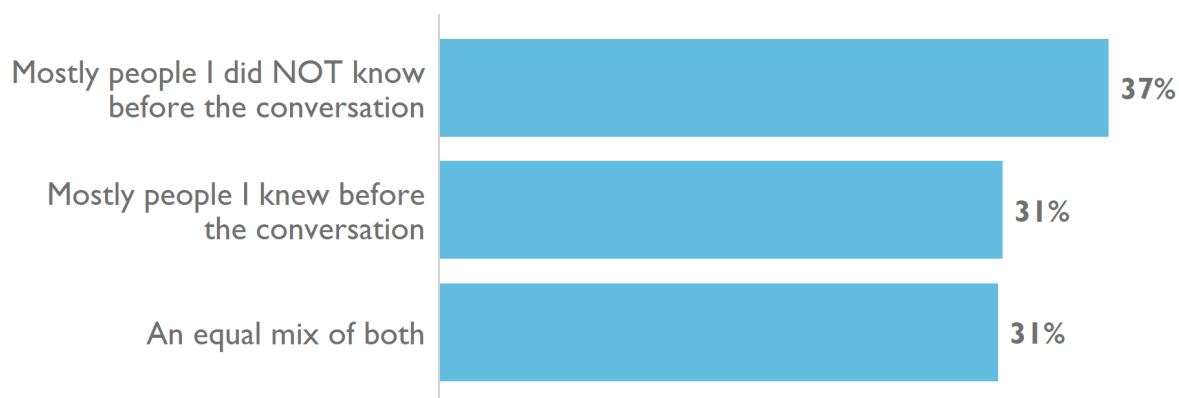
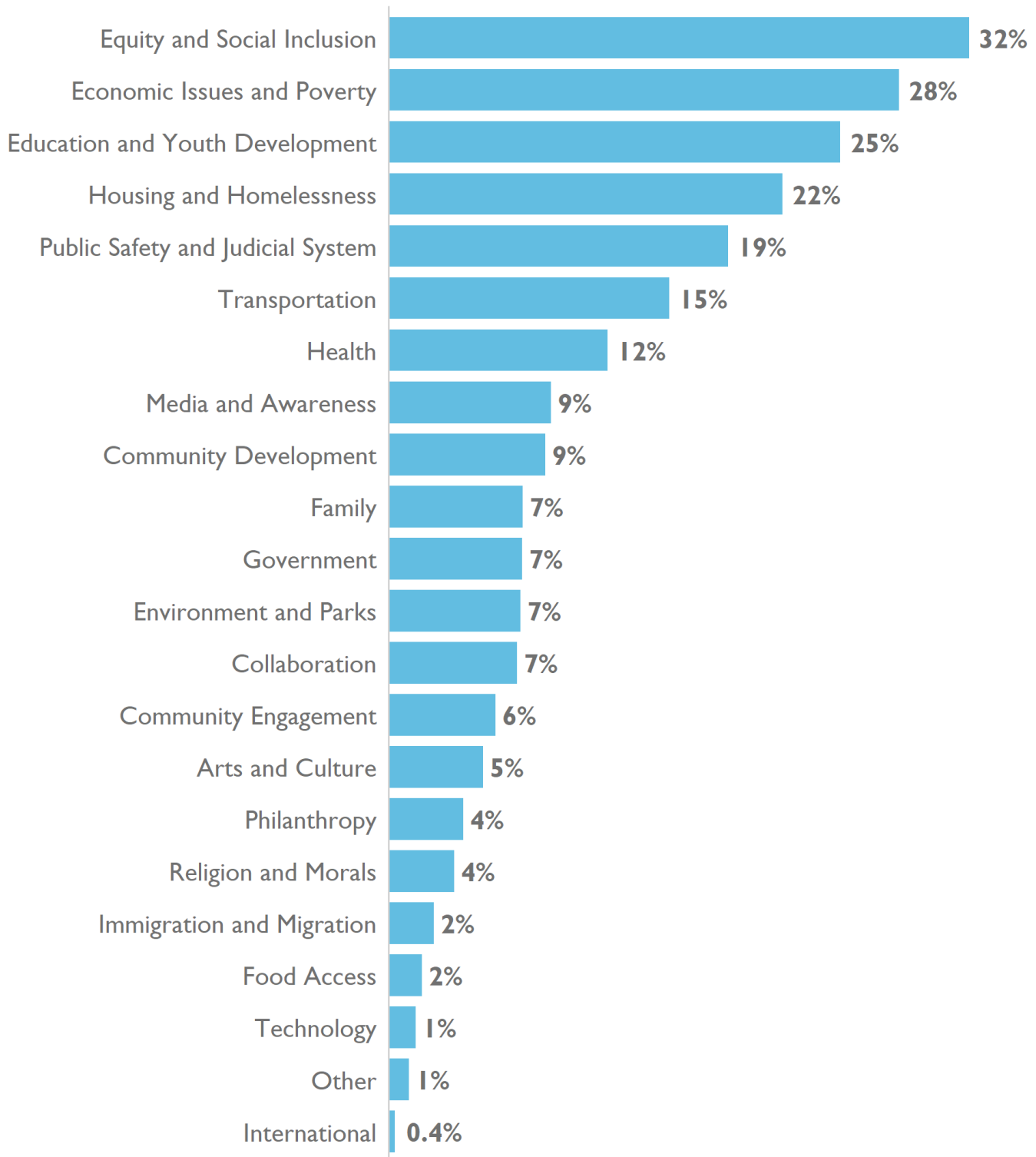


Figure C.25: Issues Raised During the Conversation

% of respondents (n = 8,631)



Impact of the Conversation

Figure C.26: How did you connect with others at your conversation(s)?

% of respondents (n = 11,667 // select all that apply)

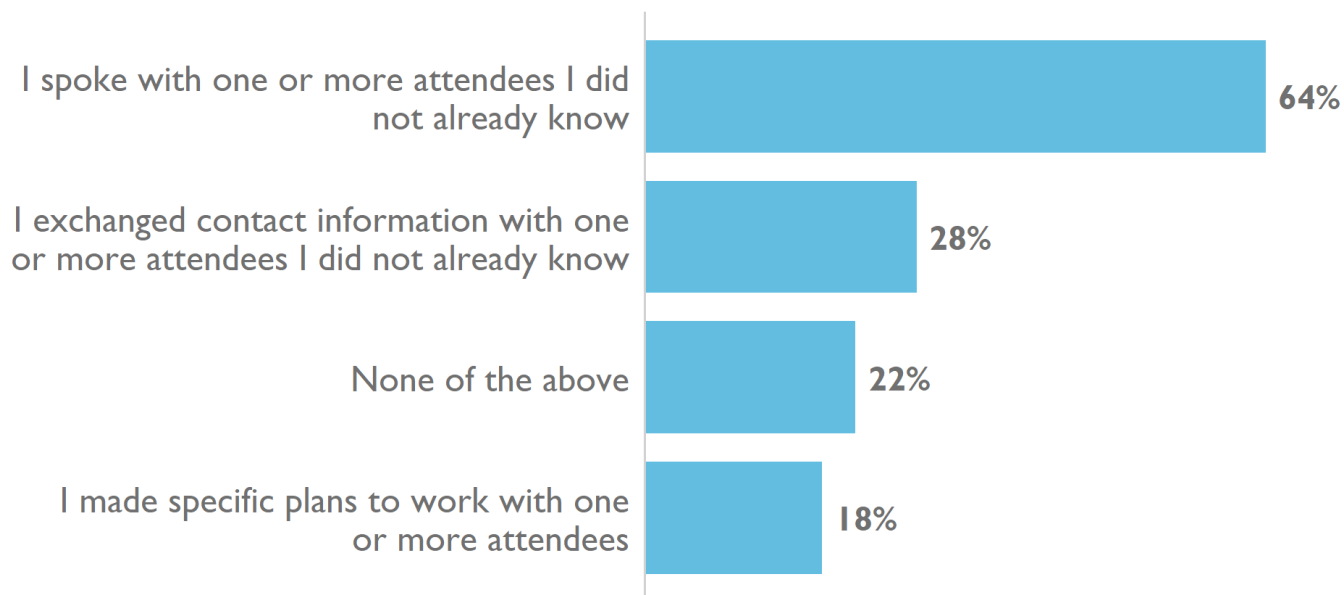


Figure C.27: After participating in your conversation(s), to what extent do you better understand how you, personally, can help address the issues facing your community?

% of respondents (n = 11,774)

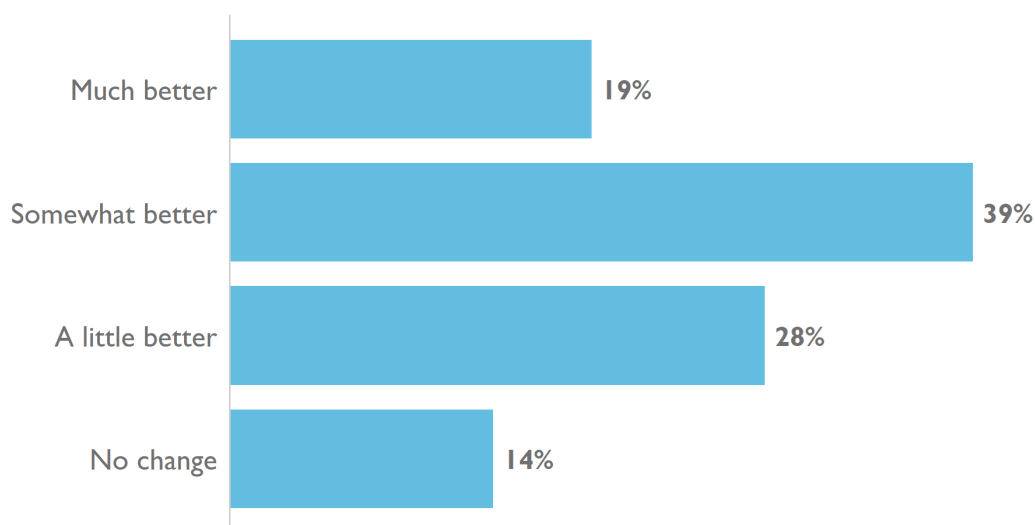


Figure C.28: How likely are you to take specific actions or next steps regarding an issue or solution discussed?

% of respondents (n = 11,753)

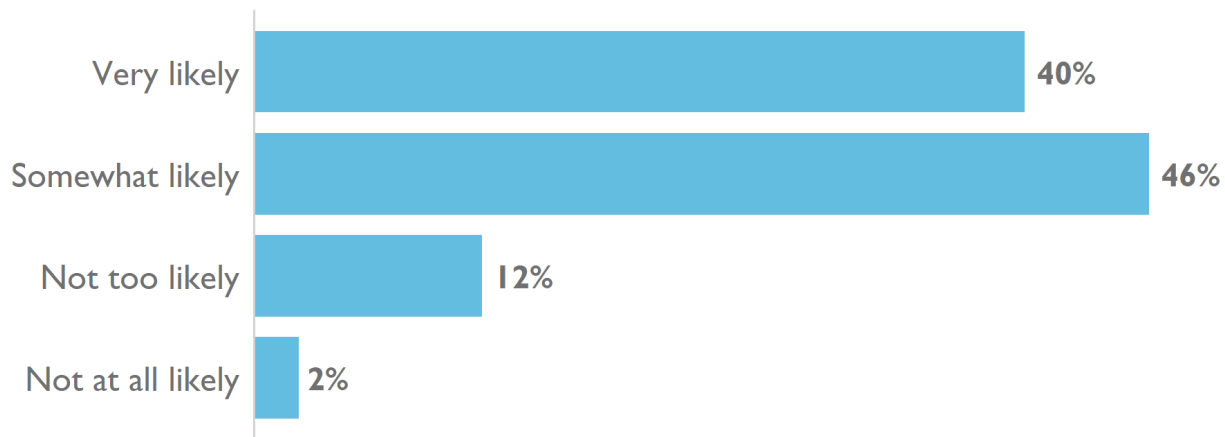
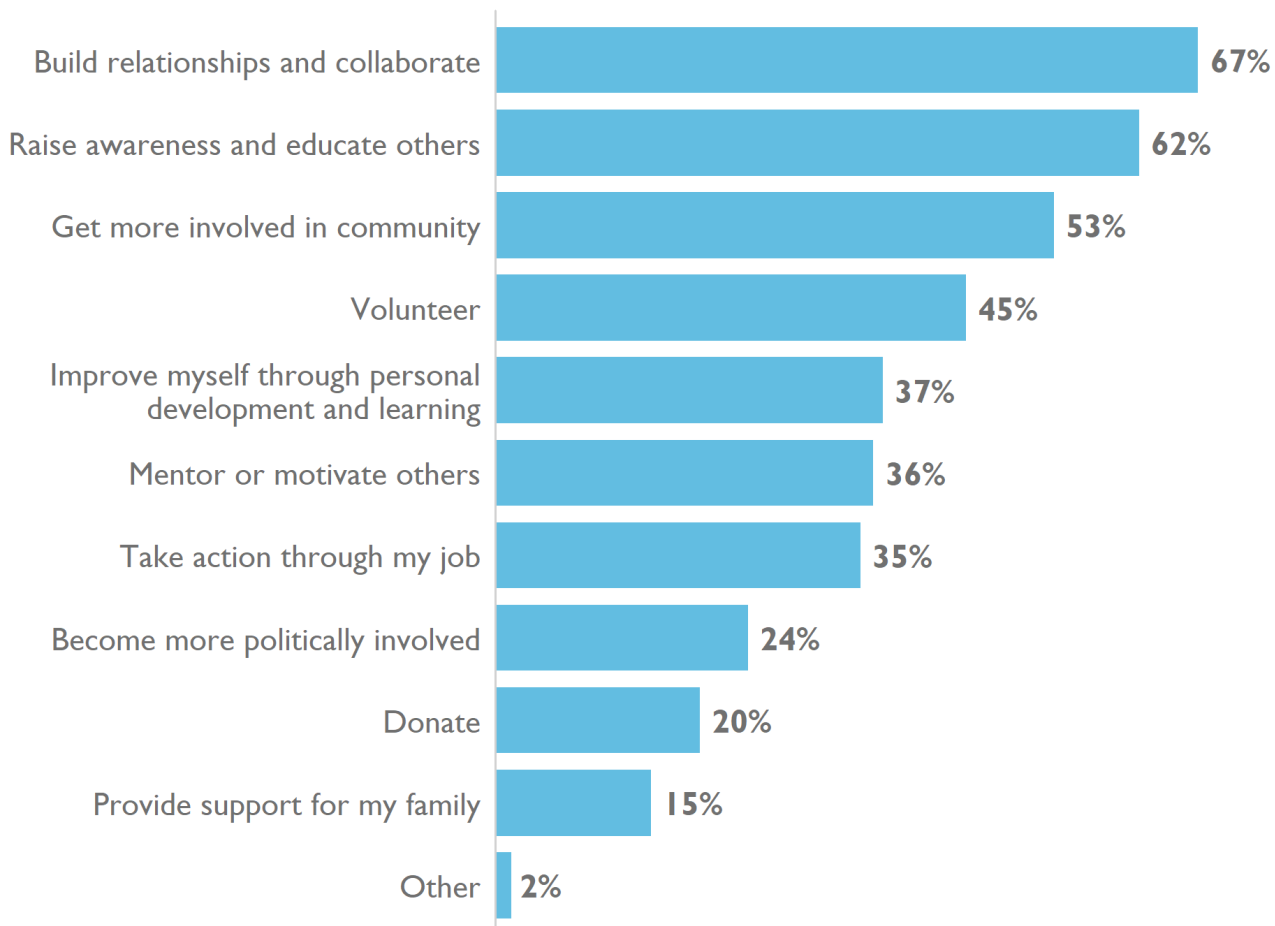


Figure C.29: Actions or next steps respondents are likely to take regarding an issue or solution discussed

% of respondents (n = 10,024 // select all that apply)



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 libraries) and city events (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.

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.

Ethics and Religion

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

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 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.

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.

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 the criminal justice system as well as public safety and crime, 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: COMPARISON GEOGRAPHY DEMOGRAPHICS

Site and Comparison Geography	Age					Education						Race and Ethnicity							
	18 to 29	30s	40s	50s and up	Less than high school	High school diploma or GED	Associate/Vocational degree	Some college	Bachelor's degree	Graduate degree	American Indian/Alaska Native	Asian	Black or African American	Hispanic or Latino/a	Multiracial	Native Hawaiian/Other Pacific Islander	White		
Akron (Summit County Respondents)	13.5%	16.2%	19.7%	21.7%	29.0%	1.5%	9.4%	9.6%	14.8%	31.3%	33.4%	0.7%	1.4%	24.1%	1.2%	3.1%	0.0%	69.4%	
Summit County Residents	19.9%	14.7%	17.3%	19.6%	28.0%	9.1%	32.3%	8.4%	19.8%	19.4%	11.0%	0.2%	2.5%	13.2%	1.5%	1.4%	0.0%	81.2%	
Charlotte (Mecklenburg County Respondents)	13.0%	18.3%	20.5%	24.4%	23.7%	0.1%	0.8%	3.4%	6.3%	41.0%	48.5%	0.1%	2.8%	25.7%	5.2%	3.4%	0.4%	62.4%	
Mecklenburg County Residents	23.0%	21.2%	19.5%	16.5%	19.2%	10.6%	19.1%	7.4%	20.6%	28.4%	13.9%	0.2%	5.2%	29.8%	10.7%	1.5%	0.1%	52.5%	
Columbus (Muskege County Respondents)	10.9%	17.7%	20.0%	22.7%	28.7%	0.4%	2.6%	7.0%	10.1%	33.5%	46.4%	0.4%	0.6%	32.0%	3.5%	2.3%	0.1%	61.1%	
Muskege County Residents	26.7%	18.4%	16.2%	16.5%	22.2%	13.6%	27.7%	8.5%	26.1%	15.0%	9.1%	0.3%	2.5%	43.4%	6.5%	1.8%	0.2%	45.6%	
Gary (Lake County Respondents)	11.3%	18.7%	17.8%	18.4%	33.8%	1.2%	10.2%	9.0%	19.1%	31.4%	29.1%	0.2%	0.5%	25.9%	11.8%	4.2%	0.0%	57.4%	
Lake County Residents	19.8%	16.9%	17.2%	19.2%	27.0%	12.8%	35.4%	8.1%	23.3%	13.8%	6.6%	0.2%	1.4%	23.2%	15.7%	0.9%	0.0%	58.7%	
Long Beach City Respondents	7.6%	20.5%	20.9%	21.5%	29.5%	0.4%	2.8%	7.7%	10.3%	36.6%	42.1%	0.4%	4.4%	4.2%	15.0%	4.0%	1.1%	71.0%	
Long Beach City Residents	25.0%	19.2%	18.8%	16.6%	19.8%	20.6%	18.7%	8.2%	23.3%	18.8%	10.4%	0.3%	13.9%	12.5%	37.4%	2.5%	0.8%	32.6%	
Lexington (Fayette County Respondents)	11.0%	22.9%	18.8%	16.4%	30.4%	0.5%	2.5%	4.8%	8.3%	38.1%	45.8%	0.5%	1.0%	7.2%	3.7%	1.2%	0.0%	86.5%	
Fayette County Residents	28.4%	18.5%	16.1%	15.8%	21.2%	10.2%	20.6%	7.6%	20.4%	23.6%	17.6%	0.2%	3.6%	13.5%	5.5%	1.5%	0.0%	75.8%	
Miami (Miami-Dade County Respondents)	16.2%	31.6%	20.5%	21.4%	10.3%	0.9%	0.0%	7.2%	3.6%	32.4%	55.9%	0.0%	2.5%	27.1%	36.9%	3.3%	0.0%	30.3%	
Miami-Dade County Residents	21.1%	17.4%	19.0%	16.9%	25.6%	19.9%	28.5%	8.7%	16.0%	17.1%	9.8%	0.1%	1.7%	15.9%	66.7%	0.4%	0.0%	15.2%	
Philly (Philadelphia County Respondents)	19.0%	22.5%	15.2%	17.2%	25.6%	1.3%	7.7%	7.9%	9.6%	31.8%	41.8%	0.5%	3.9%	44.9%	6.3%	4.1%	0.2%	40.2%	
Philadelphia County Residents	27.9%	18.4%	15.3%	15.8%	22.5%	18.0%	33.8%	5.4%	17.4%	14.9%	10.5%	0.2%	7.2%	40.0%	11.5%	1.4%	0.0%	39.8%	
Southeast Michigan (Livingston, Macomb, Monroe, Oakland, St. Clair, Washtenaw, and Wayne County Respondents)	22.2%	21.3%	19.9%	19.3%	17.4%	0.5%	0.7%	5.4%	8.4%	37.9%	47.2%	1.2%	2.7%	23.1%	6.6%	5.6%	0.0%	60.9%	
Southeast Michigan Residents	20.6%	15.7%	18.1%	19.3%	26.3%	10.8%	26.8%	8.5%	23.4%	18.0%	12.6%	0.3%	4.0%	20.6%	3.4%	1.4%	0.0%	70.3%	
Silicon Valley (San Mateo, Santa Clara, and San Francisco County Respondents)	15.0%	19.9%	16.4%	20.0%	28.7%	6.7%	8.4%	4.2%	9.3%	30.9%	40.5%	0.1%	11.3%	3.7%	30.3%	3.4%	0.6%	50.6%	
Silicon Valley Residents	20.9%	20.3%	18.8%	16.9%	23.2%	12.7%	14.8%	6.8%	16.7%	28.1%	21.0%	0.2%	32.9%	3.2%	20.9%	2.2%	0.6%	40.0%	

Source: U.S. Census Bureau, American Community Survey 2011-2015. Note: only survey respondents who live in the comparison geography are included in these statistics.

Source: U.S. Census Bureau, American Community Survey 2011-2015. Note: only survey respondents who live in the comparison geography are included in these statistics.

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ENDNOTES

1. The report refers to respondents rather than participants because the results of the survey cannot be generalized beyond the respondent population.
2. Estimated total number of *On the Table* participants comes from estimates provided by each community foundation.
3. Knight Foundation, *On The Table* Press Release, 02/06/17.
4. See Table A2 for links to survey data exploration tool by site.
5. See Table A3 in Appendix A for a breakdown of survey responses by language. Though the survey was translated into Spanish, Vietnamese, Mandarin, Tagalog, Khmer, Nepali, Arabic, and Haitian Creole, Silicon Valley was the only site to receive surveys in any language other than English or Spanish (18) and also by far the most Spanish surveys (218). The minimal use of non-English or Spanish surveys suggests that availability of translated materials alone may not result in greater participation or survey participation.
6. See Table A6 in Appendix A for estimated participation rates for all sites. Estimated survey participation rates varied widely across all sites. Sites with the highest estimated participation rates were Lake County (87.2%) and Akron (60.0%). In comparison, Lexington (13.3%) and Miami (5.4%) both had the lowest estimated participation rates. In terms of survey type, Lake County was the site with the largest percentage of print surveys (87.6%), while Miami had no print surveys and instead relied on email and weblinks.
7. See Table A4 in Appendix A for distribution of survey mode across all sites.
8. See Table A5 in Appendix A for distribution across all sites.
9. See Table A2 in Appendix A for a list of links to each sites' online data exploration tool.
10. Miami also stood out for its low number of seniors and large amount of respondents in their 30s, but it is harder to draw strong conclusions due to the small number of respondents. Still, the youngest age group of 18 to 29 year olds was underrepresented as compared to the Miami-Dade County population overall.
11. Race and ethnic identity are different concepts - this report uses the U.S Census Bureau's Citizen Voting Age Population methodology to combine both race and ethnicity into one figure. See: https://www2.census.gov/programs-surveys/decennial/rdo/technical-documentation/special-tabulation/CVAP_2012-2016_ACS_documentation.pdf
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13. The chi squared statistical procedure was used to summarize the difference between the observed proportion (respondents) and the expected proportion (the local population). For each of the four demographic variables presented in Figure 5, this statistic was calculated for all sites and the median values are presented. .

14. Definitions for these and all themes can be found in IPCE's Issues Codebook in Appendix D.

15. These words were identified using random forest and generalized boosted regression models implemented in the R programming language (using the ranger and gbm libraries, respectively). For all six of the issue areas presented, using just the words provided by respondents these models accurately predict the correct issue area over 94% of the time (average AUC of 95%). A combination of upsampling and downsampling to the median number of 'issues' responses was used so that each site contributed equally to these results (to avoid sites with many more 'issues' responses from disproportionately influencing results). Miami respondents were not included due to a small n size.

16. Note: Unlike in Figure 11, this analysis was not normalized by site.

17. For the full list of follow-up actions, see Figure C.29 in Appendix C.

18. It is important to note the possibility that these results may be influenced by survey 'order effects.' As can be seen in the survey (Appendix B) the question that asks how much respondents better understand how to help address the issues facing your community (Q8) is followed by the question that asks how likely respondents are to take action (Q9). It's possible that the way respondents answered Q8 influenced how they responded to Q9 — because the questions are related and respondents may feel that they should respond in a certain way — however, we are unable to conclusively determine if and how influential this particular order effect may be. To address this potential issue, we suggest separating these questions in future surveys.

19. The total is 34 instead of 27 because each likert scale response to the question "How often, if ever, do you get information about YOUR LOCAL COMMUNITY from each of the following sources, whether online or offline?" is counted as 1 question. In addition, the open response questions that are part of the closed response questions "Did your conversation(s) generate any specific solutions?" and "Did you raise an issue of concern regarding your community?" are also included as a separate question.

