This community dialogue process has been made possible with a Blue Cross Blue Shield of Kansas Pathways to a Healthy Kansas grant awarded to USD 383 through its partnership with the Flint Hills Wellness Coalition.

PROJECT REPORT

Community Conversations: Re-Imagining Spaces in 901 Poyntz

April 28, 2022

Submitted by
Timothy Shaffer, PhD, Director
Donna Schenck-Hamlin, Community Partnerships Associate
Institute for Civic Discourse and Democracy
Kansas State University
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EXECUTIVE SUMMARY

Purpose: The Institute for Civic Discourse and Democracy (ICDD) was contracted by USD383 to convene a series of community conversations to explore potential public uses of specific spaces in the 901 Poyntz facility after the removal of 9th grade classes in 2023. As facilitators in ICDD interpreted this charge, the project contains 3 levels of goals:

1. The engagement goal of the project is to convene a diversity of community groups in dialogue to assist USD383 in critically examining alternative uses of specific building spaces.
2. The process goal of ICDD is the model and conduct of conversation, as stipulated in ICDD Principles of Civic Discourse, designed to nurture constructive communication among members of the public. ICDD identifies this process with Exploration, one of four goals identified in the National Coalition for Dialogue and Deliberation Engagement Streams Framework1.
3. The report to the School Board is the product of this process, documenting concepts for building uses based on visioning dialogues.

Events: Public discussions were held on-line and in-person with four events in two phases. The first phase of “brain-storming” solicited an inventory of community needs with elaboration on how designated spaces (kitchen, cafeteria, rooms 124, 125) might serve these needs, and who would be involved. The second phase of conversations followed an analysis of findings from Phase I and prompted participants to engagement in deeper examination of the predominant space uses that emerged.

Findings: Phase I generated the following themes and uses:

- An appreciation for the central location and community significance of 901 Poyntz;
- The need for multiple uses, collaboration, and coordination among community groups;
- Inclusion of both one-time events and repeated programs or projects;
- Prominent uses advocated were food; social services; arts/creative space; events/meetings.
- Needs of teens were highlighted, along with multi-generational engagement and sharing.

Phase II Participants narrowed their focus to space uses for food, social services, and arts/creativity. They examined the benefits and challenges of coordinating uses in the context of a public school facility, and uncovered details requiring further work as well as the areas of convergence. Key findings:

- Community enrichment occurs where food and experiences are shared – the natural juxtaposition of food with human interaction, discovery, and disclosure.
- Responsible collaboration can meet multiple social needs – by not “owning” but “occupying” spaces for complementary uses, community organizations can have greater reach and impact.
- A groundwork is laid for coordinated action among disparate community groups – with acknowledgement of financial, logistical, and legal agreements to be addressed with USD383.

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Exploration into possible reuse of space in 901 Poyntz and ICDD involvement dates to March 2021, when Jurdene Coleman, then President of the USD383 School Board, met with ICDD Director Timothy Shaffer to explore facilitated public discussions. With a 2022-2023 timetable for moving 9th grade students to the west campus of Manhattan High School, specific areas such as the kitchen and cafeteria would no longer be required for lunch provision, and awareness of that potential vacancy had kindled interest among community organizations who provide free meals.

Importantly, there is an earlier chapter to possible reuse relevant to this report. In late 2018, Common Table approached the USD 383 Board of Education. Soon after, USD 383 hosted a meeting with representatives from more than 20 community groups interested in using empty space in the Manhattan High School East Campus if voters were to approve a bond issue in November 2018. USD 383 also planned for interested persons to tour an elementary school in Emporia that had been converted into a community space.

The Flint Hills Wellness Coalition Chair, Debbie Nuss, approached USD383 Assistant Superintendent Eric Reid in June 2021 with a proposal to employ a Blue Cross Blue Shield Pathways grant to convene exploratory forums on spaces for public use. ICDD is experienced in facilitating forums on health, food and education, and offered to assist once the scope of work was identified. Narrowing the focus to areas of the first floor not already designated for administrative and information technology functions, school administration identified these spaces for public consideration.

With approval from the School Board in November, ICDD agreed to design a process and convene multiple public meetings -- in-person and online – to accommodate the working schedules of Manhattan residents.

The outcome of these meetings held in January and February 2022 would be a report to the School Board to illustrate a spectrum of suggestions and considerations for space uses by community organizations working in collaboration with USD383. In addition to reporting, ICDD offers process and engagement goals to facilitation projects that aim for high quality public interaction and commitment to emerging cooperative pursuits.

Two phases of conversations were designed by ICDD facilitators. The first phase entailed brainstorming sessions to explore a range of vital needs of the community in relation to the designated spaces. The second phase required closer attention by participants to potential requirements of the uses proposed in the first phase.3

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3 Slides presented at both conversations are at the ICDD project website: https://www.k-state.edu/icdd/research/901.html
METHODS

1) Solicitation – Identification of stakeholder groups.
ICDD sought participation from
a) Civic groups whose missions align with BCBS Pathways goals4 of community wellness and engagement
b) Youth and parents from USD383
c) Residents from neighborhood associations, or residents residing near 901 Poyntz
d) Residents with an interest in historical, architectural, and social features of 901 Poyntz
e) City of Manhattan staff and elected officials

To solicit these participants, email and personal invitations accompanied the publicity efforts below.

2) Publicity
   • Manhattan Mercury (1/17 news announcement4, 1/21 ICDD letter to editor, 1/25 forum story5)
   • KMAN In-focus December 236 and January 277
   • ICDD project website and social media
   • USD383 school board announcements and internal news posts
   • Manhattan High School Civic Engagement Club announcements and internal emails
   • Community organization meeting announcements

3) Participation: ICDD offered conversations in a succession of two phases, each with an in-person and on-line event in order to optimize turnout. Some participants registered for events in both phases.
   1. 1/25 (in-person on site) 30 registered; 28 attended
   2. 1/29 (online) 44 registered; 22 attended
   3. 2/15 (in-person on site) 20 registered; 16 attended
   4. 2/19 (online) 20 registered; 11 attended

4) Facilitation, Recording, and Analysis

Team members
An experienced team of ICDD Facilitators and Recorders (see Appendix B) was selected to lead small-group discussions at the four events. Each facilitator is experienced in a range of public discussion models ranging from dialogue to deliberation and understood the exploratory mission of these discussions.

Discussion Phases
Phase I (see Program I Appendix D)

Goal: generate lists of community needs and aspirations for 901 Poyntz spaces
“Brainstorming” is the popular name for exploration techniques that rely on rapid generation of concepts with just enough explanation for clarity, without deliberation or debate on their merits. The strategy anchored participants in spaces stipulated by USD383 on the first floor of 901 Poyntz (current kitchen, cafeteria, and art

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6 https://1350kman.com/in-focus-12-23-21-dr-tim-shaffer-robbin-cole/
rooms 124 and 125) and prompted them to connect community needs to those spaces. Given questions about future uses of other spaces, no contributions were dismissed based on school plans for the building in the immediate future.

Recorders’ notes were analyzed by the facilitator team for proposed uses and implementation themes. Frequency of key words and clustering of similar concepts (see Phase I Summary Analysis, below) resulted in a convergence on four predominant uses amid five themes (See Results of Community Conversations, below). This information was reported to all participants after Phase I and before Phase II.

Phase II (see Program II Appendix E)

Goal: generate a more detailed description of specific space uses

With the understanding that participants in Phase II were not required to attend Phase I, and might contribute new themes and uses, open-themed breakout group opportunities were offered at both in-person and online events, but no participants chose it. To provide equal opportunity for treating all four themes, breakout groups were labeled by pairs such that all participants needed to select two that most interested them, and each use would be featured in two groups: A+B  A+C  B+C  B+D  C+D

A Food Space  B Creative/Arts Space  C Social Service Space  D Event/Meeting Space

When participants dispersed to groups of their choice, the following selections resulted:

2/15 A+B  A+C  C+D (Note: the last group did not address ideas for D, despite facilitator prompts)
2/19 A+B  A+C

It should be noted that when given the opportunity to focus on other uses, A, C, and B were of greatest interest to those who participated.

Recorders’ notes were compiled by the facilitator team and categorized by uses A, B, and C (see Phase II Summary Uses, below). Facilitators examined the “benefits and challenges” responses from the paired use groups to gauge how participants understood the juxtaposition of multiple demands on designated spaces, and what that might require for collaboration with USD383. In analysis, two interpretations of “benefits” by participants emerged: benefits to the community of the use(s), and benefits to the use of its location at 901 Poyntz. “Challenges” were more consistently understood as implementation issues to be addressed by USD383 and groups proposing to work in coordination.
RESULTS OF COMMUNITY CONVERSATIONS

The notes from Phase I discussions revealed four predominant uses amid five themes.

1. An appreciation for the central location and community significance of 901 Poyntz;
2. The need for multiple uses, collaboration, and coordination among community groups;
3. Inclusion of both one-time events and repeated programs or projects;
4. Prominent USES advocated were food; social services; arts/creative space; events/meetings;
5. Needs of teens were highlighted, along with multi-generational engagement and sharing.

Facilitators derived these themes from reviewing the notes, comparing what was heard at all tables, and examining the frequency of terms participants used to express not only what could occur, but how multiple functions might be managed. A common sentiment expressed was that 901 Poyntz’s place in Manhattan merits a cooperative arrangement between the school and other community groups.

In Phase II discussions, the breakout-groups chose to focus on Food Space (4); Social Service Space (3) and Creative/Arts Space (2). This did not preclude the use of Events/Meeting Space, as discussion included references to both occasional and recurring activities for those three uses. But it was clear that the interest was not in encouraging USD383 to simply open space for any gathering (such as family reunions or working meetings). When participants elaborated on who would be involved, a significant number of organizations (see Appendix 1) was generated that also reflected an interest in multiple age groups, not just children and youth.

The facilitators converted their notes into a standard format (see Phase II Summary Uses, below) to offer the School Board a what-where-who-when-how-why framework for visualizing the ideas. Because groups were asked to look at two uses, the necessity of sharing a managed facility and the complementary advantages of paired uses became a common theme. The prompting question of how groups could work with USD383 to implement these ideas resulted in suggested next-steps for further investigation by the School Board.

Consistent challenges were raised across all the breakout groups (see Conclusions, below), such as accountability, funding, and scheduling. A similar enumeration of benefits (such as connectivity, curricular reinforcement, and inclusiveness) reflected a tacit assumption that on balance, community efforts to overcome these obstacles could produce positive results.

During the final event, it was suggested by participants that an outline of a business plan for collaborating groups be included in the Appendix to this project report. Although it was not created during these conversations, ICDD offers it as further documentation of what factors USD383 would need to address to enter a working relationship with community groups.

The ideas collected in these community conversations were those of individual residents with many roles in the community. But the stated willingness of groups to combine their efforts suggests that a transition from mere exploration to collaborative action with USD383 is feasible in the near future.
PHASE I SUMMARY ANALYSIS

Recurring Word Counts from Small-Group Discussion Notes
administration (2)
adults (2)
after-school (2)
archive (2)
**arts (19)**
assistance (2)
ATA (5)
Be Able (7) BeAble (1)
cafeteria (13)
career (1)
celebration (1)
centralized (16)
children (4)
**Common Table (35)**
childcare (6) Child care (1)
civic (5)
**class/es (18)**
community center (4)
community classes (3)
**coordination (6)**
creative (3)
cultural (3)
daycare (1) day care (2)
dinner (2)
early childhood (3)
emergency shelter (3)
entrepreneurial (2)
events (6)
**Fit Closet (9) = clothing closet (1)**
flex (2)
**food (34)**
food & farm council (1) food and farm council (2)
garden (6)
gathering (5)
healing (2)
**help (17)**
historic/historical (5)
**homeless (11)**
housing (7)
hub (2)
kitchen (21)
Kitchen Restore (3)
KSU(2) K-State (1)
lifelong learning (2)
makerspace (2) maker space (5)
Manhattan Arts Center (2) MAC (2)
MATC (3)
**meal/s (18)**
meeting space (5)
**mental health (10)**
multiple (3)
**multi-use/purpose (6)**
non-profit (2) nonprofit (1)
outdoor (2)
Parks & Rec (2)
**partner (9)**
pet care (2)
practice (2)
preteen (1) pre-teen (3)
**resource/s (13)**
scheduling, ed (4)
**senior (6) seniors (2)**
services (8)
**shelter (13)**
**shower (10)**
Shepherd’s Crossing (4)
social work (4)
**student/s (7)**
studio (2)
**support (9)**
**teen (26)**
**theatre (9)**
training (4)
**UFM (6)**
vibrancy (2)
volunteer (6)
Wonder Workshop (6)
wrap-around services (2)
youth (10)

Facilitators’ Post-Event Analysis
FUNCTIONAL GROUPINGS: Predominant uses suggested by recurring words
Common Table (35) FOOD
Food (34)
Kitchen (21)
Meals (18)
Cafeteria (13)

Teen (26) TEENS
Youth (10)

Arts (19) ARTS
Theatre (9)

Shelter (13) SOCIAL SERVICES
Resources (13)
Homeless (11)
Shower (10)
Support (9)
Mental Health (10)
Help (17)

✓ Appreciation for the central location of 901 Poyntz
✓ Mandate for multiple uses, collaboration, and coordination among community user groups
✓ Distinction between events and program functions
✓ Among uses, food and social services stood out, along with arts/creative space
✓ Highlighting teen demographic, with needs for sharing and engagement across generations

“THEMATIC BUCKETS” – suggested by facilitators

<table>
<thead>
<tr>
<th>Community Meeting Space</th>
<th>Events</th>
<th>Community Meeting Space</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Services</td>
<td>Services</td>
<td>Social Services</td>
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<tr>
<td></td>
<td>Meeting Ground</td>
<td>Common Table</td>
</tr>
<tr>
<td></td>
<td>Support</td>
<td>Shelter</td>
</tr>
</tbody>
</table>

Other considerations emphasized for reporting to school board:

- Central Coordination
- Access/Phasing
- Volunteers (Town/Gown?)
PHASE II SUMMARY USES

Discussion converged on three predominant uses – food, social services, and arts/creative spaces.

USE: FOOD

A. WHAT would be going on?
   1. Storage: of food supplies, prepared, or recovered food; cold storage; kitchen equipment; seating furniture
   2. Preparation: meals, snacks, refreshments, grab & go
   3. Serving/Distribution: (see A-2)
   4. Education: in food preparation, handling, safety, nutrition, budgeting
   5. Coordination: on pooled bulk ordering, scheduling, supervision.
   6. Communal celebrations e.g. holiday fests/feasts
   7. Transportation: timetables of ATA coordinated for scheduled meal service

B. WHERE? (in which of the 4 spaces)
   1. Kitchen
   2. Cafeteria – all or segmented; “Welcome Table” at entrance

C. WHO would be involved in what is going on?
   1. Community service organizations in coordination (see Appendix 1 listing): CT, FFC, FHWC, UFM; additionally ATA, CC, FHBB, GRK
   2. Volunteers: youth earning community service credits, area residents, instructors from private and public sector

D. WHEN?
   1. Daily
   2. Coordinated with CT city-wide meal schedules
   3. Multiple/staggered meal shifts to accommodate space/demand
   4. Coordinated with events, classes, after-school activities

E. HOW might non-school entities collaborating with USD383 implement this use?
   1. Board receives business plan proposal from C-1
   2. Requirements are identified for shared (non-USD383) responsibilities in the facility
   3. Agreements are formulated between USD383 and coordinating service organizations
   4. Dedicated task force/committee reports to Board of Education

F. WHY should space in 901 Poyntz be employed for this use?
   1. Efficiency: pooled funding for common food purchases
   2. Improved/increased accessibility of food & capacity for food preparation, provision
   3. Education – food budget, food prep, meal planning, education – improving overall health outcomes for residents (while lowering remedial costs)
   4. Efficiency: in energy consumption and human resources through central coordination
   5. Youth support through community and family outreach
      a. Readily available (easy, frequent access to) food supports youths’ basic needs and educational success
      b. Non-age specific food events in am, pm, and after-school enables community engagement across generations and sectors through food

USE: SOCIAL SERVICES

A. WHAT would be going on?
   1. Consultations/Tutoring/Mentoring
   2. Referral Hub with appointment assistance
   3. Community Bulletin Board, Wi-fi access
4. Provision of supplies (e.g., clothing, toiletries, kitchen equipment)
5. Emergency shelter & showers
6. Early-age childcare, childcare training classes, and business incubation
7. Teen safe space for games, relaxation, assistance (A-1, A-2)
8. Spanish/ multilingual/translation services for childcare and/or others

B. WHERE? (in which of the 4 spaces)
1. Cafeteria – all or segmented
2. Privacy space: investigate provision out of B-1, B-3, or other
3. 124/125
4. Gym: investigate feasibility for A-5, though space not in this scope of inquiry
5. Other rooms: investigate feasibility for A6-7, through space not in this scope of inquiry

C. WHO would be involved in what is going on?
1. Community service organizations/programs (see Appendix 1 listing): ATA, BA, BGC, CASA, CCT, DRC, FHWC, FIT, GMCF, H2H, KR, LEAD, MAHFH, MAREA, PMHS, RCCA, RCCSSA
2. Social workers and counselors: investigate availability from USD383 as well as AVCH, BA, BGC, PMHS, UFM
3. Cafeteria “Hosts” knowledgeable for A-2
4. Multi-lingual interpreters, ESL specialists
5. Mental health specialists
6. Youth/Teen/Seniors volunteers

D. WHEN?
1. Concurrent with FOOD serving
2. After-school
3. Dedicated events
4. Scheduled classes

E. HOW might non-school entities collaborating with USD383 implement this use?
1. Address scheduling and logistics issues
2. Establish parameters for attendance management – numbers and safety issues
3. Assign oversight – staff, volunteer, equipment management
4. Investigate grant funding for director and support staff for initial organization
5. Investigate requirements and funding for childcare provision, training

F. WHY should space in 901 Poyntz be employed for this use?
1. Wrap-around service efficiency benefits students + families to improve student outcomes
2. Mitigating youth risk: safe informal space with extensive intergenerational support in academic, social, personal domains addresses major risk factors.

USE: CREATIVE/ARTS

A. WHAT would be going on?
1. Creative processes – various
2. Performances/Exhibits
3. Cabaret Café: aligned with food scheduling
4. Seniors arts programming
5. Music/theatre lessons
6. Jam sessions
7. Interactive events based on creativity, e.g. Visual Thinking Strategies dialogues

B. WHERE? (in which of the 4 spaces)
1. Cafeteria – all or segmented
2. 125/126 – Makerspace, lessons, “commons” for jam sessions, storage of supplies

C. **WHO** would be involved in what is going on?
   1. Community arts/education organizations/programs (see Appendix 1 listing): AHA, APD, BMA, MAC, UFM, WW

D. **WHEN**?
   1. Concurrent with FOOD serving
   2. After-school
   3. Dedicated events

E. **HOW** might non-school entities collaborating with USD383 implement this use?
   1. Develop scheduling requirements with samples from UFM and CT
   2. Address safety, security and liability issues for the facility
   3. Investigate a coordinator position to oversee management functions
   4. Establish responsibilities for site supervision (E-2) when occupied by non-USD383 groups
   5. Develop a planning group or work with an existing coalition

F. **WHY** should space in 901 Poyntz be employed for this use?
   1. Creative expression enhances human social connection, builds community
   2. Arts support individual health and vitality
   3. Creativity integral to achievement, problem-solving generally, student success specifically
CONCLUSIONS

Facilitators examining notes from Phase II isolated the following conclusions by participants:

- Community enrichment occurs where food and experiences are shared – the natural juxtaposition of food with human interaction, discovery and disclosure.
- Responsible collaboration can meet multiple social needs – by not “owning” but “occupying” spaces for complementary uses, community organizations can have greater reach and impact.
- A groundwork is laid for coordinated action among disparate community groups – along with acknowledgement of complex financial, logistical, and legal agreements yet to be addressed.

As a reflection of the Phase I themes emphasizing multi-use over dedicated use and collaboration among groups, Phase II summaries uncovered the complementary nature of combined uses among food, social service, and arts/creativity. This was captured by recorders in several evocative quotes:

- “Food is the heart of the home and art is the heart of the soul.”
- “No matter what else you are doing and who you are doing it with or for, food (serving or cooking) is a plus.”
- “Art like food enriches the entire town, unifies it.”
- “Young and old are both starved for connections.”

Participants grappled with issues that emerged in proposing the implementation of food, social services, and arts/creativity uses within the designated spaces. The following table summarizes benefits and challenges that were articulated in Phase II forum discussions.

<table>
<thead>
<tr>
<th>BENEFITS</th>
<th>CHALLENGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accessibility (to/by public)</td>
<td>Accountability</td>
</tr>
<tr>
<td>Awareness</td>
<td>Collaboration/Coordination</td>
</tr>
<tr>
<td>Centralization</td>
<td>Equipment provision, maintenance</td>
</tr>
<tr>
<td>Connectivity (people, missions)</td>
<td>Financial commitments/funding</td>
</tr>
<tr>
<td>Consistency (nutritional)</td>
<td>Liability</td>
</tr>
<tr>
<td>Curricular reinforcement</td>
<td>Logistics</td>
</tr>
<tr>
<td>De-stigmatization</td>
<td>Marketing</td>
</tr>
<tr>
<td>Efficiencies (pooling/sharing)</td>
<td>Oversight/Supervision</td>
</tr>
<tr>
<td>Food Security (hunger mitigation)</td>
<td>Participation</td>
</tr>
<tr>
<td>Healing</td>
<td>Policy development, compliance</td>
</tr>
<tr>
<td>Inclusiveness</td>
<td>Safety/Security of youth</td>
</tr>
<tr>
<td>Sustainability</td>
<td>Scheduling</td>
</tr>
<tr>
<td>Volunteerism</td>
<td>Storage</td>
</tr>
</tbody>
</table>

Recommended Next Steps

During Phase II discussions, participants requested that all contributors and groups cited be notified of the summary results, while reporting to the school district. Suggested steps are embedded in Sections E of the Phase II summary notes (“HOW?”) and are premised on School Board acceptance of this report.
## Appendix A: Abbreviations of Community Organizations Cited

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHA</td>
<td>Arts and Humanities Association of Manhattan</td>
</tr>
<tr>
<td>AVCH</td>
<td>Ascension Via Christi Hospital</td>
</tr>
<tr>
<td>APD</td>
<td>College of Architecture, Planning &amp; Design, KSU</td>
</tr>
<tr>
<td>ATA</td>
<td>ATA Bus, Flint Hills Area Transportation Agency</td>
</tr>
<tr>
<td>BA</td>
<td>Be Able</td>
</tr>
<tr>
<td>BGC</td>
<td>Boys and Girls Club of Manhattan</td>
</tr>
<tr>
<td>BMA</td>
<td>Beach Museum of Art, KSU</td>
</tr>
<tr>
<td>CASA</td>
<td>Sunflower CASA (Court-Appointed Special Advocates program)</td>
</tr>
<tr>
<td>CC</td>
<td>Cats Cupboard (affiliated with KSU)</td>
</tr>
<tr>
<td>CCT</td>
<td>Community Care Team (affiliated with FHWC)</td>
</tr>
<tr>
<td>CT</td>
<td>Common Table</td>
</tr>
<tr>
<td>DAC</td>
<td>Douglass Activity Center, affiliated with City of Manhattan</td>
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<tr>
<td>FFC</td>
<td>Food and Farm Council of Manhattan and Riley County</td>
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<tr>
<td>FHBB</td>
<td>Flint Hills Bread Basket</td>
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<tr>
<td>FHWC</td>
<td>Flint Hills Wellness Coalition</td>
</tr>
<tr>
<td>FIT</td>
<td>FIT Closet (affiliated with USD 383)</td>
</tr>
<tr>
<td>GMCF</td>
<td>Greater Manhattan Community Foundation</td>
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<tr>
<td>GRK</td>
<td>Greek (Interfraternity and Pan-Hellenic) councils, affiliated with KSU</td>
</tr>
<tr>
<td>H2H</td>
<td>Hand to Hand (affiliated with MAREA, DCRC)</td>
</tr>
<tr>
<td>KR</td>
<td>Kitchen Restore (affiliated with FFC)</td>
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<tr>
<td>LEAD</td>
<td>Leadership Studies School, KSU</td>
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<td>MAC</td>
<td>Manhattan Arts Center</td>
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<tr>
<td>MAHFH</td>
<td>Manhattan Area Habitat for Humanity</td>
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<tr>
<td>MAREA</td>
<td>Manhattan Area Retired Educators Association</td>
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<td>PMHS</td>
<td>Pawnee Mental Health Services</td>
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<td>RCCA</td>
<td>Riley County Council on Aging</td>
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<tr>
<td>RCCSSA</td>
<td>Riley County Council of Social Service Agencies</td>
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<tr>
<td>UFM</td>
<td>UFM Community Learning Center</td>
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<tr>
<td>WW</td>
<td>Wonder Workshop</td>
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## Appendix B: ICDD Facilitators and Recorders

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Carol Barta</td>
<td>Community Facilitator</td>
</tr>
<tr>
<td>Susanne Glymour</td>
<td>Community Facilitator</td>
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<tr>
<td>Scott Heise</td>
<td>Graduate Student, Communication Studies</td>
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<tr>
<td>Lorenza Lockett</td>
<td>Associate Professor, Sociology, Anthropology and Social Work</td>
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<tr>
<td>Nancy MacFarlane</td>
<td>Graduate Student, Leadership Communication</td>
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<tr>
<td>David Procter</td>
<td>Emeritus Professor, Communication Studies</td>
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<tr>
<td>Lance Rossi</td>
<td>Graduate Student, Communication Studies</td>
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<tr>
<td>Donna Schenck-Hamlin</td>
<td>Community Partnerships Associate</td>
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<tr>
<td>Timothy Shaffer</td>
<td>Director, Institute for Civic Discourse and Democracy</td>
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<tr>
<td>LaBarbara Wigfall</td>
<td>Associate Professor, Landscape Architecture and Community and Regional Planning</td>
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Appendix C: Business Plan Outline

Common Table, with support and advise from the Flint Hills Wellness Coalition, Food & Farm Council of Riley County & City of Manhattan, Riley County Council of Social Service Agencies, and others, will develop and present a business plan to USD 383 that will form the basis for a memorandum of agreement regarding Common Table’s use of the cafeteria space in the Manhattan High School East Campus. The Common Table’s business plan will include but not be limited to the following information:

1. Organization’s history and governance
2. Community need met by organization and community demographic information regarding food insecurity
3. How the community need is currently being met and why it can better be met in partnership with USD 383
4. Expertise of those involved
5. Financial plan
   a. Immediate funding requirements
   b. Plans for sustainability
   c. Sources of revenue
Appendix D: Program Phase I Conversations Program

PROGRAM FORUMS 1&2
IN PERSON January 25, 7 – 9pm 901 Poyntz Cafeteria – enter by door 4, west side off 9th St.
ONLINE ZOOM January 29, 10am – 12pm

Breakout rooms correspond to table pairs of facilitators with recorders:
1. La Barbara Wigfall - Scott Heise
2. Lorenza Lockett - Susanne Glymour
3. Carol Barta - Lance Rossi
4. Tim Shaffer – Monica MacFarlane
5. David Procter - Donna Schenck-Hamlin

TEAMS FUNCTIONING ONLINE:
Facilitator guides the discussion questions, and helps participants identify the issue or aspect they are addressing, should it become unclear (see below – a shorthand might be NEEDS; HOW; WHAT/WHERE; and WH)

Participants are encouraged to actively listen and take turns as in-person, but may also respond in the chat box.

Recorder opens a local document file in Word and take notes in similar mode as in-person note sheets; bullet style responses that participants are giving to the facilitator prompts. Capture comments from the chat box, and save chat notes before returning at the end of the program. Email chat with your own notes to donnash@ksu.edu.

ONLINE PROGRAM
• 9:30 Log in before participants arrive: test the breakout room process, entry and return.
• 10:00 Tim or Donna starts screen share with a re-cycling video tour of the area under consideration
• 10:10 Introductions (Tim)
  i. Who we are, 2-part conversation project – where it’s going – next steps
  ii. This is a civic space. We all have supported this location which, to this point, has been used for formal education—a school.
  iii. Historical context: prominence and placement of site
  iv. This is an opportunity to pause and dream ahead.
  v. You are invited to return to Phase 2 conversations when we visualize the ideas that emerged from this conversation—a “deep dive” in the substance of how to make what we explore tonight possible.
• 10:20 Break out into Small-group discussions (Facilitators with recording assistants) Registered participants will have received .pdf by email of handouts from in-persons session, including historical essays on 901 Poyntz.
• Facilitator questions:
  i. WHAT are some vital community needs in Manhattan [that could be addressed by this space]? “If only we had...”
  ii. HOW might this space be used to meet those needs?
  iii. WHAT would it look like to meet that need in this space? [Elaborate on the previous question of how; be specific about what function goes where.]
  iv. WHO could use this space that currently does not?
• 11:30 Re-enter the main room/zoom conversation. Recorders save chat and Word files before returning. Tim offers re-cap summary and next steps: **Before February 15 and 19 we will compile results and flag similar concepts, so we can focus in the Phase II talks on details.**
Appendix E: Program Phase II Conversations Program

The following themes emerged from the first two community conversation events:

1. An appreciation for the central location and community significance of 901 Poyntz;
2. The need for multiple uses, collaboration, and coordination among community groups;
3. Inclusion of both one-time events and repeated programs or projects;
4. Prominent USES advocated were food; social services; events/meetings; and arts/creative space;
5. Needs of teens were highlighted, along with multi-generational engagement and sharing.

In the remaining forum, we ask residents to take a deeper look at the major space USES

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
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<tbody>
<tr>
<td>FOOD SPACE</td>
<td>CREATIVE/ARTS SPACE</td>
<td>SOCIAL SERVICE SPACE</td>
<td>EVENT/MEETING SPACE</td>
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We want you to talk about the use you are most interested in. At the same time, given the emphasis on multi-use, and multi-user communities that emerged in Phase I, we’ll ask you to examine TWO options for uses in the time we have together, by going to a breakout group focused on them. We have numbered our break-out rooms with pairs of uses:

Room 1: [A+B]
Room 2: [A+C]
Room 3: [B+D]
Room 4: [C+D]

After a short introduction, we’ll ask you to “vote with your feet/mouse”, (go to the room most interesting to you), where you will share conversations in a small group before we all get back together. If you are not interested in any of the four above, we can have breakout room 5 reserved for OTHER USES.

Your facilitator will ask you to imagine and detail out what these uses might look like, each one, and in relationship to the other. This allows us to examine considerations such as timing, requirements, and collaborative or complementary uses that administrators may face in the implementation.
<table>
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<th><strong>USE:</strong></th>
<th><strong>USE:</strong></th>
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<tr>
<td>What’s going on? In what room(s)?</td>
<td>What’s going on? In what room(s)?</td>
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<tr>
<td>When? (How often, how long, scheduled?)</td>
<td>When? (How often, how long, scheduled?)</td>
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<tr>
<td>What is required? (financial, legal, social)</td>
<td>What is required? (financial, legal, social)</td>
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<tr>
<td>Collaborations?</td>
<td>Collaborations?</td>
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<tr>
<td><strong>BENEFITS AND CHALLENGES</strong></td>
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