



Manning, Iowa

IOWA

Initiative for Sustainable
Communities

Manning Learning & Community Commons



YoFa Studio

May 2026



CONTRIBUTORS



Jovana Kolasinac

Architect, Urban Planner, Transportation Planner

Master's degree from University of Iowa

School of Planning and Public Affairs

Email: jovana-kolasinac@uiowa.com



Farnaz Fatahi

Architect, Urban Designer, Urban Planner

Master's degree from University of Iowa

School of Planning and Public Affairs

Email: farnaz-fatahimoghadam@uiowa.edu

ACKNOWLEDGEMENT

We would like to express our sincere gratitude to all individuals and organizations who contributed their time, knowledge, and insights to the development of the Manning Childcare, School, and Community Campus Master Plan. This project is the result of a collaborative effort, and the input received from local stakeholders was essential in shaping a vision that reflects the needs and aspirations of the Manning community.

We would like to extend our special appreciation to the **Iowa Initiative for Sustainable Communities (IISC)** for serving as the bridge between our team and the City of Manning throughout this project. Their continuous guidance, recommendations, and support during the planning and design process were instrumental in helping shape the project direction and ensuring a meaningful and collaborative experience for all parties involved.

We extend our appreciation to the **Manning Child Care Center** for sharing valuable information about current operations, challenges, and future needs. Their input was instrumental in defining the program requirements and ensuring that the proposed design supports high-quality childcare services.

We are also grateful to the **IKM–Manning School District** for their collaboration and forward-thinking approach to integrating educational opportunities and shared facilities. Their perspective helped guide the development of a cohesive and functional campus that supports both early childhood and school-age education.

Special thanks to the **Manning Betterment Foundation** for their leadership and commitment to enhancing quality of life in the community. Their vision for economic development and community growth played a key role in shaping the broader goals of the project.

We would like to acknowledge the **Hausbarn Heritage Park** representatives for their enthusiasm in connecting the project to Manning’s cultural and agricultural heritage. Their insights inspired the integration of outdoor learning, agricultural programming, and community events into the campus design.

Finally, we would like to thank the **City of Manning**, and especially **Dawn Meyer**, for her continuous support throughout this journey. This project would not have been possible without her help and dedication.

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01

INTRODUCTION & VISION

1.1 Project Overview

The City of Manning and the Manning Betterment Foundation have identified a critical shortage of licensed childcare that directly impacts families and the local workforce. According to the *Child Care Market Analysis (2023)* by First Children's Finance, the Manning area has roughly 344 children ages 0–11, yet the community faces a shortfall of 53 infant/toddler spaces and 145 school-age spaces. Nearly 95% of families with young children have all parents working, and the existing downtown Manning Child Care Center, licensed for 108 children, has a waiting list of 59. Employers and parents have reported missed workdays and reduced productivity due to limited childcare availability, underscoring the direct connection

between childcare access and economic stability.

To meet these growing needs, the Manning Betterment Foundation, in collaboration with the City of Manning and the IKM–Manning School District, is advancing plans for a new childcare campus facility. The proposed site, located on a 10-acre parcel south of Manning Hausbarn Heritage Park and adjacent to IKM–Manning High School—will provide the capacity and flexibility needed for future expansion. Guided by the *Financial Model Report (2024–2029)* and *Business Plan*, the new facility aims to offer safe, high-quality care, support local employment, and enhance Manning's role as a regional hub for family services and education.



Figure 1: Manning Child Care Center Signage

1.2 Vision

The vision for the Manning Childcare Campus is to create a welcoming, educational, and family-centered environment that supports the community's youngest learners while strengthening Manning's role as a connected and resilient rural city. The campus will serve

as a model for how small communities can integrate childcare, education, recreation, and community life within a unified setting that promotes growth and well-being.

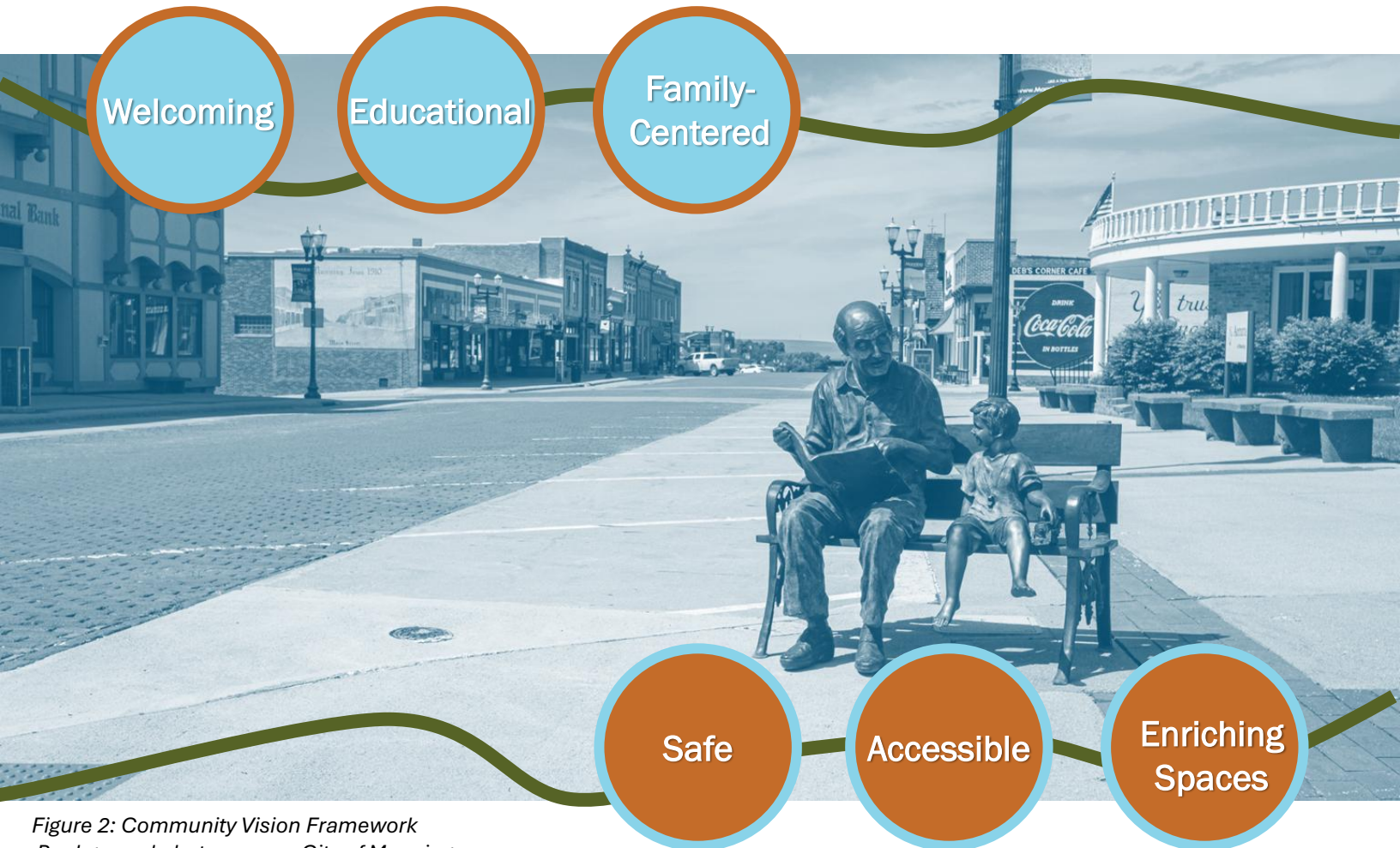


Figure 2: Community Vision Framework
Background photo source: City of Manning

Rooted in Manning's values of collaboration, innovation, and quality of life, the new childcare facility will provide safe, accessible, and enriching spaces for children, families, and staff. By locating the center alongside the IKM–Manning School District and the Hausbarn Heritage Park, the project envisions a school-centered campus where early

learning, culture, and recreation come together. This vision extends beyond a single building—it represents an investment in Manning's future, ensuring that every child and family has the opportunity to thrive within a supportive and vibrant community.



COMMUNITY & SITE CONTEXT

02

Manning is a small rural community located in Carroll County in west central Iowa. With a 2020 population of 1,455, the city has experienced a modest population decline of 3 percent since 2010 (Bureau., 2022). Despite this trend, Manning continues to serve as a local hub for employment, education, and services for nearby communities including Manilla, Irwin, Aspinwall, and Templeton, all of which are part of the IKM–Manning School District (District, 2025). Its position within a regional network of small towns underscores the importance of providing accessible and high-quality childcare services that meet the needs of both Manning residents and families in surrounding rural areas.

Even though Manning has one of the lowest median ages when compared to other cities, it still has a higher median age than the state. The higher median age within the community can mean a couple of things. The easiest thing to infer is that there are more older residents than there are younger residents, which brings the median age up. The median age lowering from the previous estimates in 2015 can mean that the IKM-Manning School and Manning Child Care Center are attractive amenities to families with children and that new families with younger children have moved to the area since 2015.

2.1 Regional Setting

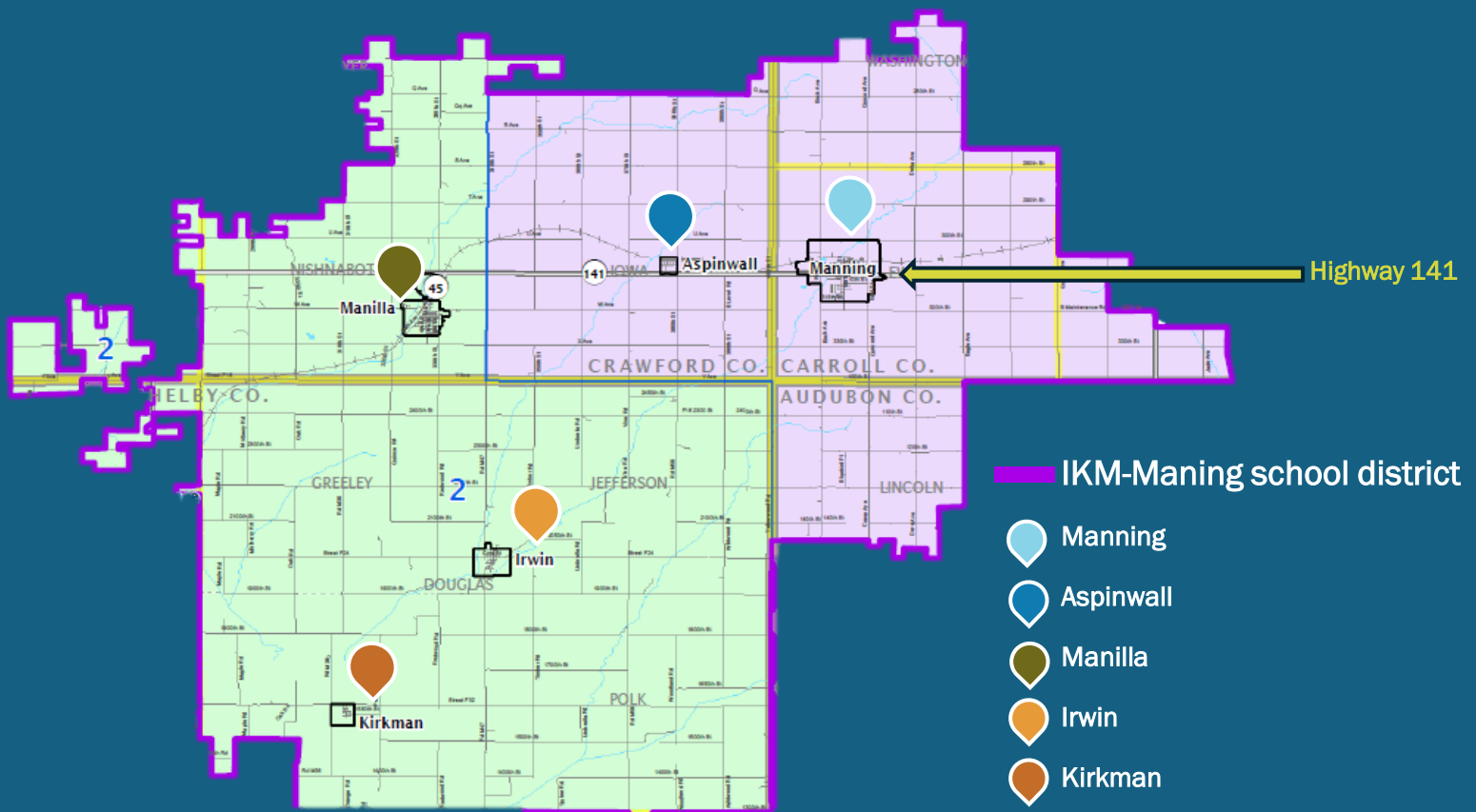


Figure 3: IKM-Manning School District Regional Context Map

Manning, Iowa



[Source:](#) This infographic contains data provided by Esri (2024, 2029).

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Figure 4: Manning City Boundary

Geographically, Manning is located along Iowa Highway 141, providing connections east to Des Moines and west toward Sioux City. Its proximity to larger employment centers in Carroll and Denison further positions Manning as a residential base for commuting families. Within this regional setting, a robust childcare system supports broader patterns of economic growth, education, and community development, reinforcing the city's role as a vital anchor in western Iowa.

The population structure shows a balanced age distribution, with 23% under 18 and 24% over 65, indicating both a stable base of young families and a growing senior population. The majority of residents, 61%, work in white-collar occupations, and the community has a median household income of about \$70,836, with a low poverty rate of roughly 10%.

Educational attainment is moderate, with one-third of residents holding a bachelor’s or professional degree. These demographic characteristics, combined with high rates of dual-income households and steady population retention among young adults, reinforce the need for accessible, high-quality childcare facilities. Also, The median age lowering from the previous estimates in 2015 can mean that the IKM-Manning School and Manning Child Care Center are attractive amenities to families with children and that new families with younger children have moved to the area since 2015.

Planning the new Manning Child Care Center as part of a larger educational campus will help meet the needs of working families while strengthening Manning’s role as a regional hub for education and family services.

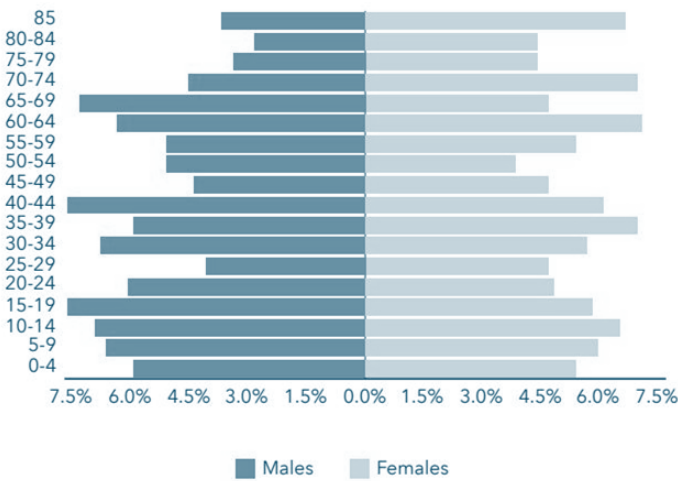


Figure 5: Population Distribution by Age and Gender

Female Aged 20 - 64

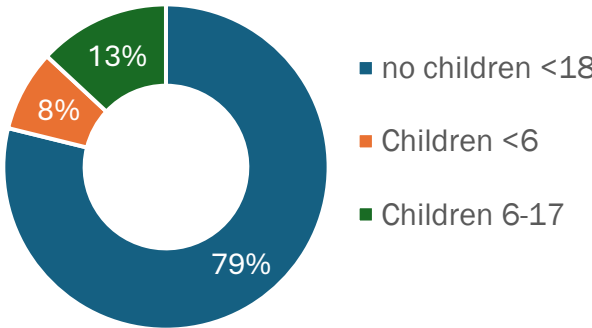


Figure 6: Female Population Aged 20–64 by Household Child

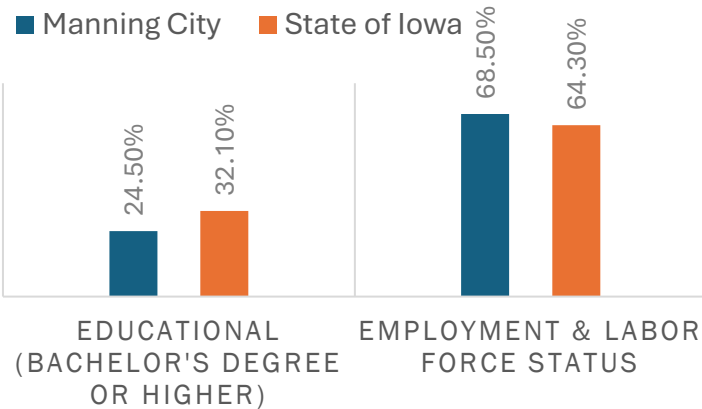


Figure 7: Comparison of Educational Attainment and Labor Force Participation Between Manning and Iowa

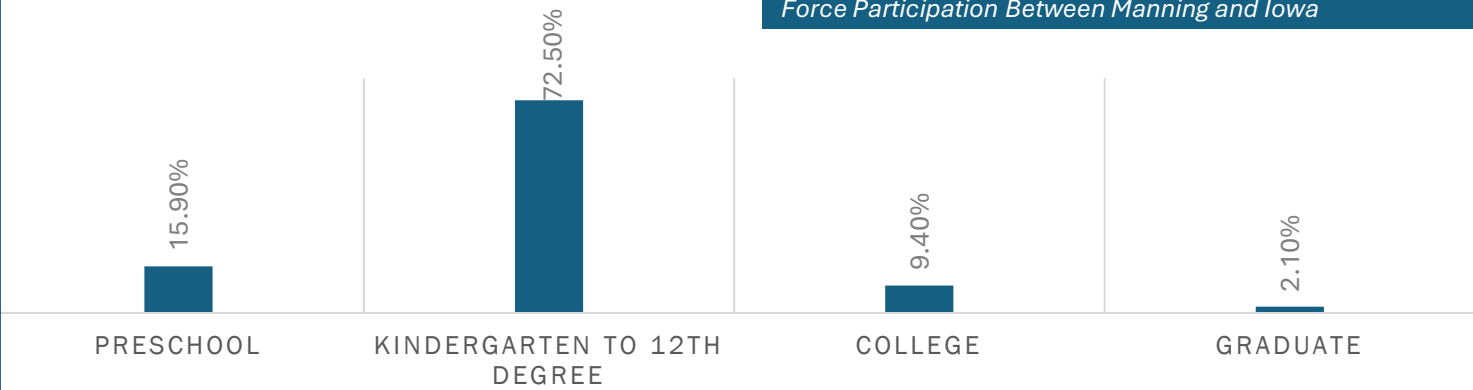
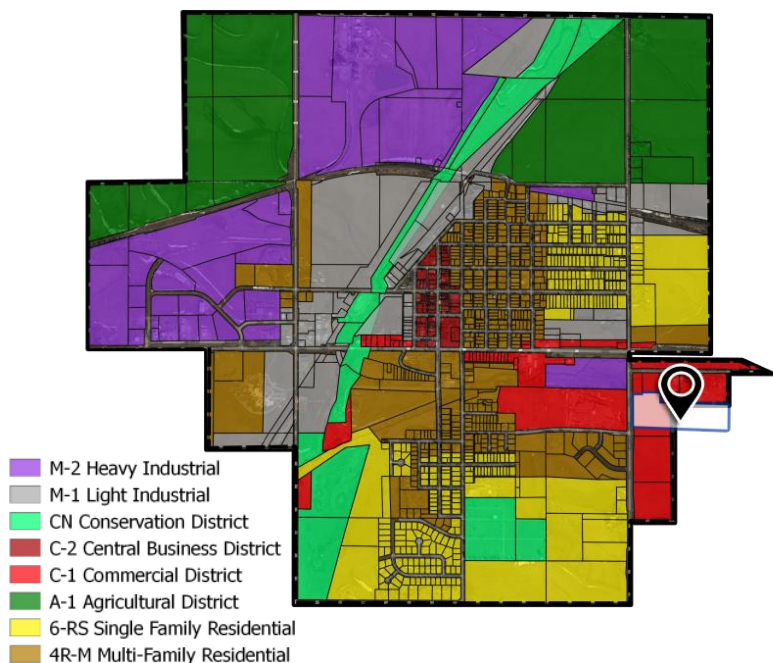


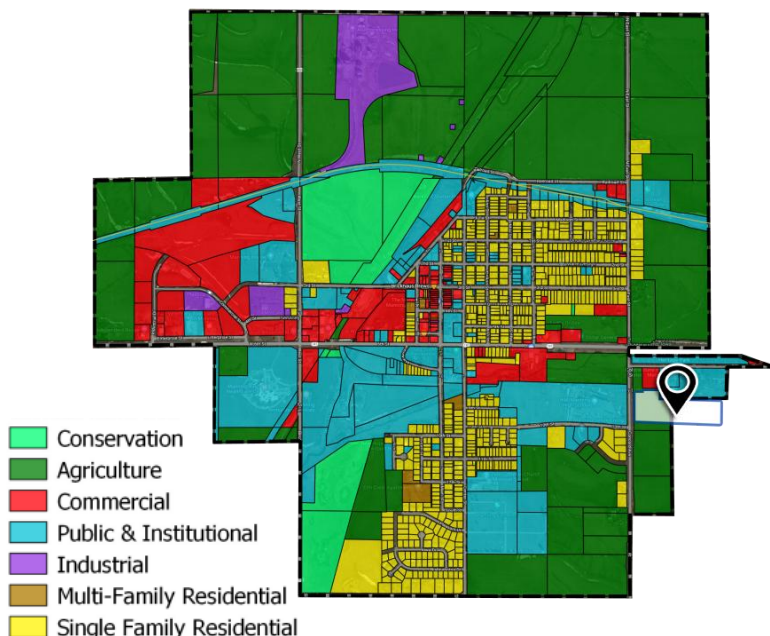
Figure 8: Educational Enrollment Levels Within the Population

Zoning Map



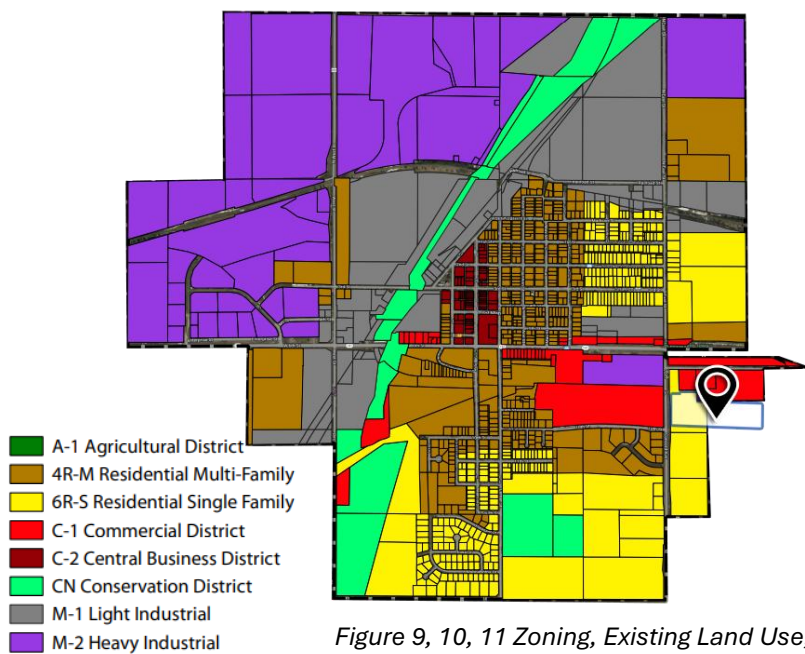
As it can be seen in the map, the project area is zoned C-1 Commercial District, a designation that permits the development of schools and childcare centers. This zoning classification aligns with the intended use of the site as an educational and community-oriented facility, ensuring compatibility with existing municipal regulations.

Existing Land Use Map



The site is presently identified as agricultural land, surrounded by a mix of public, institutional, and commercial uses. This setting reflects Manning's transitional edge between active community facilities, such as the adjacent high school and heritage park, and open, undeveloped land. The agricultural designation highlights the opportunity for a sensitive integration of new development within an evolving institutional corridor.

Future Land Use Map



According to the future land use map, the site is planned to transition to 6R-S Residential Single Family. This designation supports low-density development and aligns with the surrounding residential and institutional character. The future land use plan indicates the city's intent to accommodate compatible growth and community-serving uses, such as childcare and educational facilities, within this southern area of Manning.

Figure 9, 10, 11 Zoning, Existing Land Use, and Future Land Use Maps

2.4 Community Landmarks

The study area sits adjacent to the IKM–Manning High School and south of the Manning Hausbarn Heritage Park, forming part of a growing educational and recreational corridor. Nearby institutions such as the Manning Public Library, City Hall, and Manning Healthcare contribute to a civic and service-oriented core within close proximity to the site. The distribution of parks—including Willow Creek Park, Manning City Park, and the Recreation Center—illustrates the city's strong network of green spaces and family-oriented amenities. Together, these landmarks define a compact, walkable community structure that supports the integration of a new childcare facility into Manning's educational and public landscape.

- 1 Study Area**
- 2 Education**
- IKM-Manning High School
- Manning Child Care Center
- Manning Public Library
- Health**
- Manning Healthcare
- Civic & Government**
- Manning City Hall
- Park & Recreation**
- Manning Hausbarn Heritage Park
- Willow Creek Park
- Manning Recreation Center
- Manning City Park
- Trestle Park
- Downtown & Business**
- Main Street Manning



Figure 12: Community Landmarks and Study Area Context

Education



1



2



3



Figure 13, 14, 15: IKM-Manning High School, Manning Child Care Center, Manning Public Library

Parks & Recreation



7



Figure 16: Manning Hausbarn Heritage Park

9



Figure 17: Manning Recreation Center

10



Figure 18: Manning City Park

11



Figure 19: Trestle Park

Healthcare

5



Figure 20: Manning Healthcare



Civic & Governmental

6



Figure 21: Manning City Hall



Main Street and Business

12



Figure 22: Main Street Manning



2.5 AADT Analysis

The Average Annual Daily Traffic (AADT) map illustrates vehicular flow and crash history within Manning's street network, emphasizing conditions around the proposed childcare campus site. The study area lies directly north of Iowa Highway 141, a major regional corridor that carries between 2,900 and 4,000 vehicles per day along the city's southern edge. This proximity provides convenient regional access but also increases traffic volumes on East Street, which serves as the primary connection between the

highway and the high school campus area. The data indicate several recorded car crashes along Highway 141 and East Street within the past five years, suggesting higher traffic conflict potential near key intersections. As the childcare center develops, traffic management and safe access design along East Street will be essential to accommodate additional trips generated by parents and staff while maintaining safety and efficiency at the school and park entrances.

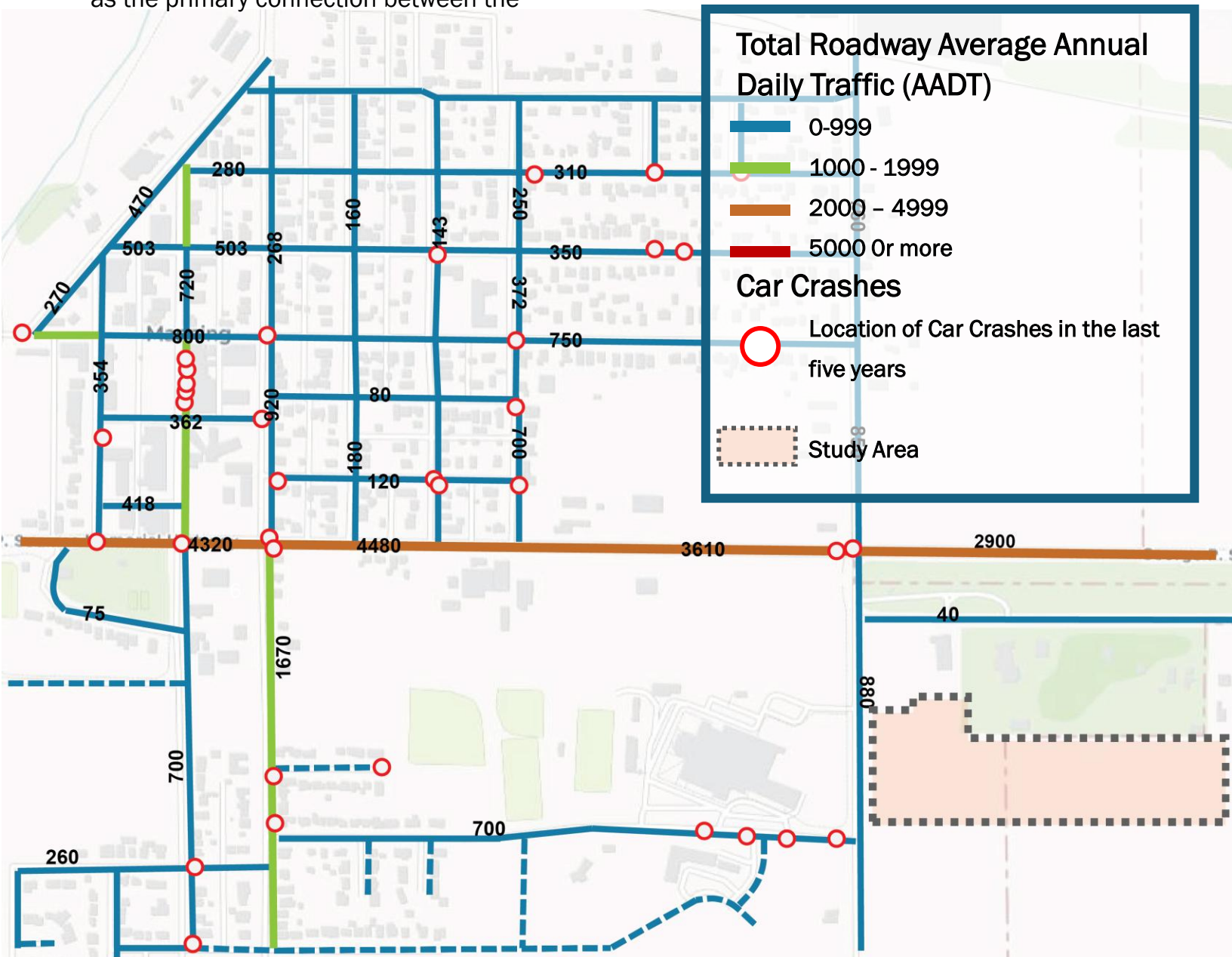
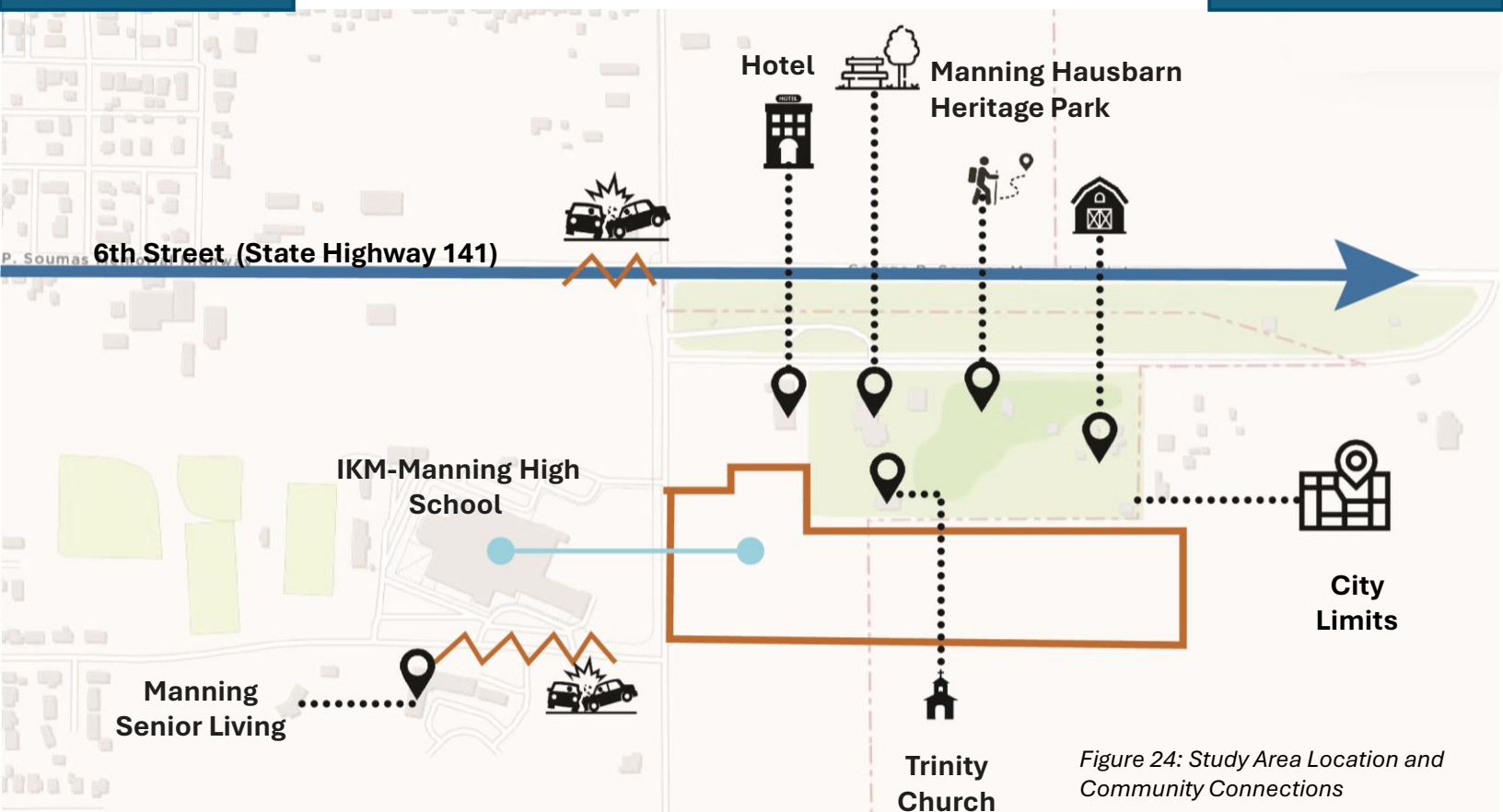


Figure 23: Average Annual Daily Traffic (AADT) and Crash Analysis

2.6 Study Area Location



Study Area Analysis

The study area, outlined in orange, is located along Concord Avenue, near 6th Street (State Highway 141). It is next to Manning Hausbarn Heritage Park and Trinity Church and directly across Concord Avenue from IKM–Manning High School, which makes it an ideal location for coordination and shared opportunities between the two campuses.

Both locations on the map reflect crash data that has been recorded, emphasizing areas where traffic accidents have occurred. As both schools serve children within the same community, traffic safety must remain an ongoing top priority, ensuring safe passage for students and staff along

Concord Avenue and Highway 141. The blue dashed line represents the City Limits, and since a portion of the study area lies just outside the municipal boundary, this may require city-county coordination in the development of infrastructure.

The proximity of the site to the Heritage Park provides the potential to integrate agriculture and animal-care programming into the school, augmenting outdoor and health-focused education. The neighbouring Trinity Church and local hotel provide cultural and logistical advantage, with potential space for family visits, community events, and summer programming.

2.7 SWOT Analysis



Strength

- Strong community and institutional partnerships among the Manning Betterment Foundation, IKM–Manning School District, and City of Manning.
- Proven demand for childcare.
- Excellent location near existing educational and cultural facilities, supporting a family-centered campus concept.
- Community recognition of childcare as a workforce and economic development priority.



Weakness

- Limited current staff capacity and difficulty hiring qualified childcare workers.
- Funding gaps for facility construction and ongoing operations beyond current grants.
- Edge-of-town location requires improved pedestrian and traffic infrastructure for safety and access.
- Current data on before/after-school demand still limited pending results from the parent survey.

- Ability to create a model rural childcare campus that integrates education, heritage, and recreation.
- Potential for shared services (food preparation, maintenance, professional development) with the school district.
- Expand programming to include after-school, summer care, and agricultural education partnerships.
- Strong potential to attract new families and workers to Manning.
- Opportunity to leverage regional and state funding programs for childcare infrastructure and workforce development.



Opportunities

- Uncertainty in the school bond, which may influence future space and resource availability.
- Workforce shortages in early childhood education statewide could limit staffing capacity even after expansion.
- Economic or demographic decline in small rural communities may affect long-term enrollment sustainability.
- Potential regulatory or licensing constraints from Iowa HHS impacting facility design or operations.

Threats



03

Public and Stakeholder Engagement



3.1 Stakeholders Analysis

This stakeholder influence–interest matrix illustrates the range of participants involved in the Manning Childcare Campus project. Key institutional and government partners, such as the Manning Child Care Center, Manning Betterment Foundation, City of Manning, and IKM–Manning School, hold both high influence and high interest, requiring close coordination throughout planning and implementation. Community stakeholders, including residents, local employers, and

churches, demonstrate strong interest but varying levels of influence, emphasizing the importance of communication and engagement. Regulatory and funding partners, including the Iowa Department of Health and Human Services and First Children’s Finance, play critical oversight and advisory roles. Together, these relationships form a collaborative framework that supports the project’s long-term success and community integration.

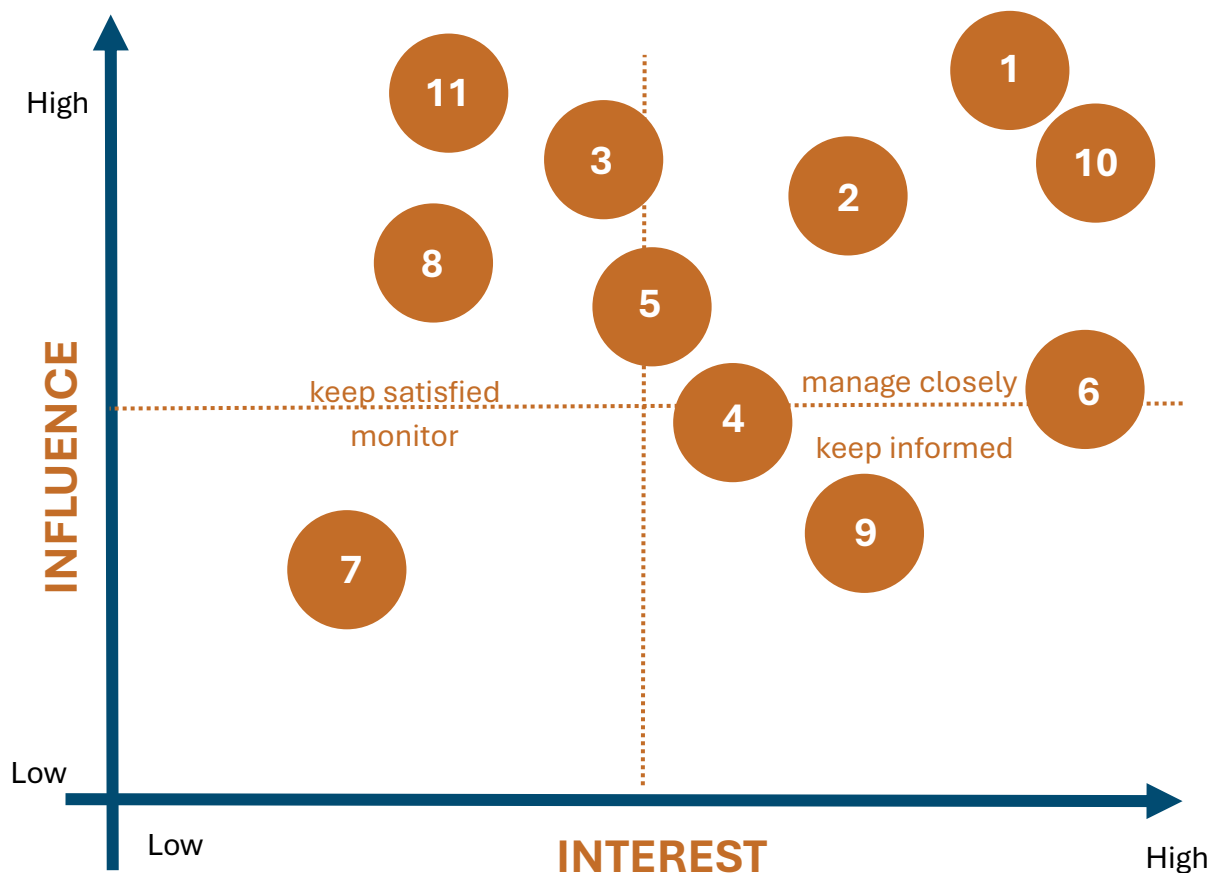


Figure 25: Stakeholder Influence–Interest Matrix

- | | |
|------------------------------|--|
| 1. Manning Child Care Center | 7. Residents without children |
| 2. City of Manning | 8. Church/ Community Organizations |
| 3. IKM-Manning School: | 9. Carroll County |
| 4. Senior Center | 10. Manning Betterment Foundation |
| 5. Hausbarn-Heritage Park | 11. Iowa Department of Health and Human Services |
| 6. Residents with children | |

3.2 Interviews with preliminary Stakeholders

A series of stakeholder meetings were conducted with key community partners, including the Manning Child Care Center, IKM–Manning School District, Manning Betterment Foundation, Hausbarn Heritage Park representatives, and local government and community members. These discussions provided critical insight into current challenges, future needs, and opportunities for collaboration. The feedback informed the

development of the program, zoning strategy, and design concepts by identifying priority spaces, operational considerations, and shared goals. Across all meetings, a strong emphasis emerged on expanding childcare capacity, creating shared-use facilities, enhancing safety and accessibility, and integrating the campus with Manning’s cultural and agricultural identity.

1. Manning Child Care Center

Summary:

The childcare center emphasized the urgent need to expand capacity to meet growing demand, particularly for infant, toddler, and school-age care. Staff highlighted operational challenges in the existing facility, including limited space, insufficient storage, and the need for improved staff support areas. The importance of efficient layout, safety, and flexibility was emphasized to ensure long-term functionality.

Key Takeaways:

- Expand capacity to serve approximately 150–200 children
- Provide age-separated classrooms (infant, toddler, preschool, school-age)
- Improve storage, staff areas, and administrative spaces
- Ensure secure entry and controlled access
- Design classrooms with natural light and direct outdoor access

2. IKM–Manning School District

Summary:

The school district expressed interest in integrating early childhood education and supporting before- and after-school programming. Opportunities for shared facilities, including gymnasium and food services, were discussed. The district also emphasized the importance of safety, traffic management, and maintaining clear separation between school and childcare operations.

Key Takeaways:

- Provide before- and after-school care spaces
- Explore integration of preschool through early elementary classrooms
- Include shared gym and flexible learning spaces
- Ensure separate and secure circulation systems
- Address traffic flow and parking efficiency

3. Manning Betterment Foundation

Summary:

The Betterment Foundation focused on long-term sustainability and community impact. They emphasized the importance of creating a facility that supports families, attracts new residents, and enhances quality of life. Interest was expressed in incorporating flexible community spaces and supporting workforce needs through reliable childcare.

Key Takeaways:

- Prioritize childcare expansion as an economic driver
- Include multi-use community spaces
- Support staff retention through improved facilities
- Design for long-term flexibility and growth

4. Hausbarn Heritage Park

Summary:

Hausbarn representatives highlighted the opportunity to integrate cultural heritage and agricultural education into the project. They expressed strong interest in creating connections between the campus and the park through programming, events, and shared spaces. Agricultural learning, including gardens and small-scale livestock, was identified as a valuable educational component.

Key Takeaways:

- Integrate agricultural and outdoor learning spaces
- Create opportunities for partnerships with FFA and school programs
- Support community events and cultural programming
- Connect the site physically and programmatically to Hausbarn Heritage Park

Overall Key Themes Across All Stakeholders

Community members and local representatives expressed support for a multi-functional campus that serves a wide range of users. Emphasis was placed on accessibility, safety, and creating welcoming spaces for all ages. Concerns about traffic, pedestrian safety, and maintaining the character of Manning were also noted.

Overall Key Themes Across All Stakeholders

- Expansion of childcare capacity is the highest priority
- Shared-use spaces increase efficiency and community value
- Safety and circulation are critical design drivers
- Intergenerational interaction is strongly supported
- Agricultural and cultural identity should be integrated into the campus
- The project should be flexible, scalable, and community-oriented

3.3 Stakeholder Engagement

Concept Presentation and Stakeholder Feedback

As part of the concept development phase, the project team conducted a stakeholder engagement session to present the proposed campus concepts and amenity options. The meeting brought together key local stakeholders, including representatives from the Child Care facility, the Manning Heritage Park, Senior Center and the City of Manning.

During the session, three concept approaches were introduced, along with a range of amenity options designed to support both immediate needs and long-term community goals. The purpose of the meeting was to gather feedback, identify a preferred direction, and better understand stakeholder priorities for future phases of the project.

Key Takeaways:

- **Concept 1 (Compact Core)** was selected as the preferred layout, with a strong emphasis on flexibility for phased implementation.
- **Simplicity and cost-efficiency** in building design (walls/rooflines) should be considered in future refinement.
- **Multi-use spaces** are critical, with a need for flexible configurations that support both daily use and community events.
- **Parking and circulation** require further development to safely accommodate separate drop-off areas, bus circulation, and staff parking.
- **Outdoor play areas** must meet regulatory requirements, including separation by age group and adequate shaded space.
- **Durability and functionality** are key for indoor activity spaces, especially those used by children.
- **Preference for low-maintenance outdoor solutions**, while maintaining a strong long-term vision for the site.
- **Phased implementation** should prioritize core functions first (childcare, dining, activity spaces), followed by expanded community and outdoor amenities.

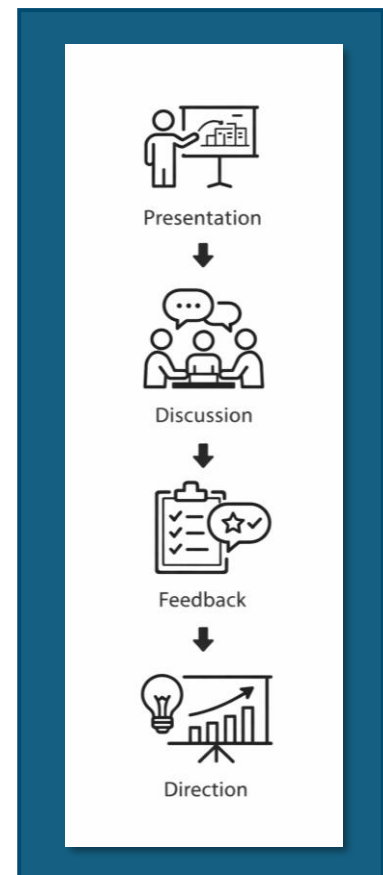


Figure 26: Stakeholder Engagement and Feedback Process

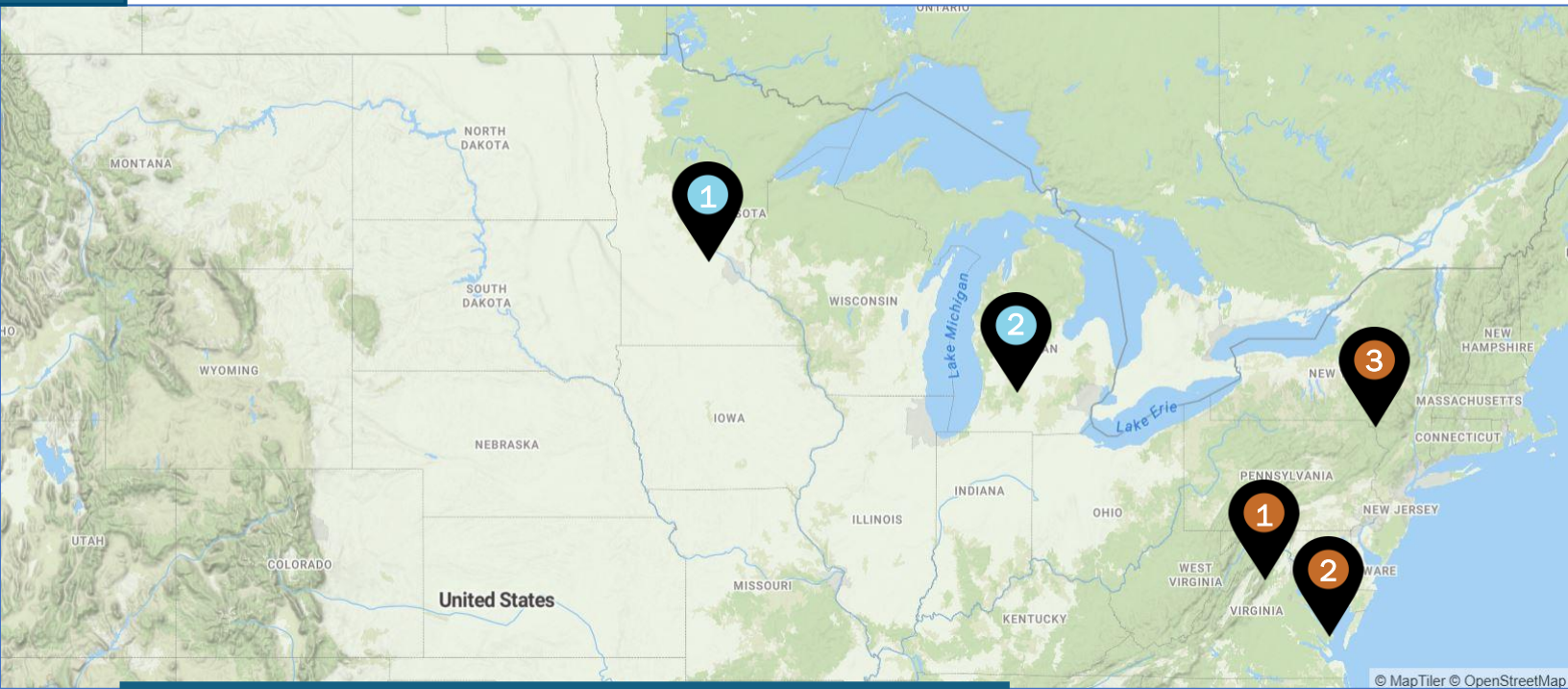
04



Lesson Learnt

4.1

Good Practices



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FARM CAMPS OVER THE BREAKS

- 1 Hope and Serenity, Virginia
- 2 Hunt Club Farm, Virginia Beach
- 3 Hawthorne Valley Farm Camp

SCHOOLS

- 1 Lake County School Montessori, Minneapolis, MN
- 2 Canterbury Creek farm School, Michigan

Figure 27: Geographic Distribution of Selected Good Practice Examples

Successful examples of farm-based camps and schools that incorporate childcare, outdoor learning, and experiential education all year long are shown in the following examples. These examples show how schools

integrate farm or nature-based learning into their curricula and how farm camps function during school breaks. For ease of viewing, the locations of each case are indicated on the map in the top of the page.



Farm Camps Over the Breaks

Schools

4.1 Good Practices

1. Hope and Serenity, Virginia

Location: Nokesville, Virginia

Timing: Summer Farm Camp, Spring Break Camp, Winter Break Camp

Ages: 6-12

Activities: Caring for animals (feeding, grooming, cleaning), “Goat Café,” art, water play, reading, nature activities

Pricing:

- \$60 per child / per day
- \$300 per child / per week (5 days)
- Camps are day-only (no overnight) and meat-free

Volunteering & Youth Involvement

- Volunteer Program: Adults & teens
- Junior Caretaker Program: Teens (13+)
- Work/Staff Opportunities: Adults

This example provides a solid framework for incorporating community values and agricultural education into youth programs. Through summer and seasonal break sessions, the camp runs as a day program, keeping expenses and logistics minimal while coordinating with school calendars. It places a strong emphasis on experiential learning, where kids actively help with animal care, feeding, and grooming as opposed to just watching. Continuous engagement beyond the summer months is ensured by the year-round structure, which includes spring and winter break

alternatives. A meat-free policy reflects the camp’s value-driven identity and reinforces its mission of compassion toward animals and people. In order to promote inclusion and connection, the program brings together volunteers, local schools, veterans, and families with special needs. It lives on community involvement. Finally, it creates distinct youth development routes that enable individuals to progress from program participants to adolescent volunteers, junior caregivers, and ultimately possible staff members.



Figure 28: Example Activities at Hope and Serenity Farm Camp

4.1 Good Practices

2. Hunt Club Farm, Virginia Beach

Location: Virginia Beach, Virginia

Timing: Summer Camp

Ages: 6-12

Activities:

- Hands-on animal care: Feeding, cleaning, grooming of farm animals like goats, sheep, pigs, chickens, llamas, alpacas, rabbits etc
- Horseback riding instruction
- TreeWalk Adventure (outdoor elevated walk/treetop kind of activity)
- Fishing or paddle boating
- Farm games, general farm life tasks

Pricing:

- **Tuition:** \$450 per child per week
- **Reservation deposit:** \$100 per session required

Volunteering & Youth Involvement

Counselors in Training (CIT) Program: For teens 13-15

Through farm-based learning, this program demonstrates a dynamic and well-organized approach to seasonal youth participation. The program functions as a full-day summer camp, making the most of the farm's amenities and offering kids reliable care during the hottest summer months. Families can effectively budget with the help of a clear pricing and deposit structure, which also guarantees registration commitment. The camp combines learning with fun by providing a wide range of recreational and educational activities, such as fishing, treetop adventures, horseback riding, animal



Figure 29: Child Participation at Hunt Club Farm

care, and farm games. For working parents, extra services like early drop-off and late pick-up make the program easy and accessible. For teenagers between the ages of 13 and 15, the Counselors in Training (CIT) program offers a worthwhile leadership pathway that promotes sustained involvement and accountability. The program's inclusive policies and ability to serve kids with special needs improve its standing in the community and increase participation from a wider range of demographics.

4.1 Good Practices

3. Hawthorne Valley Farm Camp

Location: Hudson Valley, New York

Timing: Summer (late June to early August) with both overnight (residential) and day camp options

Ages: 8-16 years old

Activities:

- Caring for animals (feeding, barn chores, collecting eggs, etc.)
- Gardening: planting, harvesting, tending to gardens, composting etc. Nature-based crafts, farm-to-table meals & snacks made from farm produce
- Swimming (pond), hiking, forest & stream exploration, archery, classic camp games, arts & crafts.

Pricing: Day camp “Farm & Arts Day Camp”

US\$925-US\$1,075 for a two-week session
Overnight camps: 6-day session ~ US\$1,795,
13-day session ~ US\$3,555

Volunteering / Youth Involvement / Staff:

Internships / Educational Intern roles: for adults / older youth; farm-based education, supporting children, etc.



Figure 30: Child Participation at Hawthorne Valley Farm Camp

This model combines farming, sustainability, and nature in a kid-centered setting, exemplifying a comprehensive approach to experiential learning. Children actively participate in gardening, animal care, and food production at the camp, which fosters a strong combination of education and agriculture. Through meaningful agricultural labor, they acquire practical skills. Deeper immersion, closer peer relationships, and more earning potential per participant are all made possible by the overnight residential option. Families with different financial capacities can still participate in the program

thanks to its various formats, which include both day and overnight versions, and sliding scale pricing. Swimming, painting, hiking, and farm-based projects are just a few examples of the varied range of activities that keep people interested and promote both leisure and education. Furthermore, the camp's ecologically conscious ethos, which is based on farm-to-table meals and biodynamic and organic farming practices, fortifies its identity and sets it apart as a model of sustainable, values-based education.

4.1

Good Practices

1. Lake County School Montessori, Minneapolis, MN

School Type:

- Public elementary & middle school (PK–8)
- Includes a 4K preschool program (childcare/preschool entry point)

Enrollment: ~450 students

Special Programs:

- Not a farm-based school, but offers enhanced outdoor and environmental learning components
- STEM programming, strong extracurriculars (sports, arts, clubs)
- Community emphasis on whole-child development

Partnerships/ Community Engagement:

Collaboration with Hartland–Lakeside School District, Partnerships with local families, PTO (Parent–Teacher Organization), and local organizations for enrichment and support

Funding & Governance:

- Publicly funded (state & local district budgets)
- Eligible for Wisconsin childcare and early learning funding streams for 4K programs

This example illustrates how a public PK–8 school can successfully integrate preschool and childcare services within the same campus, creating a unified hub that serves children from ages 4 to 13. It highlights the importance of district partnerships in managing childcare programs while simultaneously broadening educational opportunities for families. Although this model operates at a larger scale than Manning, it provides valuable insights into

how a rural school campus can position childcare as an anchor service — helping sustain enrollment, attract new families, and strengthen community ties. Overall, it reinforces the vision of a school-centered campus as a true community hub, offering not only K–12 education but also early childhood care and extended family-oriented services that enhance long-term community vitality.



Figure 31: Outdoor Learning and Community Activities at Lake Country School Montessori

4.1 Good Practices

2. Canterbury Creek farm School, Michigan

School Type:

- Private preschool located on the working farm
- Serves early childhood only (ages 3–6), with a “Young Fives” program to prepare children for Kindergarten

Enrollment: ~Small preschool enrollment (multiple classes with 2-, 3-, or 5-day options)

Special Programs:

- Farm-based curriculum: daily interaction with animals, gardens, and outdoor exploration
- Nature trails, horseback riding introductions, hands-on outdoor learning
- Summer Farm Camp for preschool ages with extended farm/nature immersion

Partnerships / Community Engagement:

- Strong parent involvement and community connections around the farm setting
- Operates as a community-oriented preschool with family events and seasonal activities

Funding & Governance:

- Privately funded through tuition and fees
- Operates as an independent preschool, not part of a public school district



Figure 32: Farm-Based Learning and Educational Activities at Canterbury Creek Farm School

This example shows how a farm setting may be easily incorporated into early childhood education by establishing a preschool and seasonal camp model that uses nature, gardening, and animals as everyday teaching resources. It demonstrates how childcare services and farm education can work together harmoniously to give kids engaging, practical experiences while also offering crucial assistance for families. The

model demonstrates that even a tiny property of around 11 acres can support daycare services, outdoor schools, and summer camps, while being privately run and smaller in scope. According to Manning, it offers a way to capitalize on the town's Hausbarn farm tradition and turn it into a unique daycare and educational center that draws families while enhancing community involvement and local identity.

4.2 Key design features and planning considerations

This section outlines a range of amenity options considered as part of the proposed campus development. These options are organized by program area and are intended to support different operational models, user needs, and budget considerations.

Childcare – Indoor

Indoor childcare spaces are designed to support daily learning, play, and supervision within a safe and adaptable environment. Three primary approaches are considered.

The first option reflects a traditional classroom setting, providing a structured and familiar environment for childcare activities. The second option introduces a zoned layout, organizing the space into distinct areas such as play, learning, and quiet activities to support different modes of use within a single room.

Each category includes multiple approaches that vary in level of complexity, flexibility, and long-term potential. These options are not mutually exclusive and may be combined or implemented in phases based on stakeholder priorities and available resources.

The third option proposes a multi-use space that accommodates childcare during the day and transitions to broader community use in the evening. This approach maximizes space efficiency while supporting a wider range of programs and users.

The level of spatial definition and adaptability may be adjusted based on program needs, staffing, and long-term use.



Figure 33: Examples of Indoor Childcare Space Configurations

Childcare – Outdoor

Outdoor childcare areas provide opportunities for play, exploration, and connection to nature in a safe and supervised environment. Three primary approaches are considered.

The first option represents a simple and cost-effective outdoor play area, allowing children to spend time outside in an open and flexible setting with minimal built elements. The second option enhances the space by introducing play structures and equipment, creating a more active and engaging environment that supports physical development and structured play.

The third option proposes a covered outdoor area located adjacent to the building, allowing for extended use throughout the year. This space provides protection from weather conditions such as rain and sun, enabling outdoor activities to continue in a more controlled and comfortable environment.

Design considerations include safety, visibility, accessibility, and proximity to indoor childcare spaces, as well as the ability to support both free play and structured activities.

The third option proposes a covered outdoor area located adjacent to the building, allowing for extended use throughout the year. This space provides protection from weather conditions such as rain and sun, enabling outdoor activities to

continue in a more controlled and comfortable environment. Design considerations include safety, visibility, accessibility, and proximity to indoor childcare spaces, as well as the ability to support both free play and structured activities.



Figure 34: Conceptual Outdoor Childcare Space Options

Gym & Active Spaces

Active spaces are intended to support physical activity, recreation, and community use across different age groups. Three primary approaches are considered.

The first option includes a traditional indoor fitness space / gym that can be shared by childcare, senior users, and the broader community through a defined schedule, ensuring that each group has dedicated access. The second option introduces an outdoor fitness area equipped with elements suitable for children, adults, and older users. This approach encourages physical activity in an open-air environment, while its use remains dependent on seasonal and weather conditions. The third option proposes a flexible activity room designed to accommodate a wide range of programs and age groups. This space can support exercise, recreational activities, and smaller community events, with the ability to adapt its layout based on user needs and types of activities. As an indoor space, it allows for year-round use and offers the highest level of flexibility among the options.

Design considerations include accessibility for all age groups, adaptability of the space, shared use potential, and the ability to support both structured programming and informal activities.



Figure 35: Conceptual Gym and Active Space Options

Workshops

Workshop spaces are designed to support hands-on learning, creative activities, and community programming across a range of user groups. Three primary approaches are considered.

The first option introduces a flexible, multi-purpose workshop space equipped with large worktables and accessible storage, allowing both children and adults to participate in a variety of activities. This approach supports shared use and encourages intergenerational interaction within an adaptable and welcoming environment.

The second option focuses on a more specialized workshop setting equipped with heavier tools and equipment. Due to safety considerations, access to this space may be limited to older users, such

as seniors and adult community members, providing opportunities for skill-based activities while maintaining a controlled environment. The third option extends workshop activities outdoors, creating a flexible space for events, classes, and informal gatherings.

This approach allows users to engage in creative and hands-on activities in an open-air setting, supporting a broader range of programs and seasonal use. Together, these options provide a balance between flexibility, safety, and program diversity, supporting both structured and informal community activities.



Image 36: Examples of Creative Workshop and Outdoor Learning Spaces. Image Source: Illustration created by the author using AI-assisted visualization tools.

Parking

Parking options are designed to support safe, efficient, and accessible circulation while responding to different budget levels and user experience considerations. Three primary approaches are considered.

The first option represents a standard paved parking area, providing a cost-effective and

functional solution with minimal design intervention. The second option enhances the parking environment through the introduction of landscape elements such as trees and green islands, improving comfort by providing shade and creating a more pleasant user experience.

The third option builds on the basic parking layout by incorporating opportunities for artistic expression and community engagement. While maintaining a simple paved surface, this approach allows parking areas to be transformed through painted designs that may be permanent or periodically updated through community-led initiatives. This creates opportunities to involve children, local schools, and artists, supporting creativity and fostering a sense of ownership and identity within the community.

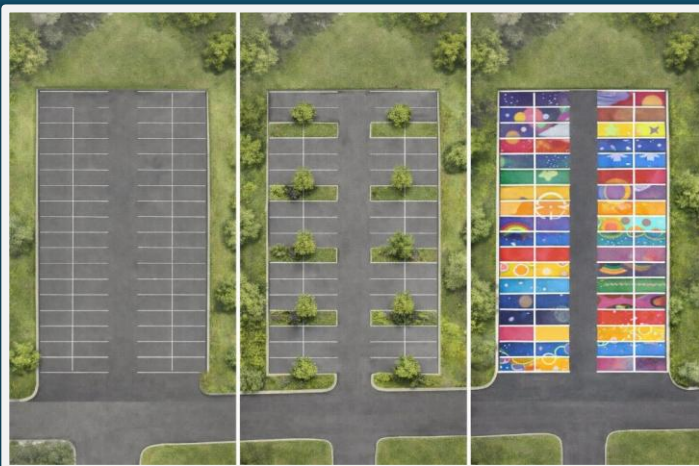


Image 37: Conceptual Parking Area Design

Kitchen, Storage & Dining

Kitchen and dining facilities are designed to support daily food service operations while also enabling shared use and community interaction. Rather than representing a single approach, these elements can be combined to create a flexible and inclusive system that serves multiple user groups.

Dedicated storage areas for different users, such as childcare and senior programs, provide necessary separation while allowing for a shared kitchen environment used for food preparation. This approach supports both operational efficiency and specific program needs.



Figure 38: Conceptual Shared Kitchen and Storage Space Options Image

Dining spaces may function as shared environments where children and older adults can eat together, creating opportunities for social interaction and intergenerational engagement. These spaces can also support informal activities such as storytelling and community gathering. Additional flexible areas can be incorporated to support cooking workshops and hands-on activities, allowing users of all ages to participate in shared experiences. These spaces may also be

accessible to the broader community, supporting programming such as cooking classes and events.

Together, these elements create a system that balances functionality, shared use, and opportunities for meaningful interaction across different user groups.



Figure 39: Shared Dining Spaces Supporting Intergenerational Interaction

Outdoor Spaces (Overall)

Outdoor spaces are designed as shared community environments that support daily use, social interaction, and a range of recreational and programmatic activities. These spaces are intended to be accessible to all residents and to serve as a central gathering area within the campus. Three levels of development are considered.

The first approach represents a simple and cost-effective landscape design, including open green areas, walking paths, seating, and basic planting. This option provides a comfortable and welcoming environment for everyday use, allowing users to relax, walk, and informally gather in a natural setting.

The second approach introduces a more structured outdoor environment with designated zones for different activities. These may include children's play areas, small recreational spaces, and flexible zones that can support light programming or community events. Additional landscape elements, shading structures, and improved circulation enhance usability and create a more dynamic and engaging environment for a wider range of users.

The third approach represents a fully activated outdoor community space with the highest level of programming and amenities. In addition to the elements above, this option may include covered pavilions, picnic and grilling areas, and spaces that can be reserved for small gatherings and celebrations. These areas can support organized events, seasonal programming, and informal community use, creating opportunities for social interaction and extended stays.

Across all options, design considerations include accessibility, safety, comfort, and flexibility, with the goal of creating an inclusive outdoor environment that can evolve over time based on community needs and available resources.



Figure 40: Outdoor Community Space Development Scenarios Image

Agriculture & Community Farm

Agricultural and community farm spaces are intended to support education, hands-on learning, and community engagement, while building a strong connection to the existing

Initial elements include gardening and planting areas where children can participate in growing fruits, vegetables, and plants as part of outdoor learning experiences. These activities can be integrated into educational programs and connected to the nearby Hausbarn, reinforcing cultural and historical context.

Additional components may introduce small-scale animal care, such as poultry, allowing users to engage with basic agricultural practices. These elements can support a farm-to-table approach, where food produced on-site may be incorporated into kitchen activities, helping children and community members understand the full process from production to consumption.

A more expanded approach includes the introduction of larger animals, such as goats or cows, along with opportunities for extended programming. This may include seasonal camps and educational experiences where children,

Manning Hausbarn Heritage Park. These spaces provide opportunities to integrate agricultural activities into daily programming, seasonal events, and educational initiatives.

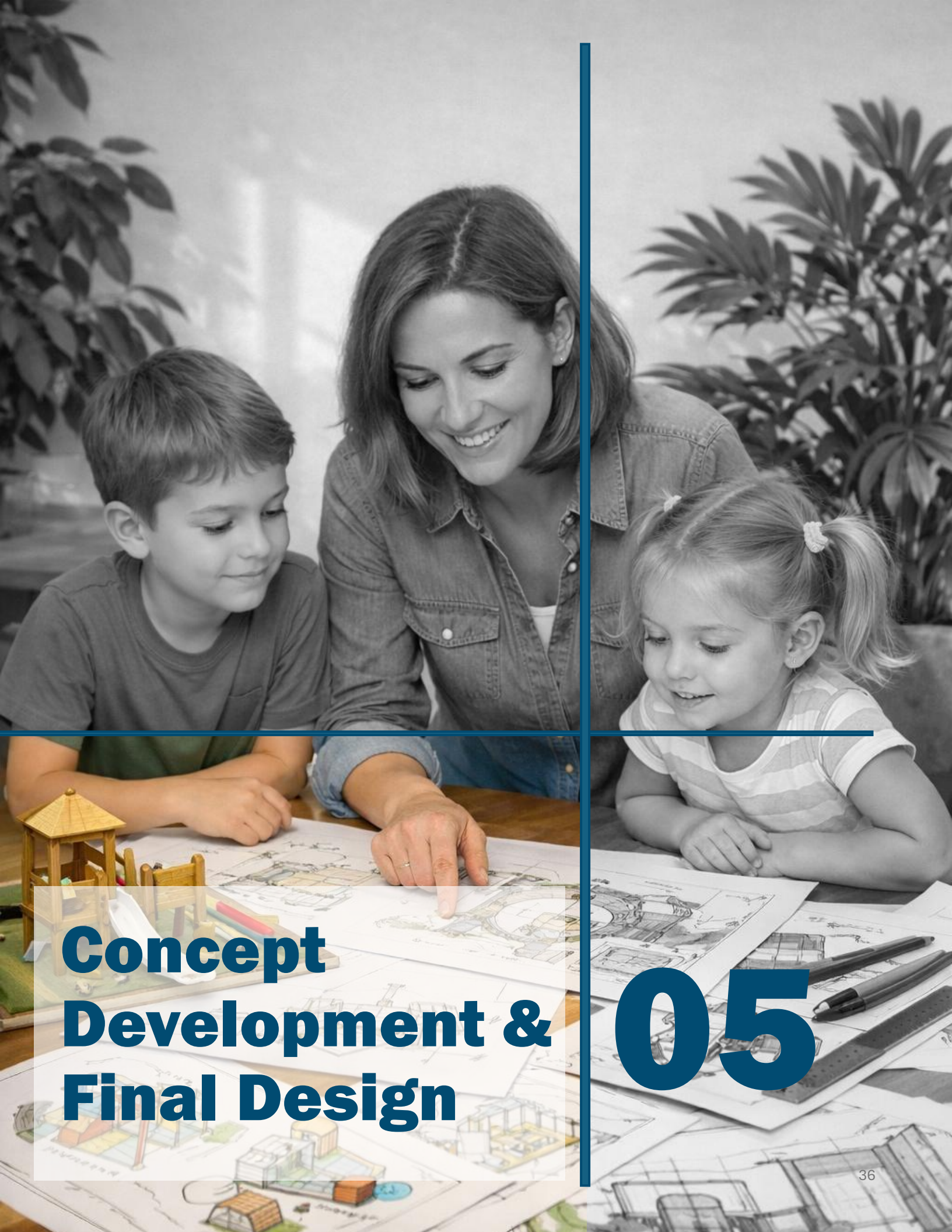


Figure 41: Educational Agriculture Space Concepts

including those from outside the community, can participate in hands-on learning. In this scenario, accommodations may be considered to support longer stays and structured programs. Together, these elements create a scalable system that supports education, community engagement, and local identity, while activating the Hausbarn as a central feature of the site.



Figure 42: Educational Farming and Community Agriculture Concepts



Concept Development & Final Design

05

5.1 Design Process Overview

The design of the Manning childcare, school, and community campus was guided by a structured, multi-step process that integrates stakeholder input, programmatic needs, and spatial logic to ensure a safe, functional, and community-responsive environment. This process began with a comprehensive review

of stakeholder feedback, followed by the organization of program elements into distinct zones, the establishment of space requirements, and the development of an adjacency framework to guide spatial relationships across the site.

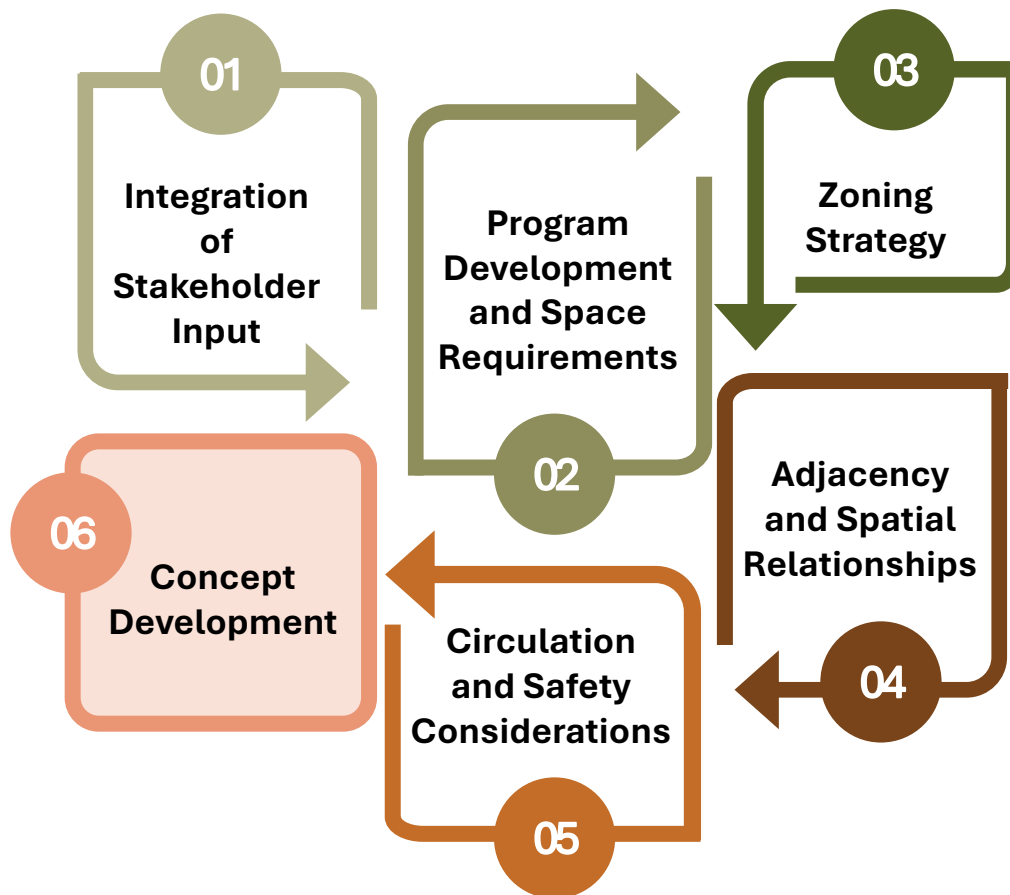


Figure 43: Design Process Overview

5.1.1 Integration of Stakeholder Input

The initial phase of the design process focused on synthesizing input gathered from key stakeholders, including the childcare center, IKM–Manning School District, the Manning Betterment Foundation, Hausbarn Heritage Park representatives, and community members. These discussions identified a wide range of desired spaces,

including expanded childcare facilities, early education classrooms, a shared gymnasium, community event spaces, senior activity areas, and agricultural learning environments.

These insights formed the foundation for defining the program and spatial organization of the campus.

5.1.2 Program Development and Space Requirements

Based on stakeholder needs and best practices in childcare and educational facility planning, the project program was translated into a series of spatial requirements. Each functional component—such as childcare classrooms, school-age learning areas, community spaces, and support facilities—was assigned approximate square footage based on minimum standards and anticipated capacity.

This step ensured that the design is grounded in realistic space needs while allowing flexibility for future growth. The total program area was also evaluated in relation to the 13-acre site, confirming that the required building footprint and outdoor spaces can be accommodated while preserving areas for circulation, parking, landscape, and potential expansion.

❑ **Childcare Core (infant–preschool–school-age + support)**
Includes: Infant Rooms, Toddler Rooms, Preschool Rooms, School-Age Care, Childcare Storage, Childcare

10,100–
13,400
ft²

❑ **Food Service (shared)**
Includes: Shared Commercial Kitchen (childcare + school + seniors)

2,500–
3,500 ft²

❑ **Senior Uses**
Includes: Senior Dining, Senior Activity, Senior Physical Activity

2,600–
3,700ft²

❑ **Arts & Maker**
Includes: Art Room, Music Room, Workshop Studio

2,600–
3,800ft²

❑ **School / Education Zone**
Option A (Partial build): “Elementary Classrooms (4–6)”
Option B (Full early wing): “Full Elementary Wing (14 rooms)”

Subtotal
A: 5,800–
11,000 ft²
Subtotal
B: 15,800–
21,000 ft²

❑ **Gym / Active**
Includes: Shared Gym, Multipurpose Room

6,000–
9,000ft²

❑ **Community / Events**
Includes: Event/Wedding Space, Event Storage

8,400–
12,500
ft²

❑ **Commercial Activation (optional)**

2,800–
5,200ft²

5.1.3 Zoning Strategy

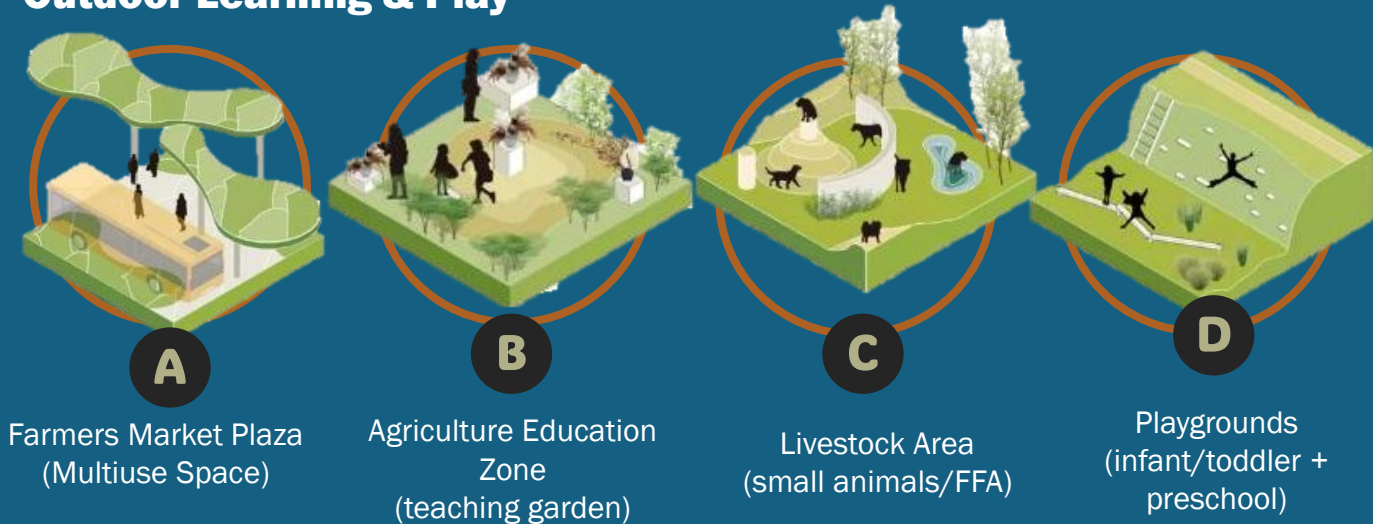
To organize the program effectively, the campus was divided into a series of functional zones based on user groups, levels of supervision, and activity types. These zones has been shown below. This zoning

approach establishes a clear gradient from private/secure areas to more public and flexible spaces, helping to balance safety, accessibility, and community integration.

- ❑ **Early Childhood Zone** (infant–preschool): highly secure and controlled
- ❑ **Educational Zone** (school-age): semi-secure with flexible learning spaces
- ❑ **Arts and Maker Zone:** shared creative spaces
- ❑ **Gym and Active Zone:** high-movement, shared-use facilities

- ❑ **Senior and Intergenerational Zone:** accessible and socially oriented spaces
- ❑ **Community/Event Zone:** public-facing and flexible gathering areas
- ❑ **Outdoor Learning Zone:** experiential and nature-based learning environments

Outdoor Learning & Play



5.1.4 Adjacency and Spatial Relationships

An adjacency matrix was developed to define the desired relationships between different program elements. This matrix categorizes relationships as requiring direct adjacency, proximity, controlled separation, or full separation.

For example:

- The **early childhood zone** is located near drop-off areas and staff spaces but separated from public event areas
- The **school and gym** are directly connected

to support shared programming

- The **community and senior spaces** are closely linked to encourage social interaction
 - The **agricultural zone** is positioned as a buffer and educational landscape element, with controlled access from secure areas
- This framework ensures that the campus layout supports both **operational efficiency** and **user safety**, while also enabling shared use where appropriate.

From / To	1. Early Childcare	2. School	3. Arts	4. Gym	5. Senior	6. Community	7. Ag / Outdoor	8. Parking
1. Early Childcare	—	N	N	S	N	X	S	N
2. School-Age	N	—	A	A	N	S	N	N
3. Arts & Maker	N	A	—	N	N	N	N	N
4. Gym / Active	S	A	N	—	N	S	N	N
5. Senior Zone	N	N	N	N	—	A	N	N
6. Community / Events	X	S	N	S	A	—	N	N
7. Ag / Outdoor Learning	S	N	N	N	N	N	—	S
8. Parking / Drop-off	N	N	N	N	N	A	S	—

- A** Direct adjacency required
- N** Near
- S** Connected but separated
- X** Should not be adjacent

Figure 44: Adjacency and Spatial Relationship Matrix

5.1.5 Circulation and Safety Considerations

Circulation planning was a critical component of the design process. The campus is organized to clearly separate different types of movement, including:

- Parent drop-off and pick-up
- School bus access
- Service and delivery routes
- Pedestrian pathways

Special attention was given to minimizing conflicts between vehicles and young children, ensuring that secure zones—particularly for infants and toddlers—are protected from through traffic and public access. Visual supervision, clear sightlines, and controlled entry points are incorporated throughout the design to enhance safety.



5.1.6 Concept Development

Using the program, zoning strategy, adjacency relationships, and circulation framework, three distinct design concepts were developed. Each concept explores a different approach to organizing buildings and open spaces on the site, ranging from more compact and centralized layouts to more distributed or clustered arrangements. While the spatial configuration varies across concepts, all options adhere to the same core principles:

- Prioritizing safety and supervision for young children

- Supporting shared use and community integration
- Respecting site context and connections to adjacent uses
- Allowing for flexibility and future expansion

These concepts provide a range of alternatives for discussion with project partners, supporting an informed decision-making process toward a preferred campus design.

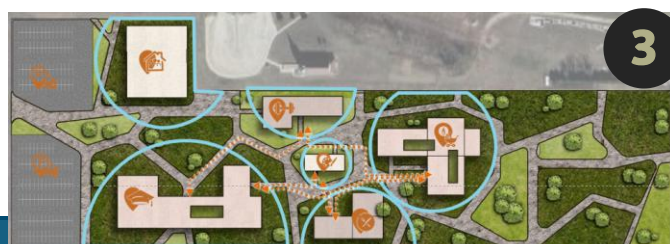


Figure 45: Conceptual Site Organization Options

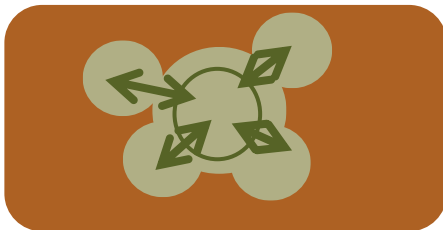
5.2 Concept Designs

Three concept design approaches were developed to explore different ways of organizing the campus, each responding to varying priorities in spatial structure, user interaction, and flexibility. These concepts, Compact Core, Linear, and Distributed, represent distinct strategies for arranging program elements, circulation, and open space across the site.

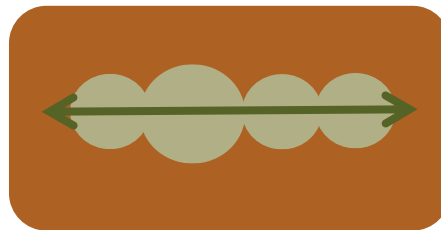
The Compact Core concept focuses on a centralized organization, grouping key functions in close proximity to encourage efficiency and interaction. The Linear concept organizes spaces along a clear directional

spine, creating a structured and easily navigable layout with opportunities for phased development. The Distributed concept disperses program elements across the site, allowing for a more flexible and landscape-integrated approach with defined zones and varying levels of privacy.

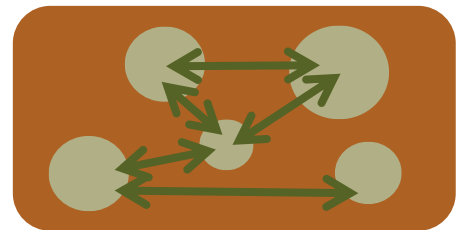
These concepts illustrate a range of possibilities, from compact and centralized to open and distributed, providing a framework for evaluating how different spatial strategies can support the needs and vision of the Manning community.



Compact Core:
Concentric layers
using this matrix



Linear:
All Places are in the
same direction



Distributed:
Public edge vs.
protected interior
logic

All concepts include seven main components: childcare, school, gym/community center, dining hall, activity room, arts and workshops, and parking. In each concept, every component is designed with

independent outdoor access, access to natural light, and a location that reflects the adjacency matrix by placing related functions close to one another.



Manning Childcare



Elementary School



**Gym/ Community
Hall**



**Kitchen & Dining
Hall**



Activity Room



Art & Workshops



Parking

5.2 Concept Designs

Compact Core Concept

The Compact Core Concept organizes all program elements within a single central building, creating a highly integrated and efficient layout with clearly defined entrances for different uses. This approach strengthens connectivity and allows all functions to operate in close proximity while maintaining distinct access points.

The eastern portion of the building is dedicated to the childcare zone, positioned toward open green spaces and the Manning Hausbarn Heritage Park. This area supports outdoor learning, gardening, farming activities, and access to the outdoor amphitheater, strengthening the connection between indoor and outdoor environments. The western side accommodates the elementary school and community gathering hall, establishing a strong relationship with surrounding civic uses. Centrally located within the building are shared elements,

including kitchen and dining facilities, workshop spaces, and gym/active areas, allowing efficient use by both zones.

Due to the building's depth, key areas such as childcare, the school, and central shared spaces incorporate atriums to introduce natural light and improve indoor conditions for users.

All program elements are closely connected, enabling efficient circulation and strong functional relationships. Parking is located along the northwest and southern edges of the site, supporting access to multiple entry points. This concept creates a cohesive "all-in-one" community hub, enhancing interaction and shared use. However, the concentration of uses requires careful planning of drop-off zones and circulation, particularly for childcare, school access, and bus operations.

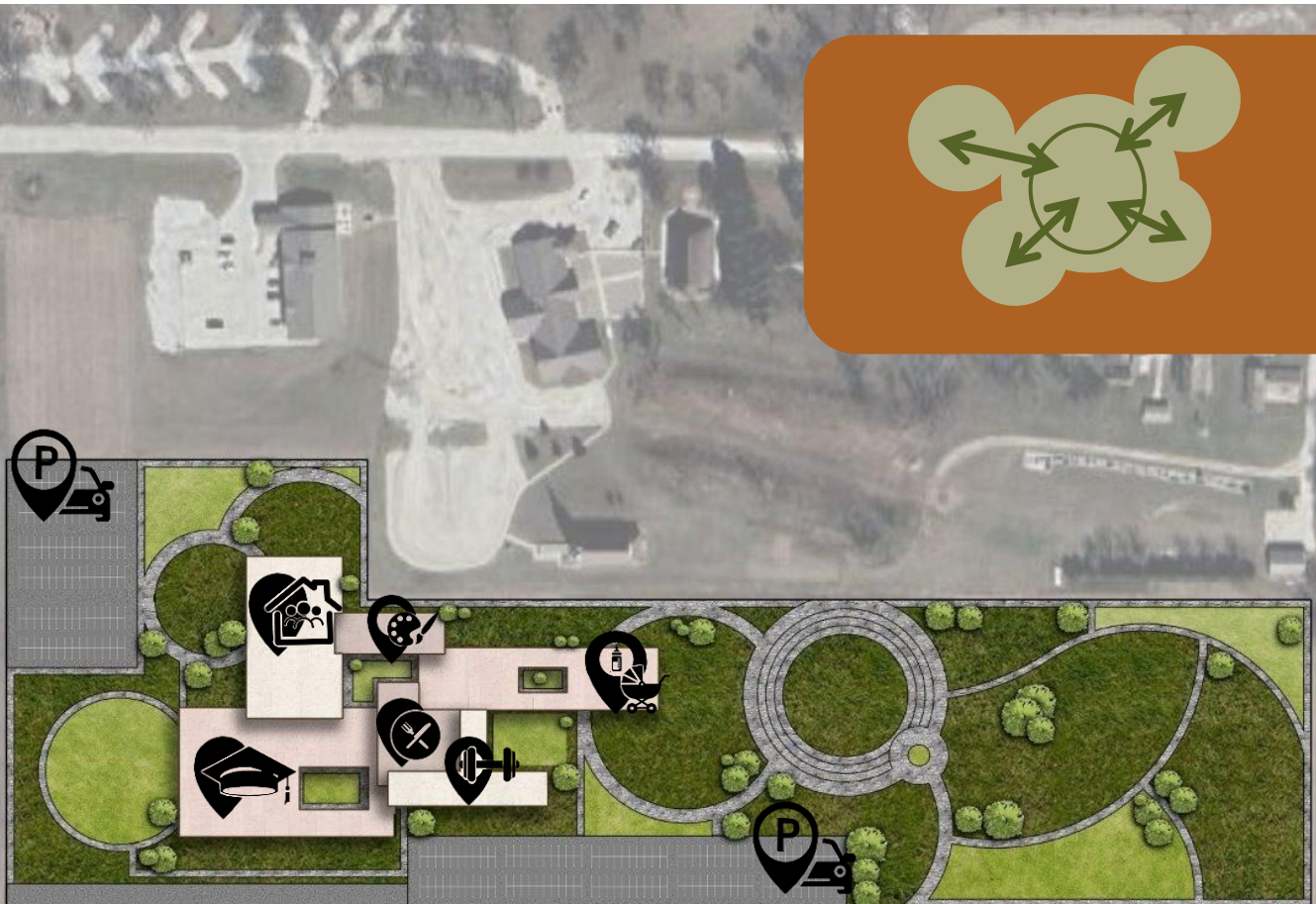


Figure 46: Compact Core Concept Plan

5.2 Concept Designs

Linear Concept

The Linear Concept organizes all program elements along a continuous axis, creating a clear and legible layout with strong horizontal connections between spaces. Each component functions as an independent unit, allowing for flexible phased development while maintaining an overall cohesive structure.

The eastern portion of the site forms a childcare and school zone, with childcare positioned at the far end for a quieter, more protected environment and direct access to the Manning Hausbarn Heritage Park for gardening and agricultural learning. The elementary school is located nearby, reinforcing this educational cluster. Moving west, the sequence includes gym and active

spaces, followed by kitchen and dining areas, with workshop spaces adjacent to support shared use and programming. At the western edge, the community gathering hall is located near Trinity Church and the hotel, strengthening its role as a civic destination. Each program element has dedicated access, entrances, and parking, with designated drop-off zones for childcare and school. All components also include access to semi-private outdoor spaces separated from vehicular circulation.

This concept offers clarity, flexibility, and efficient phasing, though it may create a corridor-like experience. This is mitigated through landscaped areas, open spaces, and outdoor activity zones distributed along the site.



Figure 47: Linear Concept Plan

5.2 Concept Designs

Distributed Concept

The Distributed Concept organizes program elements as a series of distinct buildings across the site, allowing each component to function independently while remaining connected through pathways and shared open spaces. This approach creates a flexible, campus-like environment where each use benefits from its own identity, privacy, and dedicated outdoor areas.

The spatial arrangement supports clear functional separation while maintaining connections between uses. The community gathering hall is positioned to the north near Trinity Church and the hotel, reinforcing its role as a civic destination. The elementary school is located toward the western portion of the site, across from the existing IKM Manning School, with direct access and dedicated parking. The childcare facility is placed at the eastern edge, providing a quieter setting with access to

green outdoor spaces for play and learning. Workshop spaces are centrally located for shared access, while the kitchen and dining areas are positioned between the school and childcare to efficiently serve both. The gym and active spaces are located to the north, allowing shared use while maintaining separation from quieter areas.

Each program element includes its own access, entrances, and parking, supporting independent operation and flexibility. All components also connect to adjacent outdoor spaces, enhancing usability and creating a more dynamic campus environment. While this concept offers strong flexibility and identity, the distributed layout may present challenges related to distance, accessibility, and coordination of drop-off locations, requiring careful planning of circulation across the site.



Figure 48: Distributed Concept Plan

5.3 Final Design



Figure 49: Final Campus Design Plan

5.3 Final Design

As part of the stakeholder engagement process, stakeholders participated in a collaborative discussion to evaluate the proposed concepts and amenity options. Through this process, a preferred direction was identified, along with a combination of

elements that best align with community priorities, operational needs, and the long-term vision for the site. The following pages show the final design proposed for this project.

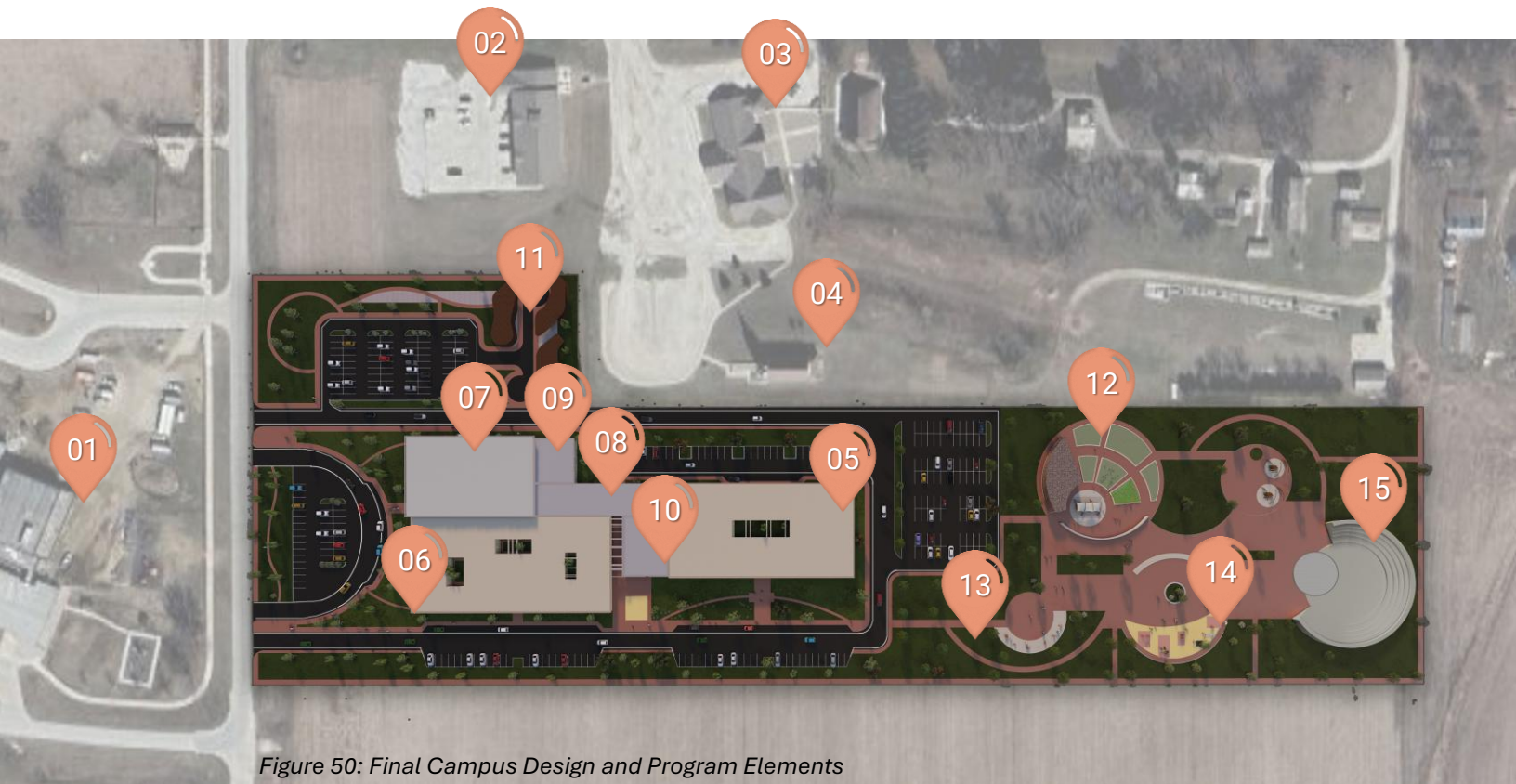


Figure 50: Final Campus Design and Program Elements

01 IKM-Manning High School

02 Cobblestone Inn & Suites

03 Manning Hausbarn Heritage Park

04 Trinity Church

05 Manning Childcare

06 IKM-Manning Elementary School

07 Gym/ Community Hall

08 Kitchen and Dining Hall

09 Art Gallery and Workshops

10 Activity Room

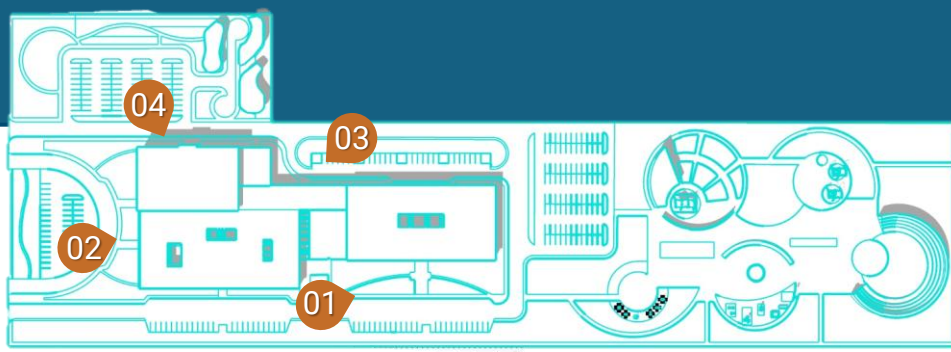
11 Seasonal Farmers' Market

12 Agriculture and Livestock Area

13 Outdoor Exercise Equipment

14 Children Playground

15 Outdoor Amphitheater



This rendering below presents the south entrance of the Manning Childcare Center. The colorful façade is highlighted to express the building's child-friendly character and its function as a space for children and toddlers. The view also shows the drop-off area and the one-way traffic circulation that guides vehicles toward the exit of the complex.



Figure 02 illustrates the west entrance of Manning Elementary School. Given the building's size and the space required for this program, the design incorporates three courtyards to enhance access to natural light within the interior spaces. The school also features two drop-off areas, positioned on the west and south sides of the building.



Figure 03 illustrates the north entrance of the dining hall. To improve accessibility, especially for seniors, a second entrance is proposed on the south side. Positioned at the heart of the complex, this building helps connect the various facilities and serves all user groups efficiently.



Figure 04 illustrates the entrance to the gym/community hall from the north side and from the parking lot located across the street. Due to its program and multi-purpose use, the building is proposed with a taller height to support larger gatherings and a variety of activities. The space is designed to accommodate approximately 500 people during events and may include a separate bar and kitchen area that would operate only during special events.

To attract more community members and seniors to the complex, an outdoor exercise area has been designed on the south side near the parking lot. As shown in this figure, this space is intended to promote health and wellness within the community while also encouraging interaction and connection among different age groups.



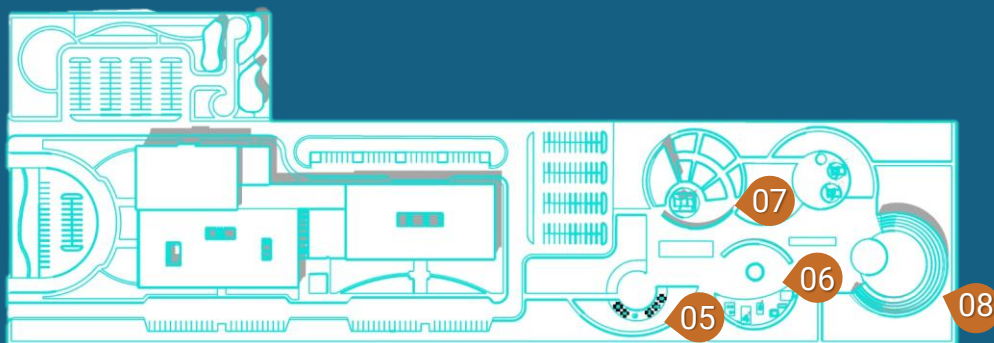
Located next to the outdoor exercise area, the children's playground is designed to serve a range of age groups with different types of play equipment. The area also includes seating for teachers and parents, allowing them to comfortably observe and supervise the children.



On the north side of the landscape, adjacent to Hasburn Heritage Park, the design proposes a community garden along with an area for birds and small animals. Although this space can be set apart from the other landscape areas, it offers valuable educational opportunities by allowing children to learn through direct contact with nature and animals.



As a future development opportunity, the site has the potential to incorporate an open-air amphitheater for seasonal use. This space could support a variety of activities, including children's shows and puppet performances, while also serving the broader community through live music, street theater, and other public events.



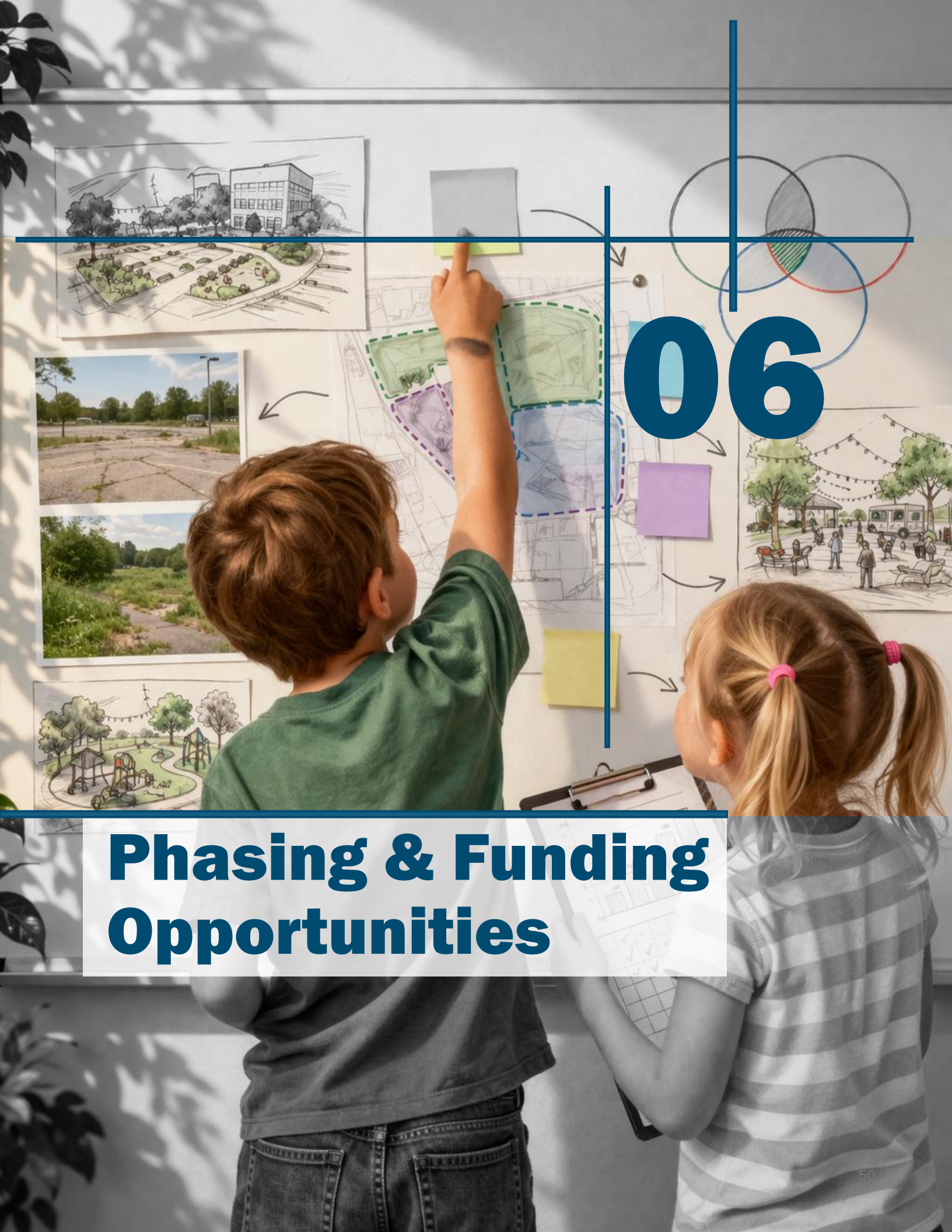
Accessibility



Figure 51: Accessibility, Parking, and Circulation Plan

- | | | |
|------------------------|---------------------------|---|
| → Main drop-off loop | ● School Staff Parking | ● Long-term parking area with a capacity of 80 vehicles |
| → Childcare staff loop | ● Childcare Staff Parking | ● Long-term parking area with a capacity of 90 vehicles |
| → School staff loop | ● Childcare Drop-Off Zone | ● Short-term parking area for childcare |
| | ● School Drop-Off Zone | ● Short-term parking area for school |

Figure 48: Distributed Concept Plan

A young boy in a green shirt and a young girl in a striped shirt are working on a large whiteboard. The boy is pointing at a green dashed-line area on a site plan. The whiteboard is covered with various sketches and photos: a building and parking lot sketch, a photo of a paved area, a photo of a grassy field, a playground sketch, a Venn diagram with four overlapping circles in green, blue, red, and yellow, and a sketch of a park with a gazebo and people. Several sticky notes (grey, yellow, purple, yellow) are attached to the board. A blue crosshair is overlaid on the image.

06

Phasing & Funding Opportunities

6.1 Phasing

The proposed campus represents a complex and multi-functional development that integrates a wide range of program elements, including childcare, senior services, community spaces, educational facilities, and outdoor amenities. Due to the scale and diversity of these components, full implementation will require significant investment and coordination over time. To ensure a cost-effective and feasible approach, the project is structured as a phased development strategy aligned with community priorities and immediate needs. This approach allows key functions to be delivered early while establishing a framework for future expansion as additional funding becomes available.

Phasing also provides flexibility to respond to evolving community needs, operational considerations, and potential partnerships, while reducing initial financial burden and implementation risk. With this in mind, four implementation phases are proposed, each building on the previous stage to gradually realize the full vision of the campus.

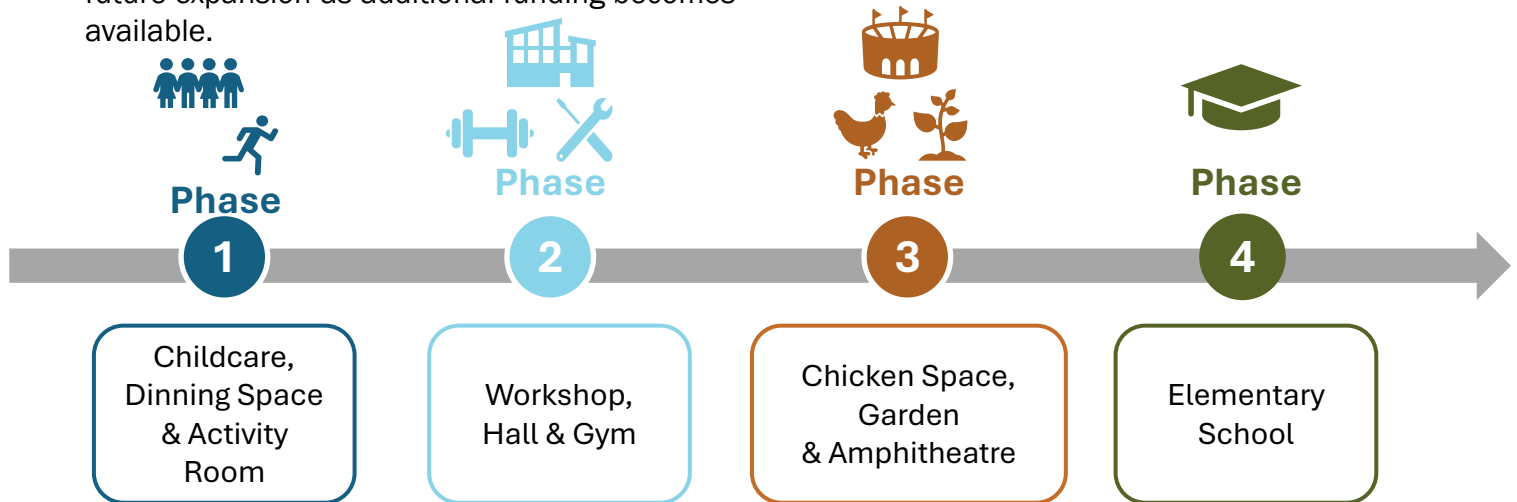


Figure 52: Phasing Implementation

Phase 1

Phase 1 focuses on the development of essential community services that respond to immediate needs. This phase includes the construction of a childcare facility, a shared kitchen and dining space, and a flexible activity room. Given the existing demand for childcare within the community, this component is prioritized as a critical first step. Expanding childcare capacity provides immediate support to families while investing in the well-being and development of younger generations. The dining facility will include a central kitchen designed to serve both childcare and senior programs, supported by

dedicated storage areas to meet the specific operational needs of each user group. The kitchen is also planned with the capacity for future expansion, allowing it to support additional programming in later phases without interrupting ongoing operations. A flexible activity room is also introduced in this phase, designed to accommodate a variety of uses for childcare, senior programs, and the broader community. Through a coordinated schedule, this space can adapt to different activities and user needs, maximizing efficiency and shared use.

6.1 Phasing

Phase 2

Phase 2 introduces program elements that strengthen community engagement while also creating opportunities for additional revenue generation. This phase includes the development of workshop spaces, a community hall, and an expanded fitness area. Workshop spaces provide opportunities for skill-based activities and community programming, while the community hall serves as a multi-purpose venue for events, gatherings, and local functions. Positioned in

relation to the church and surrounding context, the hall creates a strong connection to the existing community fabric and can support a variety of cultural and social events. These elements not only enhance the functionality of the campus but also contribute to its long-term sustainability by supporting programs and activities that can generate revenue and strengthen community use.

Phase 3

Phase 3 focuses on the integration of outdoor and agricultural elements, further activating the site and expanding educational and recreational opportunities. This phase includes the development of garden spaces, a chicken area, a multi-age playground, and an outdoor amphitheatre. These components support hands-on learning experiences, particularly for children, by introducing agricultural activities such as gardening and small-scale animal care. This approach encourages engagement with nature while also creating opportunities to

produce food that can be used within the campus kitchen, reinforcing a farm-to-table cycle. The outdoor amphitheatre provides a flexible space for cultural, educational, and recreational programming, including performances, community events, and small-scale sports activities. Together, these elements create a dynamic outdoor environment that supports both daily use and organized programming.

Phase 4

Phase 4 introduces the development of an elementary school facility, expanding the campus to further support educational needs within the Manning community. This component is intended to complement existing school infrastructure by providing additional capacity and creating opportunities for stronger

integration between educational programs and the broader campus environment. The proximity of the school to other program elements allows for shared use of facilities and reinforces the campus as a cohesive educational and community hub.

Access and Circulation

Across all phases, careful consideration is given to access, circulation, and functionality. Each program element is designed with dedicated entrances, drop-off zones, and clear circulation patterns to ensure safety and ease of use. Parking is introduced and expanded incrementally throughout the phases,

responding to the capacity and operational needs of each component as it is developed. This phased approach allows infrastructure to grow alongside the campus, ensuring efficient use of resources while maintaining accessibility and user comfort at every stage.

6.1 Phasing

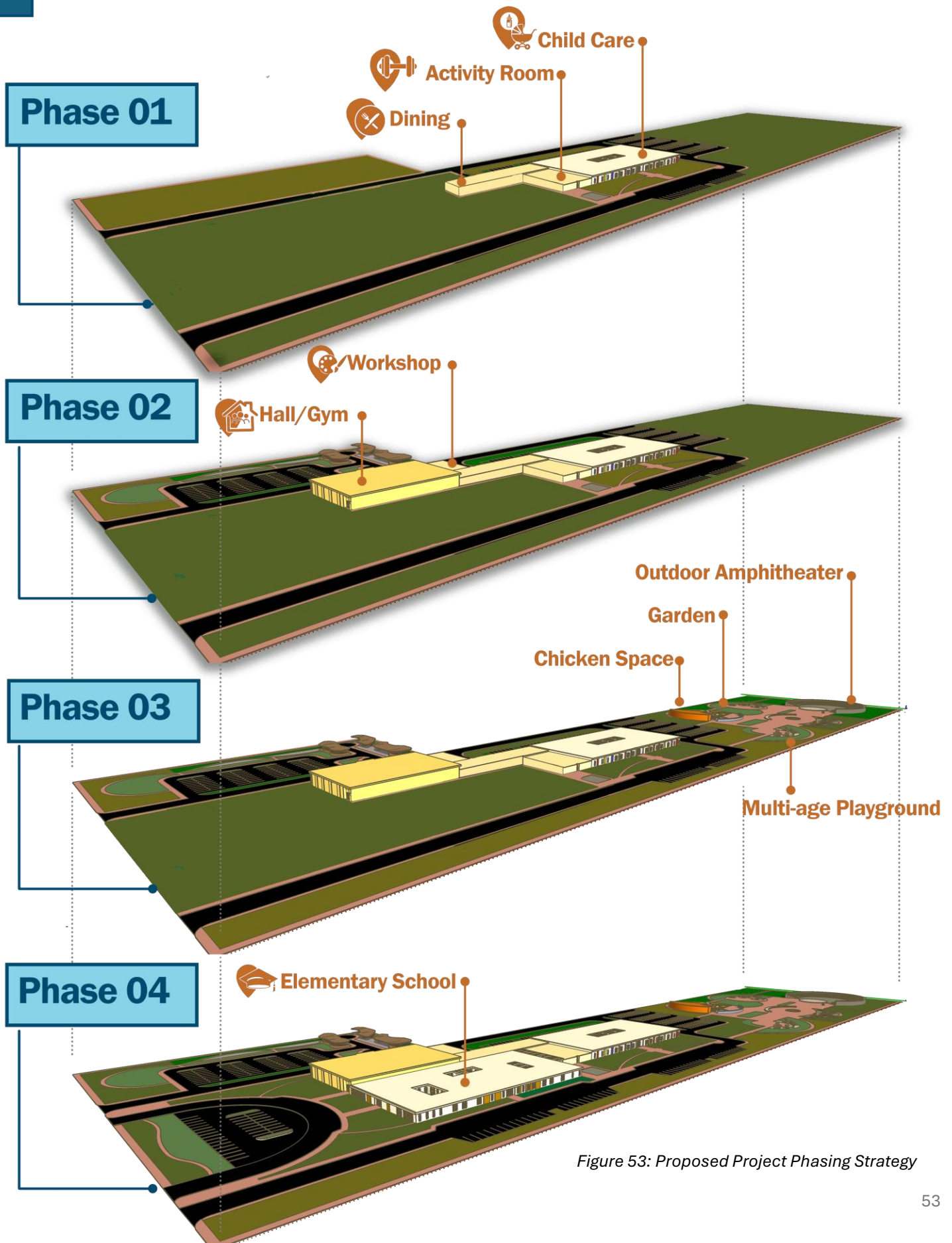


Figure 53: Proposed Project Phasing Strategy

6.1 Funding Opportunities

This plan envisions a comprehensive set of programs and facilities that will require significant funding to be fully realized over time. While the vision is ambitious, it is intentionally structured to allow for phased implementation based on available resources. To support this

process, a range of potential funding opportunities can be explored. This section begins with federal and state grant programs, outlined in the table below, followed by additional funding strategies that can support the long-term implementation of the project.

Federal & State Grants

Name	Level	Date	Competitiveness	Description
REAP (City Parks & Open Spaces Grant)	State	May & November	Competitive	Supports park development, open space acquisition, and recreational facilities.
Community Development Block Grant (CDBG – Iowa)	Federal / State-administered	Varies	Moderately Competitive	Supports community development projects including public facilities, housing, and infrastructure.
Iowa Child Care Business Incentive Grant	State	Rolling / periodic	Moderately Competitive	Supports development and expansion of childcare facilities to increase capacity.
USDA Rural Development	Federal	Rolling	Competitive	Provides funding for essential community facilities in rural areas, including childcare centers, community buildings, and public services.
AARP Community Challenge Grant	National / Private	January – March	Competitive	Funds quick-action projects that improve livability, especially for older adults.
Surface Transportation Block Grant (STBG)	Federal	March – April	Competitive	Supports transportation infrastructure improvements, including roadway, access, and safety enhancements.
Land and Water Conservation Fund (LWCF)	Federal / State	Varies	Competitive	Funds infrastructure and programs that improve safety for children walking and biking to school.
Iowa Great Places Program	State	Rolling	Competitive	Supports projects that enhance cultural, recreational, and community identity

6.1 Funding Opportunities

Name	Level	Date	Competitive ness	Description
T-Mobile Hometown Grant	National / Private	Quarterly (March, June, September, December)	Moderately Competitive	Provides funding for small town revitalization projects, typically up to \$50,000.
Carol M. White Physical Education Program (PEP Grant)	Federal	Typically Spring	Competitive	Supports physical activity and fitness programs for children and communities.
KaBOOM! Community Play Space Grant	National / Nonprofit	Rolling / Varies	Competitive	Supports the development of playgrounds and child-focused outdoor spaces.
Iowa DOT – Transportation Alternatives Program (TAP)	State	Annual (via MPO/RPA deadlines)	Competitive	Funds transportation infrastructure including pedestrian, bicycle, and roadway improvements.

Table 1: Funding Opportunities

Community-Based Funding

Residents can be directly involved in the project's implementation through community-based funding options. Certain aspects of the plan may be supported by donations, sponsorships, volunteer work, and fundraising initiatives. These strategies can increase community involvement in Manning and guarantee that the project takes into account local priorities.

Local Funding Sources

Local funding sources, including city and county contributions, represent an important component of the overall funding strategy. These may include budget allocations, local financing tools, and partnerships with the school district. In Manning, local investment can demonstrate community commitment and help leverage additional external funding.

Private Foundations & Nonprofits

Programs that support community well-being, health, and education might receive additional financing from private foundations and nonprofits. Projects with significant social impact and community involvement are frequently given priority by these sources. Initiatives like childcare programs, educational events, and intergenerational community spaces can be supported in Manning.

Public-Private Partnerships (PPP)

Public-Private Partnerships provide chances to work with regional companies and organizations to finance and manage important project components. These collaborations can improve project success and long-term sustainability through sponsorships, shared-use agreements, or collaborative investments. PPPs can help in the construction and upkeep of amenities like shared spaces, recreational areas, and community places in Manning.



07

Beyond the Plan



7.1 Beyond the Plan

This project began as a response to a clear and urgent need, the lack of childcare capacity in Manning. However, through the planning process, it became evident that this site holds the potential to address a much broader range of community needs.

Rather than focusing on a single function, the project evolved into a vision for a new Manning Center, a shared place where every resident can find something for themselves, and a place people will continuously return to.

While the project prioritizes children as the future of the community, it is designed to serve all generations. It provides spaces for students, adults, and seniors, creating opportunities for interaction, learning, and shared experiences across different age groups.

More than a defined outcome, this project establishes a flexible framework that can grow and evolve over time, responding to the needs of the community as they change.

This project is, and should continue to be, a shared effort of all residents who can contribute in any way.

Together, we improve our community by investing in education, active and healthy living, and by creating a place for gathering and events.

We can support our children through quality childcare and early education, creating a strong foundation for their future.

We can connect with the Manning Hausbarn Heritage Park through farming and gardening, growing organic products and promoting a healthier lifestyle. We can take part in activities through workshops, active spaces, and a gym.

We can organize celebrations in our community hall, located next to the historic Trinity Church. We can spend time outdoors in the playground and watch performances in the open-air theater.

We can even transform our parking into something more, painting it together and bringing it to life through creativity and imagination.

Through our shared efforts, we are making Manning a better place to live, a community that is active, healthy, green, safe, and accessible, and a true gathering point for everyone.

FOR OUR CHILDREN. FOR OUR FUTURE.

A future center of Manning: a place for learning, connection, and community life.

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REAP (City Parks & Open Spaces Grant)

<https://www.iowadnr.gov/programs-services/resource-enhancement-protection-reap/reap-funding-opportunities>

Community Development Block Grant (CDBG – Iowa)

<https://opportunityiowa.gov/community/community-infrastructure/cdbg-programs>

Iowa Child Care Business Incentives Grant

<https://workforce.iowa.gov/opportunities/grants/child-care>

USDA Rural Development

<https://www.rd.usda.gov/>

AARP Community Challenge Grant

<https://www.aarp.org/livable-communities/community-challenge/info-2026/2026-challenge.html#listTitleOne>

Surface Transportation Block Grant (STBG)

<https://www.fhwa.dot.gov/specialfunding/stp/>

Land and Water Conservation Fund (LWCF)

<https://lwcfcoalition.org/>

Iowa Great Places Program

<https://history.iowa.gov/about-us/about/grants/iowa-great-places>

T-Mobile Hometown Grant

<https://www.t-mobile.com/brand/hometown-grants>

Carol M. White Physical Education Program (PEP Grant)

<https://www.publicsafetygrants.info/Grant-Details/gid/13209>

KaBOOM! Community Space Grant

<https://kaboom.org/become-a-partner/apply-for-a-grant/>

Iowa DOT – Transportation Alternatives Program (TAP)

<https://treesforever.org/iowas-statewide-transportation-alternatives-program-tap/>