A New Promise for an Old Place: Operationalizing the Project Glade
Strategic Plan for Senior Housing and Services

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August 30, 2014—June 1, 2015

May 27, 2015

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Final Report Narrative

Title of Project: A New Promise for an Old Place: Operationalizing the Project Glade Strategic Plan for Senior Housing and Services

Grant Period: August 30, 2014—June 1, 2015

Grantee Name: Emory & Henry College

Project Director: Talmage A. Stanley

Description of Project:
In response to requests from the community of Glade Spring, Virginia, represented by the organization Project Glade, this project was another step in a multi-year, multi-pronged effort to offer logistical, technical, and strategic support for efforts to rebuild and revitalize this small rural community located three miles from Emory & Henry College. Building on previous ATP work, current funding from federal, state, and local government (including ARC) students worked collaboratively with members of the Glade Spring community and the officers of Project Glade to study demographic trends and trajectories for seniors living in the Glade Spring area in the next twenty to thirty years. Based on this research, the research team provided a series of recommendations for senior housing and other services affiliated with recent developments on the Glade Spring Town Square. The student research team worked with the Glade Spring community to assess need and identify strategies to offer opportunities senior housing on and near the Glade Spring Town Square.

Glade Spring Town Square is both a specific geographic location in the town of Glade Spring, Virginia, and the overall effort for sustainable economic and cultural development in the Glade Spring community. By focusing on senior housing, this project provided strategies to fulfill one component of the overall goal of offering mixed-population housing as a tool for economic development and sustainability on the Glade Spring Town Square. Recent efforts on the Square have resulted in new retail businesses, an artisan business incubator, cultural heritage activities, a farmer’s market pavilion, and the development of a nine-mile Rail to Trail asset that links Glade Spring with Saltville. Funding for this work has come from the Appalachian Regional Commission, Federal block grants, and state and local governments. Utilizing these recent successes, this project called for the development of senior housing on and near the Town Square business zone. Based on the results of focus groups with seniors, research into co-housing projects, second-story development, and pedestrian-friendly towns, students delivered a report on population trends, alternative modes of housing, and development of pedestrian-friendly business districts, and social entrepreneur business zones adjacent to the Glade Town Square. Student researchers addressed two goals of the ARC strategic plan—increase job opportunities and per
capita income and strengthen the capacity of Appalachian people to compete in the global economy. The research and data is available to support the community’s application for economic development grants and investments for senior housing.

Activities:

As part of the research and planning and as a means of making available the research

**Students met with the Project Glade organization**
Chair, Paul Case; location: Washington County Public Library, Glade Spring Branch, October 16, 2014
Focus Group Questions:
1. What would make Glade a thriving community, a place that improves persons’ overall quality of life?
2. What assets or resources does Glade Spring have to build upon to achieve a thriving community?
3. What would be the first steps to take towards this vision of community in the next 5 years?

**Students met with representatives of the Glade Spring Planning Commission, and Town Council**
1. Brian Martin (Town Manager), September 30, October 20, October 23
2. Dirk Moore (Planning Commission), October 1
3. Lee Coburn (Mayor), November 6

**Presentation of findings**
Project Glade, April 16

**Additional Presentation**
Brian Martin, Town Manager, December 8

**Conference Presentation**
Appalachian Studies Conference, 8:00 a.m. Saturday, March 28

**Scope of Work**
The 2014-2015 Emory & Henry Appalachian Teaching Project fully addressed the expectations called for in the Scope of Work. Specifically,

1. Each participating institution will offer at least one course in which students will address the question, “How do we build on community assets to shape a positive future for Appalachia?”
   a. **Public Policy and Community Service 460, PPCS 460—Research for Place**
      i. Talmage A. Stanley, instructor
2. Each participating institution will work with a local community to identify a critical community need or problem that affects its long-term sustainability. The institution will then develop a community-based research project (affiliated with the credit-bearing
course) that addresses the community-identified problem and uses the local community’s assets to build sustainability.

a. See description of Glade Spring, Virginia

3. Projects must meet the guidelines, goals, and outcomes identified below and must show concrete deliverables.

a. See Project Outcomes

4. Additionally, projects must go "the next step beyond” folklore, ethnographic fieldwork, and volunteer or service-learning activities to promote long-term sustainability. Each institutional director must submit the project proposal to the grant administrator no later than June 15, 2015.

a. This was accomplished; see project description and research report

5. On December 5-6, 2014, students and faculty will convene in Washington, D.C.,

a. This was accomplished; see Project Outcomes

Common Guidelines

1. Though each course will be different, each syllabus will include the following in addition to other goals, objectives, and requirements:

(1) Goals:
- Students will develop leadership skills and awareness of community assets that can foster sustainability.
- Students will be engaged as active learners and participants in community projects.
- Students will engage in active research to assist communities in creative approaches to sustainability through asset development.
  - These were accomplished

(2) Student Activities:
- Active engagement with a single, community partner-organization, or group throughout the semester. The project cannot be strictly classroom-based. (Deviation from this model must have ARC approval at the time the sub-award is granted.)
  - Accomplished
- Presentation of research at a conference in Washington, D.C., on December 5-6, 2014. All students who attend the conference must be actively involved in the presentation.
  - Accomplished
- Creation of a poster for presentation at a poster session in Washington, D.C.
  - Accomplished
In addition, students must present their research to their primary community partner(s) and participate in one (or more) of the following options:

- **These were accomplished**

  (a) Presentation of research to at least one civic organization or to elected officials within the community  
  a. **Accomplished**  
  (b) Presentation of research at a national conference.  
  (c) Participation in a poster session or panel discussion, or delivery of a formal session at the Appalachian Studies Association’s Annual Conference in March 2015.  
  a. **Accomplished**

Student participatory/active research will focus on Appalachian communities, preferably one or more of the ARC-designated distressed counties. For continuity of research and relationships, some faculty will continue to work with the same community that was the focus of their previous research and study. Additionally, some communities may be selected because they constitute “distressed” populations within counties that are not formally labeled as distressed.

- **The Emory & Henry Project met this through working with Glade Spring, a distressed population**

- Research will address one or more of the goals of the ARC strategic plan: increase job opportunities and per capita income; strengthen the capacity of Appalachian people to compete in the global economy; develop and improve the region’s infrastructure; build the Appalachian Development Highway System.

- **The project specifically addressed questions of infrastructure and the ability of Glade Spring as a community to compete in a global economy**

- Students and faculty will attend a meeting on December 5-6, 2014, in Washington, D.C., to share results of the research with each other, Commission administration and staff, and invited guests, including university administrators.  
  a. **Accomplished**

- Each participating institution will submit to the Commission a final report of the research findings. Final reports must document how the project met the required guidelines and goals stated above. Final reports are due when the institutions have met the obligations outlined in Common Guidelines and no later than May 31, 2015. Itemized invoices for subcontracted amounts may be submitted and paid only after ETSU and ARC officials have approved the final report. Note individual institutions’ indirect recoveries must be
charged to the subaward, which is set at a maximum of $4,000. No invoices can be honored after June 30, 2015.

- **Reports and appropriate invoices herewith attached.**

**Project Outcomes:**

1. Students will design and conduct at least two focus groups with seniors, addressing questions of housing.
   
   a. **Students conducted one focus group instead of two, at the suggestion of the community partner, Project Glade**

2. Students will be actively engaged with Project Glade, as the representative of the community of Glade Spring, Virginia, throughout the semester. Project Glade is the primary single partner.
   
   a. **Students were in communication with representatives of Project Glade and attended meetings**

3. Students will present their research and results at the meeting of the Appalachian Teaching Project in Washington, D.C., in December 2014.
   
   a. **Students attended the ATP meeting, and presented findings (see attached report)**

4. Students will produce a poster for presentation at a session of the ATP in Washington, D.C., in December 2014.
   
   a. **Students produced a poster and it was on display throughout the ATP meeting**

5. Students will provide three deliverables to the Glade Spring Community, on which the report to the ATP will be drawn:
   
   a. A report showing demographic trends and population for Glade Spring, Virginia and surrounding area, focusing on seniors, in the next thirty years.
      
      i. **This was accomplished. Please refer to the attached report.**

   b. A report showing current housing trends for seniors, including second-story housing on the Square, co-housing models, and patio developments, and how these housing strategies can be deployed in Glade Spring, that will also examine the feasibility of mixed population housing (young families with seniors, etc…)
      
      i. **This was accomplished. Please refer to the attached report.**
c. A conceptual framework and zoning proposal for social entrepreneurial enterprises for Glade Spring, Virginia

1. The report did not accomplish this. The idea of a social entrepreneurial enterprise zone proved to be almost too innovative for planners and managers.

6. Focus student research on Glade Spring, Washington County, Virginia, identifying assets and resources necessary for a dynamic, creative, local economy.
   a. This was accomplished. Please refer to the attached report.

7. Students will meet with Project Glade and the Glade Spring Planning Commission/Town Council at the launch of the project.
   a. This was accomplished. See above for listing of activities.

8. Students will provide progress reports to Project Glade and to the Glade Spring Planning Commission/Town Council two or three times throughout the project.
   a. This was accomplished. See above for listing of activities.

9. Students will present the results of their work to Project Glade.
   a. This was accomplished.

10. Students will present the results of their work to the Glade Spring Planning Commission/Town Council
    a. This was accomplished.

11. Students may, depending on schedule, present their research at a formal session at the Appalachian Studies Association’s Annual Conference at East Tennessee State University, March 27-29, 2014.
    a. This was accomplished.

Problems Encountered

1. The weather this winter dramatically disrupted school and civic schedules. Finding times to meet with partners to offer reports was very nearly impossible.
2. Several members of the student team studied abroad in the spring semester or graduated in December. The decreased number of students on the team made for difficult schedules and for a smaller reporting group at the ASA conference in March.
3. Sometimes, the lack of civic structure, organizational capacity, and ambitious leadership in a community can have a negative effect on research work.

Program Continuation and Sustainability

The Emory & Henry 2015 ATP Project is just one more block in the long building process for effective college-community collaborations, part of what the College’s partner, The Rensselaerville Institute, describes as outcome-focused, place-based projects for human gain. The 2015 ATP project will likely take up some other aspect of this evolving, ongoing work. Moreover, through the collaborative with The Rensselaerville Institute, the Appalachian Center for Civic Life, and the new interdisciplinary program in Civic Innovation, other resources, financial and human, are moving into this work.

Conclusion and Recommendations

The work of building sustainable communities is often uneven, fragmented, and moves in halts and starts; however, despite what might appear to be the lack of capacity, the short-term mistakes, that work goes forward. Emory & Henry and the people and place of Glade Spring are prototyping new approaches and new understandings for working for sustainable communities. What has been accomplished is valuable, but the more important, more daunting, work is ahead of us. To see this work to the next stages will require all of the support that can be mustered. The Appalachian Regional Commission’s investment in this partnership is essential to its continuance.